

**Course:** Introduction to Psychology, PSY 101

**Lesson topic:** Personality Theory, Big 5 Personality Traits

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**Pre-reading assignment:**

Myers, D.G. & DeWall, C.N. (2015). *Psychology* (11th ed.). New York, NY: Worth Publishers.

Chapter 13 - Personality

**Related learning objectives from the course syllabus:**

- Describe, evaluate, and compare major concepts, principles, theories and fields of psychology.
- Apply psychological concepts, principles and theories to one's own life, society, and culture.
- Collaborate with peers in discussion of psychological topics and engage in teamwork activities

**Scope of the lesson (75 min.):**

- *5 minutes:* Teacher will provide a brief overview of the lesson. Note – we recommend that the instructor writes the overview on the board so that students can follow along with the flow of the lesson and can anticipate next steps.
- *5 minutes:* Students will participate in a review of the material from the Personality chapter of Myers & DeWall (2015) by answering 5 multiple choice content related questions. Poll.Ev is a useful digital platform to use to engage the whole class in a review of the material.
- *5 minutes:* Teacher will review and explain any material that seemed unclear based on the review results.
- *10 minutes:* Teacher will prompt students to define “personality” and provide examples as to how personalities are measured and described. Note – the teacher should model a response.
  - *2 minutes:* Think
  - *3 minutes:* Pair
  - *5 minutes:* Share
- *20 minutes:* Mini-Lesson
  - *1 minute:* Students use their devices to access PollEv.com
  - *3 minutes:* Teacher facilitates a student-centered discussion on the relevant big 5 personality trait material
    - Corresponds with slide #3 on the Personality Mini-Lesson PP \*original\*)

- *1 minute*: Teacher explains the matching game to students. Explain that students will be presented with pictures of two celebrities. Each celebrity falls at either the high or low end on the continuum for each big five personality traits. The students will be asked to vote on which personality trait is exemplified by the two celebrities.
  - Corresponds with slide #4 on the Personality Mini-Lesson PP \*original\*
- *7 minutes*: Students will be presented with the continuums and will vote for which personality trait is represented.
  - Corresponds with slides #6 - #15 on the Personality Mini-Lesson PP \*original\*
- *3 minutes*: Optional lesson addition to do a “case-study” and analyze all the big 5 personality traits for one person
  - Corresponds with the Personality Mini-Lesson PP \*extension\*
- *5 minutes*: Students will complete their own personality assessment (TIPI; Gosling et al., 2003)
  - Corresponds with slides #16 on the Personality Mini-Lesson PP \*original\*
- *15 minutes*: Data entry- Using Google Excel, students will enter their personality score for all 5 traits and their gender (1 = male; 2 = female). After this, display results on a bar graph (average). Open for a discussion (cold calling), asking students about the differences in their own score compared to the pooled averages. If there are gender difference and what they think about the limitations.
- *10 minutes*: Follow-up activity; students chose wither one person from the mini-lesson, or anyone they want that was not included (if this option is selected, take 5 nominations and vote) - students will be placing where they think that person is on the continuum for all 5 traits.

## Materials:

- Post-reading quiz
- Personality Mini-Lesson PP \*original\*
- Personality Mini-Lesson PP \*extension\*
- Google Docs sheet with student access
- PollEv.com
  - Note about PollEv.com - In order to facilitate class activities with PollEv.com you will need to create an admin account. It is complete free and simple to navigate. We recommend that you test out the software to familiarize yourself with it before using it with students.
  - You will find questions to populate your reading review with and the mini-lesson matching segment in the document labeled “Poll EV Questions”