



# CAMBRIDGE

International Education

Cambridge IGCSE™ Psychology 0266

## Lesson 6: Memory and forgetting 1.3 Atkinson and Shiffrin's multistore model (MSM) of memory

<b>Learning objective</b>	To gain knowledge and understanding of the multistore model of memory
<b>Lesson objectives</b>	By the end of the lesson, learners will be able to: <ul style="list-style-type: none"><li>• Describe the multistore model of memory</li><li>• Identify the three memory stores</li><li>• Describe the input, capacity, duration and access of each store</li></ul>
<b>Vocabulary</b>	<b>Input:</b> incoming information processed into memory <b>Capacity:</b> maximum amount of information a memory store can hold <b>Duration:</b> length of time information can be held in a memory store <b>Access:</b> ability to get information out of a memory store
<b>Previous learning</b>	Learners have studied the key concepts in memory and forgetting (including input, capacity, duration and access), as well as the levels of processing model of memory.

### Plan

Activities		Resources
<b>Beginning (5 mins)</b>	Ask learners to consider how they are able to remember facts and information for a long period of time.	MSM video: <a href="https://www.youtube.com/watch?v=7G9IK_mUmRE">www.youtube.com/watch?v=7G9IK_mUmRE</a>  MSM diagram: <a href="https://www.simplypsychology.org/wp-content/uploads/Multi-Store-Model-.jpg">www.simplypsychology.org/wp-content/uploads/Multi-Store-Model-.jpg</a>
<b>Middle (50 mins)</b>	<ul style="list-style-type: none"><li>• Review responses to the starter activity. Identify any existing knowledge, e.g. about long-term memory and address any misconceptions.</li><li>• Use questions to review learners' understanding of key concepts of input, capacity, duration and access.</li><li>• Share the video on the multistore model of memory with details about the input, capacity, duration and access in each store.</li></ul>	

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	<ul style="list-style-type: none"><li>• Display an image of the multistore model (MSM) of memory on the board and ask learners to create their own diagrams.</li><li>• As a whole class, complete one or more of the short-term memory activities in the presentation pack to demonstrate the features of memory stores.</li></ul>	Short-term memory activities: <a href="https://docs.google.com/presentation/d/1ocbcKUf-dBVm2Z0jgzRrt359tbbIqKoFjUOAPkhuQtE/edit?slide=id.g27674d020b6_0_23#slide=id.g27674d020b6_0_23">https://docs.google.com/presentation/d/1ocbcKUf-dBVm2Z0jgzRrt359tbbIqKoFjUOAPkhuQtE/edit?slide=id.g27674d020b6_0_23#slide=id.g27674d020b6_0_23</a>
<b>End (5 mins)</b>	In pairs, ask learners to explain their own MSM diagrams, describing each store in turn. Check the use of terminology as learners progress through the model.	

### Reflection and evaluation

#### Reflection:

#### Summary evaluation:

What two things went really well? (Consider both teaching and learning.)

- 1.
- 2.

What two things would have improved the lesson? (Consider both teaching and learning.)

- 1.
- 2.

What have I learned from this lesson about the class or individuals that will inform my next lesson?

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