Stephanie Franks, MS, of Springboro High School (Springboro, OH)
Recipient of a 2019 APA TOPSS Charles T. Blair-Broeker Excellence in Teaching Award

Lesson Plan Component

2-Day Lesson Plan for APA TOPSS Charles T. Blair-Broeker Excellence in Teaching Award

Title

Lesson Plan for Psychodynamic Theory of Personality

Contributor/Author

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School, District

Springboro High School, Springboro Community City Schools, Springboro, OH

Overview *(brief explanation of 2-day lesson)*

The two day lessons provided will assist with teaching the psychodynamic theory of personality by using discussions and thought provoking activities. Specifically this lesson will cover Freud, psychoanalysis, his beliefs in regards to personality development, his legacy and criticism, as well as the introduction of Jung and Horney.

Alignment

Source: National High School Psychology Standards

Domain: Individual Variation Domain

- Content Standard Area: Personality
  - Performance standard: 1.1 Students are able to evaluate psychodynamic theories.

APA 2017 Student Learning Outcome (if applicable)

Goals:

1.1a Use basic psychological terminology, concepts, and theories in psychology to explain behavior and mental processes
1.1c Interpret behavior and mental processes at an appropriate level of complexity
2.2a Read and summarize general ideas and conclusions from psychological sources accurately
1- Knowledge base
1.1 Describe key concepts, principles, and overarching themes in psychology
1.3 Describe applications of psychology
2- Scientific Inquiry and Critical Thinking
2.1 Use scientific reasoning to interpret psychological phenomena

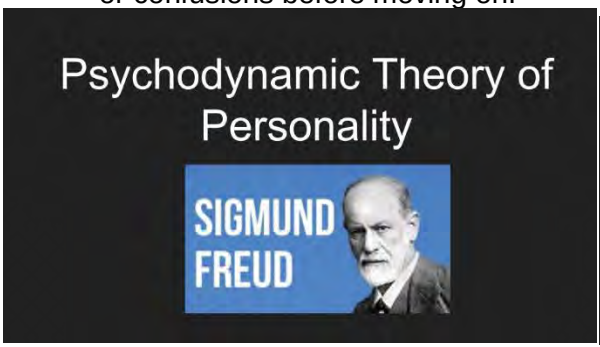
Anticipated Time (*Estimate of time needed)*

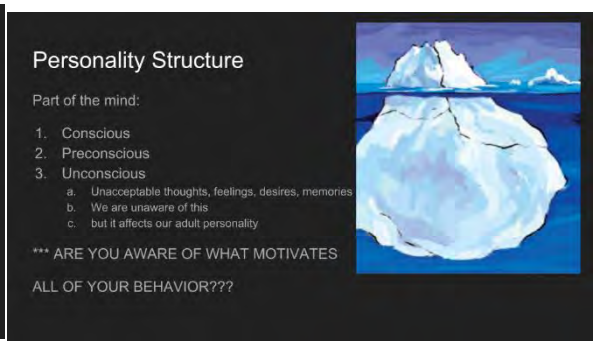
The district I work in has 50 minute class periods, so this would be two 50 minute classes

Description of the 2-day lesson

Day 1

- **Intro into the psychodynamic theory of personality**
  - Students will have been assigned to read about Freud and the beginnings of the psychodynamic theory of personality from the textbook.
  - Start class by quickly reintroducing Freud, his theory on personality development, and the importance of the unconscious, as well as answer any questions or clarify any misconceptions or confusions before moving on.





- **Id, Ego. and Superego**
  - As a whole, we will go over the Id, go, Superego. Students will have a Google Slide to follow to take notes
  - Students will get into groups of three. Each group will be given a zip locked bag of three folded slips of paper (one says the id, one the ego, and one the superego).
  - There will be three rounds in this activity. Each round the students will draw a role to play and will be given a scenario from me. I would encourage the groups to have the id respond first, the superego next, and the ego last. A few scenarios that can be picked from are below:
    - You are studying for a psychology exam, when your friend calls and asks you to go to the binge watch The Office with him/her on Netflix. What should you do?
    - You've made a 2019 goal to eat healthy, but while you are babysitting there is leftover cake from a recent birthday party. And it is your favorite. What would you do?
    - You are at the mall with a friend, Terrah. While she's in the dressing room, she puts a department store shirt under hers. When she comes out, she encourages you to do the same. What will you do?
    - You are at a party and offered a beer. You are curious, but you are on the soccer team, and you would be kicked off if you are caught drinking. What will you do?
- **Freud's Psychosexual Stages of Development- Freud Meets Mother Goose**
  - To ensure that students are able to identify fixations in a stage of psychosexual development and how these fixations can manifest into adult behaviors according to Freud, students will work with partners to read through various nursery rhymes to interpret which stage of development is affecting each character. I slightly modified this activity from Jane Halonen's The Critical Thinking Companion. The activity is copied and pasted below or can be accessed at https://docs.google.com/document/d/10wF8JodrLjCgD_FTloJBEp3aBZt0oANrVQQw0QA4k80/edit?usp=sharing

Freud Meets Mother Goose

Activity slightly modified from Halonen, J. (2016). Freud Meets Mother Goose. *The Critical Thinking Companion*. (3rd ed., pp. 139-141).New York, NY: Worth Publishers

Directions: Before reading through the various nursery rhymes, please read and familiarize yourself with the chart below.

