

Teacher Facilitation Guide: Personality Trait Inventories

For Teacher Use Only

This guide supports the use of the Student Personality Inventory Packet as daily openers during the Psychology / AP Psychology Personality unit.

Instructional Purpose

These inventories are designed as **non-diagnostic, low-stakes reflection tools**. They are not assessments and should never be used to label or categorize students. Their purpose is to activate thinking, promote discussion, and provide experiential anchors for personality theories.

Key Teacher Framing (Critical)

- Emphasize that personality traits exist on spectrums, not categories.
- Remind students behavior can change across situations and over time.
- Avoid asking students to share scores or totals publicly.
- Model neutral language; avoid value judgments.

Suggested Pacing & Structure

Each inventory is designed for a **10–15 minute opener**. Do not rush discussion; depth matters more than coverage.

- **5 minutes:** Silent completion
- **5–7 minutes:** Pair or small-group discussion
- **3–5 minutes:** Whole-class synthesis

Agreeableness

Discussion Prompts

- How does agreeableness affect group work?
- Can being too agreeable be a disadvantage?
- How might agreeableness show up differently at home vs. school?

Teacher Cautions

- Avoid framing low agreeableness as a flaw.
- Reinforce that assertiveness and agreeableness are not opposites.

Theory Connections

Big Five Traits; person–situation interaction

Conscientiousness

Discussion Prompts

- Why does conscientiousness predict academic success?
- Is conscientiousness something people can develop?
- How does school reward conscientious behavior?

Teacher Cautions

- Avoid equating conscientiousness with intelligence.
- Acknowledge environmental and cultural factors.

Theory Connections

Big Five Traits; personality and life outcomes

Introversion / Extraversion

Discussion Prompts

- How do schools favor extraverted behavior?
- What strengths do introverts bring?
- How can teams benefit from both?

Teacher Cautions

- Avoid stereotyping or ranking traits.
- Clarify that shyness \neq introversion.

Theory Connections

Trait theory; arousal theory

Neuroticism

Discussion Prompts

- How does emotional reactivity affect stress?
- Can high neuroticism ever be adaptive?
- How does coping strategy matter?

Teacher Cautions

- Be sensitive—avoid personal disclosures.
- Do not equate neuroticism with mental illness.

Theory Connections

Big Five Traits; stress and coping

Openness

Discussion Prompts

- How does openness relate to creativity?
- Can low openness be beneficial?
- How might culture influence openness?

Teacher Cautions

- Avoid framing openness as intellectual superiority.

Theory Connections

Big Five Traits; creativity and cognition

Risk-Taking / Sensation-Seeking

Discussion Prompts

- When is risk-taking positive?
- When does it become dangerous?
- How does age influence risk-taking?

Teacher Cautions

- Avoid glorifying dangerous behavior.

Theory Connections

Sensation-seeking research; developmental psychology

Type A / Type B (Critical Lens)

Discussion Prompts

- Why do psychologists question strict personality types?
- How did culture influence the popularity of Type A?

Teacher Cautions

- Emphasize historical context.
- Clarify this is not a modern diagnostic model.

Theory Connections

Trait vs. type debate; health psychology

Unit Synthesis Suggestions

At the end of the Personality unit, consider having students write a reflection addressing:

- Which traits felt most accurate?
- Which surprised them?
- How personality interacts with environment and experience

This packet is designed to start conversations, not end them.