**Class Activities**

Chapter 10: Concepts and Knowledge

**Activity #1: Defining concepts**

This exercise introduces students to the idea that people have a difficult time defining concepts, even those they use on a daily basis. For instance, what is a “bachelor”? Or a single mother?

Ask students to work in groups of 4. First, they are asked to define each concept. Based on that, ask them to imagine that they are advertising/ creating an advertisement to serve this particular group/individual. How would you find individuals/ what kind of population criteria would you use to hit your preferred audience?

**Activity #2: Basic level categories**

When covering basic-level categorization, ask students to complete the following task:

* Spend a minute or more listing all of the traits that are shared by ALL cars
* Spend a minute or more listing all of the traits that are shared by ALL moving vehicles
* Spend a minute or more listing all of the traits that are shared by JAPANESE cars

Have students compare their responses. Ask students to reflect on the task. Which one was easier? And which was most difficult?

Most students will have the easiest time with the first task because it reflects the basic-level category, as opposed to vehicles (superordinate category) and Japanese cars (subordinate category).

**Activity #3: Organization of concepts**

For this activity, divide students into groups of 3.

Many concepts can be defined/ seen through definitions as outlined at the beginning of the chapter. Definitions are based on typicality of items that represent a specific concept.

Provide each student with a handout of the items listed below and ask them to rate each item on its typicality in terms of the category of clothes on a scale of 1 (highly untypical) to 4 (highly typical).

Shoes

T-shirt

Blue jeans

Bathing suit

Necktie

Vest

Underwear

Grass skirt

Fedora

Pajamas

Belt

Ski boots

Parka

Bra

Gym Shorts

Socks

Sweatshirt

Leather pants

Mittens

Stole

Bathrobe

Ask students to compare the ratings of typicality. Do they overlap? Where do they disagree?

Students will be surprised that their judgment will be rather similar. This reflects the fact that organization of concepts is not random, but rather based on the world we live in and the way we organize information we encounter.