**Id, Ego, and superego**

**Teacher Candidate:** *Rasha Qaisi and Nathalie Karnot*

**Subject:** *General Psychology* **Grade/Class:** *Grade 11*

**Date:** *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* **Time:** *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

**Duration (minutes):** 75 minutes

**Lesson Topic:** *Id, Ego, and Superego*

**CURRICULUM EXPECTATIONS:**

C1. Theories, perspectives, and methodologies: demonstrate an understanding of major theories, perspectives, and research methods in psychology.

C2. Explaining human mental processes and behaviour: uses a psychological perspective to explain how diverse factors influence and shape human mental processes and behaviour.

**SPECIFIC OBJECTIVES OR EXPECTATIONS***:*

C1.1. Explain the significance of contributions of influential psychologists (Sigmund Freud).

C1.2. Summarize the key ideas of major psychological theories and explain how they can be used to understand human behaviour (Psychodynamic theory - conscious, subconscious, Id, Ego, and Superego).

C2.1. Explain, from a psychological perceptive, how various influences can contribute to an individual's psychological development (environment, personality, and identity development).

**TEACHING LEARNING RESOURCES:**

\_ KWL Chart

\_ Multiliteracies video

\_ Overhead projector

\_ *Cat in the Hat* by Dr. Seuss

\_ "Analyze Your Needs" handout

**LESSON SEQUENCE:**

**Introductory Activity: time - 4 minutes**

\_ Introduce students to KWL Chart

\_ Students are encouraged to fill out the 'What I Know', 'What I Want to Learn', and the 'What I Have Learned' columns. \*Note that the 'What I have Learned' column should be filled out at the end of the lesson as a reflection.

**Developmental Strategies:**

**Activity 1: time - 10 minutes**

**\_** Present multiliteracies video (5 minutes) to the class.

\_ After watching the video, students will continue to fill out their individual KWL chart. This time, the will fill in the 'What I Have Learned' column.

**Activity 2: time - 2 minutes**

**\_** With an elbow partner, students are to discuss their notes so far.

**Activity 3: time - 15 minutes**

**\_** Teacher will provide a formal lecture to students, expanding on the Freudian concepts present in the video.

\_ Teacher will lecture on the conscious and unconscious levels of the human psyche and and discuss the id, ego, and superego in relation of the levels of consciousness. Teacher will also talk about basic human motivators and drives.

**\_** Teacher facilitated discussion of key concepts found in the video.

**Activity 4: time - 25 minuets**

**\_** Teacher will hand out copies of "Cat in the Hat" by Dr. Seuss

\_ Students will be given 10 minutes to read the children's story

\_ Students are encouraged to analyze the characters according to the Freudian theory of the id, ego, and superego. Each student will be responsible for his or her own notes.

\_ In a paragraph(s) (1-2), students will draw connections between the characters in *Cat in the Hat* and the id, ego, and superego. \*Note: students should be directly quoting from the short story in order to backup their claims.

Student work will be handed in at the end of class for evaluation.

**Activity 5: time - 15 minuets**

\_ Now that students are familiar with the id, ego, and superego, they will fill in the "Analyze Your Needs" worksheet. Students are to write down five things they really want or want to do in the 'id' section. How would the ego and superego respond to their needs?

**Differentiated Instructional Strategies:**

Through different class activities and teaching strategies, teacher ensures that diverse learning strategies and learning needs are met in order to benefit all students with various learning styles.

**Culminating Activity:**

Students are to come up with three different examples of instances when the id, ego, and superego dominate decision making.

**REFLECTION & SELF-EVALUATION**

Consider the following:

 What went right:

 What went wrong:

 Reasons things might not have worked:

 How lesson can be improved:

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Freudian Psychology

Id, Ego, and Superego

Now that you are familiar with the id, ego, and superego, please fill in the following points. Write down 5 things that you really want or want to do in the id section. How would ego and superego respond to your needs?

Id -

*
*

*

*

*

Ego -

*

*

*

*

*

Superego -

*
*

*

*

*

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The Conscience Unconscious

The Id, Ego, and Superego

Fill in the following KWL chart based on what you know, what you want to know, and what you have learned about the Sigmund Fred's concepts of the conscience, the unconscious, the id, ego, and superego.

Please note that the last column should be filled in at the end of the lesson.

|  |  |  |
| --- | --- | --- |
| **What I Know** | **What I Want to Know** | **What I Learned** |
|  |  |  |