

PSYCH 20: Theories of Personality

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Mini-Unit Plan Overview

This mini-unit aims to encourage students to build on, and towards, PSYCH 20 learning in order to explore theories of personality and consider their validity. Students are asked to investigate their own personality through these lenses, while reflecting on the larger implications of Personality Theory in culture, society, and community. The mini-unit approaches learning through a variety of strategies, including multimedia, peer learning, interest and inquiry based learning. The unit is also grounded in the broader aims of the course: developing thinking, developing identity and interdependence, developing literacies, and developing social responsibility (Sask. Curriculum, 2020, p.5-9). The concepts within are essential for PSYCH 20 students to “explore influences on an individual’s thoughts and feelings about themselves and the world... [and] investigate connections between mental health and personal environment (Sask. Curriculum, 2020, p. 3). This mini-unit might also serve as an introductory unit to PSYCH 20 by summarizing important and recurring theories/theorists and by framing the course with a study of Self. Concepts examined include: influences and the development of personality, Freud and the subconscious, Erikson’s stages of personality development, Jung’s archetypes of personality, the impact of Maslow’s need on personality, and how to engage with these theories while acknowledging flaws or useful components.

Mini-Unit Title	Theories of Personality
Grade/Course	PSYCH 20
Length	5 hours; 1 hr/per lesson
Mini-Unit Rationale	The rationale for the mini-unit is in its foregrounding of self and personality. The larger course is primarily concerned with understanding the self and its relationship to community through the study of psychology. This mini-unit contains useful context for the understanding and study of the development of self. Here, central theories and thinkers are discussed, and this provides essential learning for further exploration of concepts. The learning goals of the mini-unit, such as analysis, discussion, critique, and interest-based research, are necessary for meeting outcomes in PSYCH 20. In short, personality development provides a framework for engaging in psychology more broadly, and can be employed to assess human behavior: social, emotional, cognitive, spiritual, and pathological. .
Suggested Unit Connection	Instead of units, the PSYCH 20 course shares the same aim and goals with all Social Studies (SS) courses. This mini-unit would fall under SS’s Interactions and Interdependence (IN) (Sask. Curriculum, 2020, p.12). As such, the mini-unit is concerned with individuals and their development; individuals and their interaction with society; families and its interdependence on community/society; and the interdependence of historical learning, contemporary ideas, and critical and ethical evaluations of both.
Guiding Questions	What major factors influence the development of personality? What can we take away from the theories of personality? What do we think is not useful? How does learning about ourselves help us become better citizens? In what ways do theoretical approaches to personality help us better understand ourselves and our place in the world? How do social, dispositional, spiritual, and biological factors shape our sense of self and influence others around us? Does a primarily eurocentric study of psychology and personality contribute to disparity and discrimination? Can the study of personality anticipate the difference of culture and worldview? If not, how do we reconcile this field of study with our social justice aims?
Outcomes/ Indicators Learning Goals	P20.1 Examine historical shifts in social psychology including major theoretical perspectives, research methods related to behaviour using various cultural perspectives. P20.2 Explore how biological, cognitive, emotional and spiritual dimensions and social factors influence the way we think and feel about the world. P20.3 Investigate socioemotional development from early childhood through adolescence.

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	P20.4 Investigate concepts of social-cognitive, dispositional and biological approaches to personality and their affect on an individual. Learning Goals: Critical analysis of personality theory; understand external influence on personality development; examine personality development through formative years; complete inquiry-based research; apply learning of personality to self and to interactions with others.
Treaty Outcomes	Grade 11 Treaty Outcomes are not met explicitly in mini-unit, but Indigenous knowledge and worldview are part of guiding questions to frame discussion of eurocentric concepts of psychology and personality, specifically.

