**Class Activities**

Chapter 5: Memory Structures and Processes

**Activity #1: Chunking**

For this assignment, the whole class will participate. Ask the class to listen carefully to each message, and repeat it out loud as a group once you say “REPEAT”.

Message 1

* Red blue purple red green yellow black red

Message 2

* Red red blue blue green green yellow yellow

Here students realize how much easier it is to remember Message 2 because it allows them to use chunking.

Message 3:

* When we went to the ballroom, we saw all crazy people, and those silly Billies.

Message 4:

* Colors through organisms dining Friday stupendous stop that.

Here you can point out how language operates on chunking. Yes, we are able to remember extremely long sentences, well beyond our STM capacity.

**Activity #2: Brown-Peterson Task**

For this assignment, divide students into groups of three: an experimenter, a participant, and a tracker. This exercises demonstrates the duration of short-term memory. Essentially it is a replication of Brown-Peterson’s.

The experimenter provides the following instructions:

“I will read you three letters and then a number. Once the number is given, please beginning counting backwards by three. Once I say “RECALL”, please provide me the three letters I gave you at the beginning.”

The tracker tracks the time, either 10 seconds or 30 seconds, during which the participant counts backwards.

Stimuli (these can be up on the board, but the participants are told not to look at them).

* Trial 1: F Z L 45
* Trial 2: B H M 87
* Trial 3: X C G 98
* Trial 4: Y N F 37
* Trial 5: M J T 54
* Trial 6: Q B S 73
* Trial 7: K D P 66
* Trial 8: R X M 44
* Trial 9: B Y N 68
* Trial 10: N T L 39

Ask the class for results. Usually participants perform better when asked to recall letters after 10 seconds. Participants always perform best on the first trial.

Have the class discuss what affected the results. Proactive interference, as well as duration of STM is discussed.

**Activity #3: Phonological Loop Effect**

For this assignment, students are asked to pay attention to the list of words, as they will be asked to recall them.

First, present List 1:

mac can cap man map

At the end of the list, say “RECALL” and ask them to write the items down.

Next, present List 2:

pen pay cow bar rig

At the end of the list, say “RECALL” and ask them to write the items down.

Students usually do better with List 2. List 1 has words that sound very similar. Here you can point out how the phonological loop works. As it operates with auditory information, if this information is too similar, memory recall is inhibited and interference occurs.