



### Lesson 15: Sleep and dreams 2.4 Psychodynamic theory of dreams

<b>Learning objective</b>	Gain knowledge and understanding of sleep and dreams
<b>Lesson objectives</b>	By the end of the lesson, learners will be able to: <ul style="list-style-type: none"> <li>• Describe what is meant by subjectivity and objectivity in psychology</li> <li>• Explain the argument against the psychodynamic theory of dreams</li> <li>• Apply knowledge of the psychodynamic theory of dreams</li> </ul>
<b>Vocabulary</b>	n/a
<b>Previous learning</b>	Learners have studied the psychodynamic theory of dreams, including the named study argument for the theory.

### Plan

<b>Activities</b>	<b>Resources</b>
<b>Beginning (5 mins)</b>	Dream scenario: <a href="https://docs.google.com/document/d/1Im1EfLljo26R4Q-Fi8_aQ9KnfaFAimOINcEtcilUM/edit?tab=t.0">https://docs.google.com/document/d/1Im1EfLljo26R4Q-Fi8_aQ9KnfaFAimOINcEtcilUM/edit?tab=t.0</a>
<b>Middle (50 mins)</b>	

Ask learners to complete the starter exercise to check prior knowledge of the argument against and discuss any ideas the learners have already.

- Ask learners to work independently to complete their analysis of the dream scenario- you may wish to provide them with a handout for annotations. Encourage them to think about the role of the id and wish fulfilment, symbol analysis, manifest and latent content and the mechanisms of dreamwork.
- Learners can compare their responses with a partner. As a class, discuss why different analysts may have different interpretations of dreams. Explain that this is the argument against the psychodynamic theory.
- Ask learners to define what is meant by subjectivity and objectivity. Use question and answer to explore the types of data and data collection and where each type might fall on the continuum of objectivity-subjectivity.

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**End (5 mins)**

Ask learners to complete the plenary independently to assess their understanding of the argument against the psychodynamic theory of dreams.

### Reflection and evaluation

**Reflection:**

**Summary evaluation:**

What two things went really well? (Consider both teaching and learning.)

- 1.
- 2.

What two things would have improved the lesson? (Consider both teaching and learning.)

- 1.
- 2.

What have I learned from this lesson about the class or individuals that will inform my next lesson?

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