**Class Activities**

Chapter 1: Introduction to Cognitive Psychology

**Activity #1: Myth or fact?**

A great start for the introduction to cognitive psychology is to examine what beliefs students hold about topics related to cognition. Present the following myths/truths:

1. Most people use only 10% of their brain power
2. Extrasensory perception is a well-established scientific phenomenon
3. Subliminal messages can persuade people to buy products
4. Our memories work like videotapes or video recorders

Ask students to think about the statements and subsequently split into 4 groups. Ask them to find reliable sources to either confirm the fact or to call it a myth. Follow with a discussion of where they most likely acquire misleading information.

**Activity #2: Case Study**

When discussing various methodologies, have students watch the [video on HM](https://www.youtube.com/watch?v=7mvx-mAUJL8) (also available on the student study site under Chapter 1, Web Resources). Afterwards, ask students as a group to come up with all the memory deficits HM had, as well as memories that were preserved. Ask the group to conjure up what cognitive processes were preserved in HM, and what evidence in the video demonstrates that.

**Activity #3: Experimental Method**

When discussing experimental research, have students perform the following. Divide the class up into two groups, experimental and control, and tell them your interest is to understand how techniques used in memorizing affect subsequent memory. Present the two groups with two different instructions: Group 1 is asked to judge which of the following items they would take with them on a deserted island. Group two is asked count the number of vowels in the individual words. The groups are unaware of instructions for the other group. Then present the following words: sunscreen, book, monkey, mug, fruit, lamp, bed, cellphone, table, refrigerator, TV, computer, dog.

Subsequently, ask both groups to recall the words and ask each group how many they recalled. Group 2 is always surprised at how well Group 1 performed.

Afterward, divide the class into groups of 4-5 students to discuss what the hypothesis, independent and dependent variable, and experimental and control group. Discuss potential confounding variables.