

Cambridge IGCSE[™] Psychology 0266

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						

Lesson 10: Memory and forgetting 1.4 Motivated forgetting 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

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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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