Freud's Stages of Psychosexual Development

Stage	Description	Effect on personality

Oral (0-18 months)	Infants derive pleasure through oral exploration, and weaning can be difficult	oral fixations (smoking, over drinking, biting fingernails, excessive talking, chewing gum, overeating) activity levels (excessive or deficient), dependence on others (independent or overdependent), gullibility or cynicism
Anal (18-36 months)	Toddlers derive pleasure from elimination (bowel and bladder function) and struggle with self-control	Control of possessions and orderliness: Anal retentive (rule abiding, obsessed with cleanliness, perfection and control) or anal expulsive (messy, careless, and disorganized)
Phallic (3-6 years)	Kids derive pleasure from their sexual organs and struggle with gender identity and sexuality	Adult sexual responses are exaggerated (oversexualized or under)
Latency (6 to puberty)	There is no pleasure zone; sexual feelings are dormant	
Genital (puberty on)	Pleasure is derived from the development of sexual interests	Freud believed most would not be able to experience mature sexuality because of prior stage fixations; lack of intimacy

Directions: With your partner, read through the various Mother Goose nursery rhymes and determine which fixation the character is stuck on from a previous psyhosexual stage of development.

Jack and Jill
Jack and Jill went up the hill
To fetch a pail of water.
Jack fell down and broke his crown,
And Jill came tumbling after.
Which stage of psychosexual development did Jack and Jill likely develop a fixation?

Explain your answer.

Mary, Mary Quite Contrary
Mary, Mary, quite contrary,
How does your garden grow?
With silver bells, and cockle shells,
And pretty maids all in a row.
Which stage of psychosexual development did Mary likely develop a fixation?

Explain your answer.

There was an old woman who lived in a shoe.
There was an old woman who lived in a shoe.
She had so many children, she didn't know what to do;
She gave them some broth without any bread;
Then whipped them all soundly and put them to bed.

Which stage of psychosexual development did the old woman likely develop a fixation?

Explain your answer.

Old King Cole
Old King Cole was a merry old soul
And a merry old soul was he;
He called for his pipe, and he called for his bowl
And he called for his fiddlers three.
Every fiddler he had a fiddle,
And a very fine fiddle had he;
Oh there's none so rare, as can compare
With King Cole and his fiddlers three.
Which stage of psychosexual development did Old King Cole likely develop a fixation?

Explain your answer.

Goosey, Goesey Gander
Goosey, goosey, gander,
Where shall I wander?
Upstairs, downstairs,
And in my lady's chamber.
There I met an old man,
Who wouldn't say his prayers;
Take him by the left leg,
And throw him down the stairs.
Which stage of psychosexual development did the old man likely develop a fixation?

Explain your answer.

Three Blind Mice
Three blind mice. Three blind mice.
See how they run. See how they run.
They all ran after the farmer's wife,
Who cut off their tails with a carving knife,
Did you ever see such a sight in your life,
As three blind mice?
Which stage of psychosexual development did the 3 blind mice likely develop a fixation?

Explain your answer.

Jack Sprat
Jack Sprat could eat no fat,
His wife could eat no lean;
And so betwixt them both,
They lick'd the platter clean.

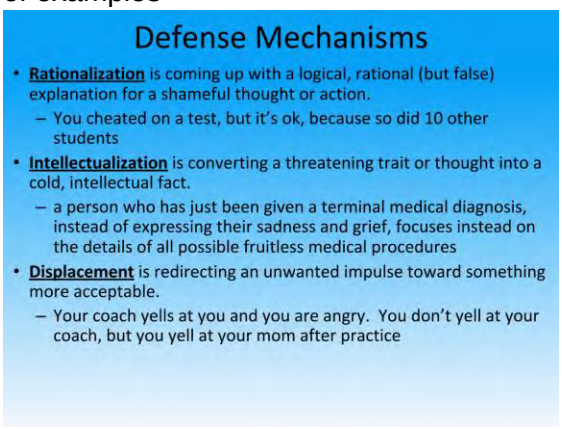
Which stage of psychosexual development did Jack and his likely develop a fixation?

Explain your answer.

- Discuss their responses as a whole class. It's important to recognize that depending on the explanation in some of the nursery rhymes, multiple answers could be acceptable.

