

Individual Strategy Scenario #3  
Peter DePaola

**Name:** Peter DePaola

**Strategy:** Imagery

**Content:** Identifying cephalopods by name and characteristics

**Title:** Marine Zoology

**Time:** One month studying privately. However, the first two weeks will be based on taking notes on the chosen cephalopods

**Number of Participants:** 15 Students

**Target Audience:** College Level

**Goal of Activity:** To use imagery to help memorize and identify the several kinds of octopi, squid, and cuttlefish that inhabits the world's oceans

**Purpose of Script:** When becoming a zoologist, it is important to identify living organisms as you discover them or come in contact with them. Cephalopods are for those zoologists who lean more towards marine studies

**Learning Outcomes:** Gagne's Taxonomy- Verbal Information, Cognitive Strategies, and Intellectual Skills

Bloom's Taxonomy- Knowledge, Comprehension, Application, Analysis, and Synthesis

**Learner Characteristics:** College Level Students

**Entry Skills:** none

**Setting:** A science lab

**Media:** Pictures, diagrams, and preserved cephalopods

**Process:**

- 1.) The instructor introduces this particular animal kingdom to the class
- 2.) The instructor gives each individual student pictures, diagrams, and 3-D sketches of the cephalopods that need to be learned
- 3.) The lab is open at all times for the students to observe the preserved cephalopods

- 4.) The teacher will hand out pre-typed notes on the cephalopods that need to be taught
- 5.) The first two weeks of class will be the instructor going over the notes with the students along with handling the preserved cephalopods to show them major clues on identifying cephalopods that look very similar

**Strategy Assessment:** The student's test will be lab based. They will be given a blank numbered piece of paper. Each number will represent a particular lab the students will complete as they walk the room to identify the cephalopods by site

**References:**

West, C.K., Farmer, J.A., & Wolff, P.M. (1991) *Instructional design: Implications from cognitive science*. Boston: Allyn and Bacon