Lesson Overview

Date	Class #	Lesson Title	Outcomes/ Indicators	Assessment	Lesson Outline*
April 15	1	Lesson 1: Introduction to Theories of Personalities	▪ P20.2: Explore how biological, cognitive, emotional and spiritual dimensions and social factors influence the way we think and feel about the world. (b) Analyze the role of socio-cultural influences such as customs, lifestyles and values, on physical and social development (g) Examine how the perception of one's physical and cultural environment can influence the behaviours, relationships and life goals of a person. (i) Create a representation	Formative: -KWL sheets will be collected for examination of student engagement, interest, and learning. -Puzzle pieces will also be examined for student learning and engagement in the topic.	Lesson 1 introduces the concept of personality. It frames the study of personality as theoretical and changing, and identifies that it is shaped by internal and external forces. Assessment is formative and concerned with engagement of new ideas. ESST350-Psych 20 ...

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			that demonstrates the presence of motivation, attitude and emotion in own life (e.g., casting agency, academic program, television commercial promoting yourself). P20.4: Investigate concepts of social-cognitive, dispositional and biological approaches to personality and their affect on an individual. (a) Analyze contributions of social-cognitive theories to understanding of personality. (d) Assess ways in which biological influences affect behaviours.		
April 16	2	Lesson 2: Freud and Psychoanalysis	P20.3: Investigate socioemotional development from early childhood through adolescence. (g) Analyze how children learn values, develop moral and ethical behaviour and potential impact on	Summative: -Cat and the Hat Analysis project that demonstrates what students learned about the psychoanalytic theory- specifically the	Lesson 2 builds on the previous lesson's introduction of personality, while beginning a deeper delve into the theoretical. By starting with Freud, students might contribute their own knowledge from previous classes or popular culture to the discussion. Freud's theory of the subconscious is foundational for understanding the

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			decision making in adolescence. P20.5: Investigate various mental processes in social contexts. (e) Determine processes used to make sense of the behaviours of others and factors (e.g., self-schema, culture) that affect judgement. P20.6: Assess impacts of individual behaviour on relationships and society.	id, ego, and superego.	upcoming ideas that build on it. Assessment is summative in order to adequately gauge student application/engagement with theory in order to move on.  ESST350-Psych 20 ...
April 17	3	Lesson 3: Psychodynamic Theory: Jung & Erikson	P20.1 Examine historical shifts in social psychology including major theoretical perspectives, research methods related to behaviour using various cultural perspectives. b)Analyze theoretical perspectives on human social actions and interactions. P20.4 Investigate concepts of social-cognitive, dispositional and biological approaches to personality and their affect on an	Formative: Review Quiz–assessing for previous comprehension in order to build on necessary learning Group Discussion–assessing engagement with new concepts and ideas Collage Activity & Sharing–demonstrates analysis and application of theories through peer sharing/learning	Lesson 3 continues to build on previous learning: environmental influence on personality development and personality theory. Jung and Erikson's approach to the study of personality is contrasted to Freud's. Jung's archetypes are explored here and students are encouraged to identify them at work in popular culture and art to apply their learning. We discuss how archetypes and Erikson's stages reflect a eurocentric view and how we might challenge that. Assessment is formative in review quiz and discussion, but the collage activity can potentially be both.  Esst350: Lesson3.do...

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			individual. a)Analyze contributions of social-cognitive theories to understanding of personality. b)Assess strengths and limitations of dispositional approaches to personality. P20.2 Explore how biological, cognitive, emotional and spiritual dimensions and social factors influence the way we think and feel about the world. g)Examine how the perception of one's physical and cultural environment can influence the behaviours, relationships and life goals of a person. k)Determine how one's thoughts, feelings and behaviours can influence others.		
April 18	4	Lesson 4: Maslow & Big Five	P20.5- Investigate various mental processes in social contexts	Formative: -give students examples/ cases of an individual lacking one	Lesson 4 examines Maslow's hierarchy of needs, identifying how the external world impacts the self. The Big Five Personality Traits are also examined. Students are