- **Defense Mechanisms**

  - Review the following defense mechanisms: Denial, Repression, Reaction Formation, Projection, Rationalization, Intectualization, Displacement, Regression, Sublimation from their reading. Use the defense mechanism worksheet provided by TOPSS Unit Plans on page 54 (https://www.apa.org/ed/precollege/topss/lessons/secure/personality.pdf) Below is a Google Slide that I use in class, utilizing TOPSS definitions with a collection of examples





Day 2

- Review learning from the previous day
  - Think-Pair-Share with the following concepts: id, ego, superego, unconscious, psychoanalysis, free association, oral stage, anal stage, Oedipus Complex
- **Defense Mechanisms application**
  - Students will get into groups of 2-3. In their groups, I will put this Google Slide on the board (https://docs.google.com/presentation/d/1kxG8begKT1QSUbA-1hGTfm77P3B1-geY_2jqtv_yjFQ/edit?usp=sharing) Students will be provided with 9 different slides as well as the attachment below (https://docs.google.com/document/d/1NDq0z0pHQ3sKZ1Dv2qZV5djIRA8KqT2BhPJbD3yj2HI/edit?usp=sharing). Students will have to discuss with their groups, which defense mechanism explains the behavior in the clip, and justify their answer. The answer key is here (https://docs.google.com/presentation/d/1O_seUdplwm5GcEdu5GqEIP3R4zog4rNCESpsdqMi8JM/edit?usp=sharing)

Defense Mechanisms Using the Office
Stephanie Franks, Springboro High School

Directions: In your groups of 2-3, you will watch the following clips from The Office and determine which defense mechanism is most likely being used, and justify your response. Not all defense mechanisms will be used and some may be used more than once.

1. Which defense mechanism best fits the clip? Why? Justify your answer.

2. Which defense mechanism best fits the clip? Why? Justify your response?

3. Which defense mechanism best fits the clip? Why? Justify your response?

4. Which defense mechanism best fits the clip? Why? Justify your response?

5. Which defense mechanism best fits the clip? Why? Justify your response?

6. Which defense mechanism best fits the clip? Why? Justify your response?

7. Which defense mechanism best fits the clip? Why? Justify your response?

8. Which defense mechanism best fits the clip? Why? Justify your response?

9. Which defense mechanism best fits the clip? Why? Justify your response?

- **Carl Jung and the Collective Unconscious**
  - Watch Freud, Jung, Skywalker and the Psychology of Myth: Crash Course World Mythology #40 https://www.youtube.com/watch?v=PgsWcqATeLQ
    - Following, ask the following questions:
      - Who is the father of psychology?
      - How were Freud and Jung similar?
      - How are Freud and Jung different
      - Define what archetypes are in your words?
      - Explain the collective unconscious.
      - Using StarWars explain the shadow, anima/animus, and the self.

- **Why Freud Still Matters, When He Was Wrong About Almost Everything**
  - Have students read the George Dvorsky article *Why Freud Still Matters, When He Was Wrong About Almost Everything* (https://io9.gizmodo.com/why-freud-still-matters-when-he-was-wrong-about-almost-1055800815). If time allows, I would also read pg. 153 from Valerie Whittlesey's Diversity Activities for Psychology, which features an excerpt from Jerry Burger's book *Personality*. This passage discusses Karen Horney and Clara Thompson's critique of

Freud. This discussion can be included without the excerpt or could be held off until the following day.
    - Have students read the article independently and paper write down, what did Freud get wrong and what he get right?
    - Have a discussion as a class as to the impact of Sigmund Freud, the inaccuracies that have been cleared with science, and what he got right

- **Brain Dump:** End class with a brain dump. This is a widely used idea, but I first heard about it from Yana Weinstein at NETOP in 2017. Essentially students will write down everything they remember about the psychodynamic theory of personality that they've been exposed to thus far on a piece of paper. I typically will give the students 2-5 minutes to do so.
- Homework: Students can read the Monitor article, Not Your Great-Grandfather's Psychoanalysis by Amy Novotney (https://www.apa.org/monitor/2017/12/psychoanalysis)

Why is this science?
In psychological science, there has to be a starting place with hypotheses about the human existence. While much of Freud's beliefs about personality formation has not stood the test of time, he is the father of psychoanalysis, which is still in use today and studies support its usefulness to those with depression as well as benefits to the mental health of new parents. Additionally, while his understanding of the unconscious was flawed, the unconscious is very much a real thing. Research also supports defense mechanisms.

References

Dvorsky, G. (2013, August 7). *Why Freud Still Matters, When He Was Wrong About Almost Everything*. Retreived from https://io9.gizmodo.com/why-freud-still-matters-when-he-was-wrong-about-almost-1055800815/.

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