Lesson 5: Memory and forgetting 1.2 Craik and Lockhart's levels of processing (LoP) model of memory	
Learning objective	To gain knowledge and understanding of the levels of processing model of memory
Lesson objectives	By the end of the lesson, learners will be able to: • Describe the named study about levels of processing • Explain how the results and conclusion of the study support the argument for levels of processing model of memory • Define the encoding specificity principle • Apply knowledge of the encoding specificity principle to novel scenarios
Vocabulary	**Encoding specificity principle:** memory recall is improved when the recall conditions (context, cue) are the same as encoding conditions
Previous learning	Learners have studied the key concepts in memory and forgetting and collected their own data on levels of processing in memory.
Plan	

Activities		Resources
Beginning (5 mins)	Ask learners to review their results and conclusions from the previous lesson and consider how these will compare to those in the named study.	Encoding specificity principle video: https://docs.google.com/presentation/d/1VEnvvJ55hOqOFhylrx6YnqIWgVcgfWNZt_UoVF_xXQg/edit?usp=sharing
Middle (50 mins)	• Share the named study summary. Discuss as a class and compare the results to the data from last lesson, answering any questions and addressing any misconceptions. • Ask learners to summarise the key components in their own words. Discuss the argument against the levels of processing model of memory which will be explored further in the next lesson on multistore model. • Introduce the definition of the encoding specificity principle. Share the video on the encoding specificity principle with the class.	

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End (5 mins)	Learners work in pairs to complete the novel scenario exercise using their knowledge of the encoding specificity principle.	

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?