**Class Activities**

Chapter 6: Long-Term Memory: Influences on Retrieval

**Activity #1: Levels of Processing Activity**

For this assignment, the entire class will participate. Divide the class into two groups; each group is given separate instructions. (You may show the instructions via PowerPoint, making sure each group sees only the appropriate instructions).

Group 1 is asked to decide which of the following items they would take with them on a deserted island. Group 2 is asked count the number of vowels in the individual words. The groups are unaware of instructions for the other group. Then the following words are presented: sunscreen, book, monkey, mug, fruit, lamp, bed, cellphone, table, refrigerator, TV, computer, dog.

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

Afterward, discuss the importance of the instructions/task/ depth of processing in subsequent memory recall. Ask students what other strategies can be used, what they use when studying, etc.

**Activity #2: Implicit Memory: Mirror Drawing Test**

For this assignment, divide students into groups of 2: an experimenter and a participant. They can also work alone, and then discuss the exercise in groups of 2-4.

This exercise demonstrates Mirror Drawing, a fun implicit memory activity. Have students open up the following website: <http://scratch.mit.edu/projects/243879/>

Explain the instructions to students and tell them to record how long it takes them to complete each drawing.

Here, you can have the class discuss how implicit memory operates and how it is different from explicit memory. Ask the class to provide more examples of implicit memories.

**Activity #3: Serial Position Effect**

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

The instructor then reads the stimulus list (one word per 2 seconds) and once finished, students are asked to write the items down (this can be done with non-sense syllables as well).

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| 1. **Barricade** 2. **Children** 3. **Diet** 4. **Guard** 5. **Folio** | 1. **Meter** 2. **Journey** 3. **Mohair** 4. **Phoenix** 5. **Crossbow** | 1. **Doorbell** 2. **Muffler** 3. **Mouse** 4. **Menu** 5. **Airplane** |

Afterward, students are asked to count how many items they remembered in each column (to demonstrate primacy and recency effect). The instructor can also inquire about remembering the last and the first words (usually everyone remembers them). The results can be displayed on a graph. Students then discuss the reasons for memory advantage for first and last items.