Lesson 10: Memory and forgetting 1.4 Motivated forgetting

Learning objective	To gain knowledge and understanding of motivated forgetting
Lesson objectives	By the end of the lesson, learners will be able to: • Describe the structure of personality • Describe the parts of the mind • Explain the psychodynamic theory of forgetting
Vocabulary	**Id:** innate part of the mind led by desire **Ego:** part of the mind that balances the id and super-ego **Super-ego:** part of the mind led by moral and societal standards **Conscious:** thoughts and feelings currently in a person's awareness **Pre-conscious:** thoughts and feelings a person is not currently aware of, but can easily bring to their awareness **Unconscious:** thoughts and feelings a person cannot bring to their awareness
Previous learning	Learners have studied key concepts in memory and forgetting, as well as two models of memory (levels of processing and the multistore model).

Plan

Activities		Resources
Beginning (5 mins)	In pairs, learners consider the talking point and decide whether they agree or disagree. Show learners the ideas on Slide 3 around having a meaningful discussion and then encourage them to use the phrases on Slide 4 during their discussion. Discuss responses as a class using some of the key phrases from the discussion in Lesson 9.	Diagram of structure of personality: www.simplypsychology.org/psyche.html

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Middle (50 mins)	- Discuss responses as a class, using the example questions to challenge thinking and build on each other's ideas about motivated forgetting. Introduce the psychodynamic approach to psychology. - Share the diagram about the structure of personality with learners. Explain the three parts and share the definition of each. - Ask learners to apply their knowledge of the structure of personality using the novel scenario task. - Learners work together in pairs or small groups to research the parts of the mind and the role of each. Check understanding as a whole class and share the definitions.	
End (5 mins)	Learners can check their understanding through the key term matching exercise	

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?