



# CAMBRIDGE

International Education

Cambridge IGCSE™ Psychology 0266

## Lesson 11: Memory and forgetting 1.4 Motivated forgetting

<b>Learning objective</b>	To gain knowledge and understanding of motivated forgetting
<b>Lesson objectives</b>	<p>By the end of the lesson, learners will be able to:</p> <ul style="list-style-type: none"><li>• Describe the defence mechanism of repression</li><li>• Describe the defence mechanism of suppression</li><li>• Apply knowledge of motivated forgetting to novel scenarios</li></ul>
<b>Vocabulary</b>	<p><b>Defence mechanisms:</b> protective behaviours by ego to reduce anxiety caused by conflict between different structures of personality</p> <p><b>Repression:</b> unconscious removal of emotionally painful experiences and unacceptable thoughts and feelings from consciousness</p> <p><b>Suppression:</b> conscious removal of unpleasant experiences and unacceptable thoughts and feelings from consciousness</p>
<b>Previous learning</b>	Learners have studied the structure of personality and the parts of the mind in psychodynamic theory.

### Plan

Activities		Resources
<b>Beginning (5 mins)</b>	Learners can create their own examples to illustrate conscious, pre-conscious and unconscious thoughts / desires to recap last lesson.	
<b>Middle (50 mins)</b>	<ul style="list-style-type: none"><li>• Check learners' answers to the starter, addressing any misconceptions or gaps in knowledge.</li><li>• Introduce the concept of defence mechanisms. Learners watch the video explaining the role of defence mechanisms and write their own explanation.</li><li>• Share the definition of the two key defence mechanisms in motivated forgetting. Learners can add these definitions to their notes / own glossaries.</li></ul>	

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- Discuss the role of each and the similarities and differences between the two mechanisms in relation to the parts of the mind and the structure of personality.

**End (5 mins)**

Learners can check their understanding through the short answer questions on the scenario about suppression

### 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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