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From PSYCHOLOGY ACTIVITIES: Volume 3
http://www.socialstudies.com/product.html?record@TF32630

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Introduction

About This Book

The activities provided in this booklet are created to enrich psychology classes. They provide hands-on activities and demonstrations that engage students in the active study of psychology through experimentation.

This volume introduces the cognition concept of memory. These activities allow students to take on the role of both experimenter and subject while learning about memory. Students will engage in activities that demonstrate the basic functions of memory and the influence of different stimuli on recall. These psychology activities were created during the development of an experimental psychology course for a high school classroom. The suggestions provided in textbooks and other supplemental material did not offer the hands-on, experimental approach sought by the course instructor. As the class was to be taught in a school utilizing block scheduling (ninety and seventy-five minute classes), lessons that kept students active and interested while demonstrating the key components of psychology were developed. The classroom lessons and materials were used and refined over a two-year period during which four sections of the new psychology course were taught.

The essential goals for each activity were to make them easy to use, to involve and engage the students, and to clarify key psychology concepts.

The topics covered in this booklet, and other *Psychology Activities* volumes, parallel general Psychology textbooks and should be used as a supplemental aid. The activities and demonstrations clarify basic psychology concepts and allow students to see the effect or impact of a concept first hand.

All lessons were created with the teacher and student in mind. The purpose for each lesson is clearly stated and a specific list of materials required for each lesson is provided. Procedures are written in a step-by-step format to allow for easy implementation into a block or typical schedule format. The discussion questions provide closure to the activity and can be done as a class or as individual work to check for student understanding. Hints or tips are offered throughout the booklet to assist teachers in adapting lessons to fit their needs or the ability level of students. The Glossary, which concludes each booklet, defines psychology and experiment terms used throughout the lessons. Student handouts include all necessary instructions and directions as well as material to assist in data collection. Finally, the material is organized in such a way that incorporating the lessons into an existing curriculum is easy and enjoyable.

Current research indicates that students who are actively engaged in the learning process retain information better than those who are passive participants in the

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classroom. *Psychology Activities* was created with this concept in mind. The hands on approach to Psychology that this booklet offers will spark and maintain student interest. Being involved as subjects and experimenters allows students to become an active part of their own learning. Participation in these activities also provides students with an episodic memory of a classroom experience, strengthening the concepts being taught and therefore improving learning. Most importantly, when students are actively engaged, they have more fun. These activities make the study of psychology an enjoyable experience for everyone!

About the Author

Kathleen M. Glusick graduated from the University of Wisconsin – Madison with a Bachelor's degree in Broad Field Social Studies and a minor in Psychology. She completed her Master's of Education through Cardinal Stritch University in Milwaukee, Wisconsin. She taught World Cultures, Citizenship, Sociology, and Experimental Psychology during her high school teaching career. After completing her thesis, *The Impact of Brain-Compatible Physical Structures on Classroom Learning*, Peanut Publishing was created to enhance involvement in the classroom by providing teachers with student centered activities.

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Basic Memory Concepts: Chunking - Letters

Purpose:

- Demonstrate the effect of grouping stimuli on recall ability
- Introduce concepts of memory – short term/long term, storage size

Materials:

- Letter List A (p. 2)
- Letter List B (p. 2)
- Data Collection Chart (p. 2)
- Procedure (below)
- Discussion & Analysis (below)

Procedure:

- Have students view Letter List A for 7-10 seconds.
  - ✎ Students should attempt to recall as many letters as possible.
- Collect data. (Data Collection Chart)
- Have students view Letter List B for 7-10 seconds.
  - ✎ Students should attempt to recall as many letters as possible.
- Collect Data. (Data Collection Chart)
- Proceed to Discussion and Analysis.

Discussion and Analysis:

- Were more letters remembered from Letter List B even though the list was the same?
- Besides "chunking," what else could this be due to? (Seeing the list a second time?)
- How could this experiment be altered to control for this confound?
- Are there other confounds in this experiment?
- What would happen if the time (7-10 seconds) was shortened or lengthened, how would that impact results?

HINT: A few days later, ask students to try to recall the list of letters. Compare results with the data from today. Discuss short term and long term memory.

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Letter List A

A B C C B S A A A M T V U S A N B C C N N

Letter List B

ABC CBS AAA MTV USA NBC CNN

Data Collection Chart

	Average Number of Letters Recalled
Letter List A	
Letter List B	