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			(a) Investigate what it means to think and how sociocultural influences affect our thoughts and behaviours. P20.6- Assess impacts of individual behavior on relationships and society. (d) Evaluate the impact of isolation and exclusion on self-esteem and self-image. (j) Examine the levels of Maslow's Hierarchy of Needs and reflect on what motivates people's behaviour in various (e.g., family, peers, teachers, work colleagues) relationships. P20.9- Investigate contemporary social psychology issues. (a) Examine influences family and culture have on one's social	stage of Maslow's hierarchy of needs and identify which stage -students in small groups discuss real-life examples of how individuals may prioritize these needs in different situations. -Reflect on the Big Five personality results. Examine how new understanding about self and how it might contribute to interacting with others. -record findings and hand in on an exit slip	invited to consider the results of a personality test, and whether that information provided insight on success, struggle, interpersonal relationships, etc. They are welcome to be critical of the test.  ESST 350 Lesson 4
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			relationships and interactions. (f) Investigate forms of dysfunctional behaviours (e.g., defiance, intimidation, manipulation) and the socio emotional impact on others. (i) Explain factors that influence attraction and relationships.		
April 19	5	Lesson 5: Final Project Presentations	P20.10- Design and carry out a detailed exploration of one or more topics of personal interest relevant to Psychology 20	Formative: -the research each individual does on one psychologist/theory Summative: -Micro-teaching: present research to small groups each taking a turn to present a different psychologist	Lesson 5 is a culmination of learning of personality development and theory. Students are to research a theorist and share their work in small groups, ultimately providing a peer learning opportunity. Each student will hear research on all theorists, but only present/research one.  ESST 350: Lesson 5

Assessment Plan

Title of Assessment	# of assess.	Assessment Description	Outcomes/Indicators/Learning Goals Addressed
Personality Puzzle	1	Formative: Students brainstorm influences and factors that might shape personality, recording them on puzzle pieces, and tacking them to	P20.2 a) i) Students examine the factors that are influential on personality and examine them through a physical

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		the wall to create a visual representation of personality. They discuss what that might mean for them. ESST350-Psych 20 Lesson 1: In...	representation. This meets the learning goal regarding how personality is shaped.
Cat in the Hat	2	Summative: Students apply learning of Freud's theory of the subconscious through <i>Cat in the Hat</i> ESST350-Psych 20 Lesson 2: P...	P20.3: Students learn about the developmental theory of the self and the subconscious from baby to adult. They apply this learning by identifying instances of it in text. This meets our critical thinking and application of learning goals.
Archetype Collage	3	Formative: Students identify and explore Jung's archetypes in popular cultures: movie, tv, advertisements, literature. Esst350: Lesson3.docx	P20.4 a) b) Students learn about historical approaches to understanding the self, and examine the validity of that approach by applying it in a contemporary setting with contemporary mediums. This meets our critical thinking goals.
Big 5 Personality Test	4	Formative: Students take personality test and examine any insights gained, recording their learning or the perceived shortcomings of test. ESST 350 Lesson 4	P20.9 a) i): Students assess the impact of personality testing on their sense of self and their interaction with the world. This meets our interest based and application of learning goals.
Micro-Teaching	5	Summative: Research and presentation in small groups ESST 350: Lesson 5	P20.10: Students are to complete research on a psychologist and share their findings, making links to their own understanding/personality. This meets independent research and peer learning/teaching goals.

Resources

Cherry, K. (2022, Aug 3). Erikson's stages of development: A closer look at the eight psychosocial stages. *VeryWell Mind*. <https://www.verywellmind.com/erik-eriksons-stages-of-psychosocial-development-2795740>

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<https://conorneill.com/2018/04/21/understanding-personality-the-12-jungian-archetypes/>

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YouTube. <https://youtu.be/V73hdaSTzWg?si=K-3WkX1KzIWG-5Ju>

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Sprouts. (2019, Nov 8). The big five personality traits [Video]. YouTube.
<https://youtu.be/IB1FVbo8TSs?si=N4hGNf-ixpJkKGWT>

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