**Class Activities**

Chapter 8: Imagery

**Activity #1: Mental Imagery**

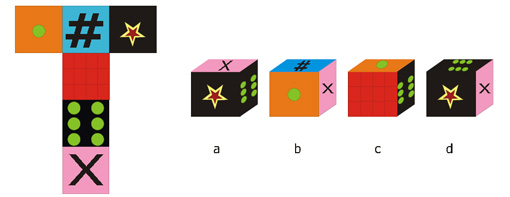
This is a great way to start on the topic of mental imagery. Ask students to close their eyes. Then ask them the following:

Answer these questions…

* How many windows are there in your house/apartment?
* Which is bigger, a carpenter ant or a ladybug?
* How do you get from here to the campus center?
* Listen to the “Happy Birthday” song in your head
* Think about what a lemon tastes like
* Think about what peppermint smells like
* Think about touching sandpaper

Ask students how it is possible that they are able to do this. Additionally, discuss different kinds of imagery (various modalities, etc.).

You can also ask students to solve the following “puzzle”:

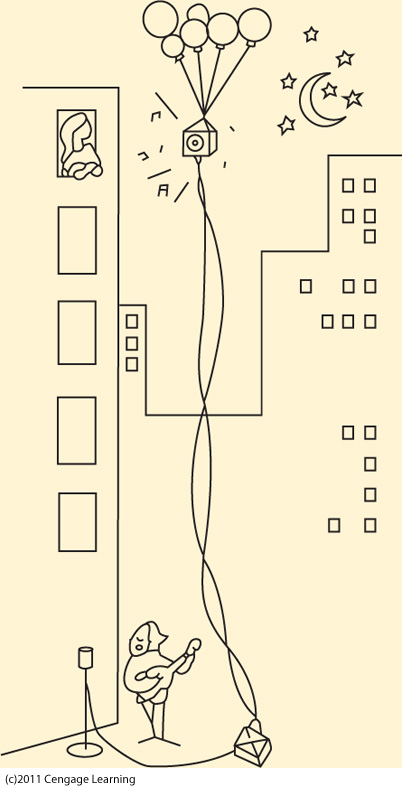


How is it possible that they were able to do it? Discuss the importance of imagery in daily life.

**Activity #2: Visual Imagery as a reference point.**

For this activity, split students into groups of two. One group is provided with the picture below for 5 seconds, while the other group is asked to keep their eyes closed and is not shown the picture. The instructor introduces the activity: “Please, listen to the following story carefully. You will be asked to report as much detail as possible”.

*If the balloons popped, the sound wouldn’t be able to carry since everything would be too far away from the correct floor. A closed window would also prevent the sound from carrying, since most buildings tend to be well insulated. Since the whole operation depends on a steady flow of electricity, a break in the middle of the wire would also cause problems. Of course, the fellow could shout, but the human voice is not loud enough to carry that far. An additional problem is that a string could break on the instrument. Then there could be no accompaniment to the message. It is clear that the best situation would involve less distance. Then there would be fewer potential problems. With face to face contact, the least number of things could go wrong. (Bransford & Johnson, 1972 p. 719)*



Both groups are asked to recall as much information as possible. The group which saw the picture recalls more, and is able to create a coherent story. The role of imagery in memory/imaging stories is being discussed.

**Activity #3: The role of visual imagery in memory.**

For this assignment, divide the class into two groups. Students are asked to pay attention to the list of words, as they will be asked to recall them.

Group 1 reads the following instructions:

Please rate the sentences I will read aloud on how easily you can pronounce them. Repeat the sentences silently to yourself. Use the following scale: 1 = very difficult to pronounce, to 5 = very easy to pronounce.

Group 2 reads the following instructions:

Please rate the sentences I will read aloud on how well you can form a vivid mental picture or image of the action in the sentence. Use the following scale: 1 =impossible to image, to 5 = very easy to image.

For each of the following sentences, students record their ratings as the instructor reads aloud:

1. The noisy fan blew the papers off the table.

2. The green frog jumped into the swimming pool.

3. The silly snake slithered down a steep sliding board.

4. The crafty surgeon won the daily double.

5. The skiing trumpeter started a gigantic avalanche.

6. The plump chef liked to jump rope.

7. The captured crook liked to do difficult crossword puzzles.

8. The small child sat under the lilac bush.

9. The medieval minstrel strolled along the babbling brook.

10. The distressed teacher ate a wormy apple.

11. The chocolate choo-choo train chugged down the licorice tracks.

12. The marching soldier lit a cigarette.

13. The long-haired woman had a phobia about scissors.

14. The cheerful choirboy sang off-key.

15. The toothless bathing beauty hardly ever smiled.

16. The sweaty gardener was wearing a scarf and mittens.

17. The spotted dog was sleeping in the sun.

18. The lanky leprechaun wore lavender leotards.

19. The bearded plumber was flushed with success.

20. The novice camper got lost in the woods.

Students are then given a surprise recall test. They should write down sentences they recall.

Group 2 (visual imagery group) scores higher. The role of imagery in memory is discussed.