

Strategy Scenario

Strategy: Mnemonics

Content: Photography

Title: Filter magic

Time Required: 20 minutes

Number of Participants: 10 students

Target Audience: Undergraduate students

Goal of Activity: To describe the complementary colors.

Purpose of Script: To demonstrate the use of mnemonics to aid recall of the information.

Learning Outcome(s), Gagne's Taxonomy: Verbal information

Learning Outcome(s), HEO Taxonomy: Knowledge

Learner Characteristics: Undergraduate students who are interested in photography.

Entry Skills: Average undergraduate students' intellectual and cognitive skills.

Setting: Classroom or art studio

Media: A live instructor, blackboard, chalk, and eraser.

Process:

1. The instructor will say, "Colors which absorb each other are called complementary colors. It is important to understand them, because a color filter lightens its own color and darkens the complementary color."
2. The instructor will draw the color wheel on the board. The instructor, then, will say, "In this color wheel, the complementary colors are diametrically opposed to each other (red and cyan, for example)."
3. Then, the instructor will say to the students, "You can remember the complementary colors as follows: **Redford Cycles**, **Maggie Grouches**, and **Blues** brothers **Yells**."
4. The instructor will explain that the first letters of each word are the same letters of the complementary colors:

Redford Cycles	Red and Cyan
Maggie Grouches	Magenta and Green
Blues brother Yells	Blue and Yellow

Strategy Assessment:

The instructor will ask the students how they remembered the complementary colors.

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References:

West, C. K., Farmer, J., & Wolf, P. (1991). *Instructional Design: Implications from Cognitive Science*. Englewood Cliffs, NJ: Prentice Hall.