

Version 1: 30 seconds

Show of hands - who remembers the gown or tux you wore to the senior prom? Okay, who remembers what you had for dinner last Thursday?

You see, there is something called the Forgetting Curve that describes how quickly we forget things that are not very important to us. Important things like senior prom stick with us while trivial things like that gas station sandwich don't.

As learning professionals, we must find ways of making our information important to people to help them remember it after they go home tonight.

ID	SCRIPT	INSTRUCTIONS
	Show of hands, who remembers the gown or tux you wore to the senior prom?	Raise hand as example Slight pause, head nod for confirmation Put hand down
	Okay, who remembers what you had for dinner last Thursday?	Raise hand as example Use a day about a week ago Slight pause, knowing head nod Put hand down
	You see, there is something called the Forgetting Curve that describes how quickly we forget things that are not very important to us.	
	Important things like senior prom stick with us while trivial things like that gas station sandwich don't	Happy, smiling face/body language for prom, "ick" face and upset tummy body language for the sandwich
	As learning professionals, we need to make our information important to people to help them remember it after they go home tonight.	Far away, dreamy look OR contemplative, thoughtful look. Look at watch, surprised face, walk out quickly

Version 2: 60 seconds

Have you ever walked into a room and realized that you forgot what you went there to do? Of course, you have - and if you haven't, just wait. You will.

But, don't worry - this is not just you being distracted, there is actual science behind how quickly we forget things. You see, there is a theory called the Forgetting Curve that describes how memories are lost over time if the brain has no reason to keep them. It says that we lose as much as half of what we learn in a matter of days. But it also says that stronger memories last longer than weaker memories. That is why you can vividly remember the awful gown or tux you wore to the high school prom, but you can't seem to remember why you came into the room.

As learning professionals - if we want our audience to retain what we give them, we must find ways to make the information important to their brain.

	Have you ever walked into a room and realized that you forgot what you went there to do? Of course, you have - and if you haven't, just wait. You will.	Raise hand as signal for audience to respond by raising hands. Slight pause, head nod for confirmation Put hand down
	But, don't worry - this is not just you being distracted, there is actual science behind how quickly we forget things. You see, there is a theory called the Forgetting Curve that describes how memories are lost over time if the brain has no reason to keep them. It says that we lose as much as half of what we learn in a matter of days.	
	But it also says that stronger memories last longer than weaker memories. That is why you can vividly remember the awful gown or tux you wore to the high school prom, but you can't seem to remember what why you came into the room.	Ugly face for gown/tux, Deep thought or puzzled face for coming to the room
	As learning professionals - if we want our audience to retain what we give them, we <u>must</u> find ways to make the information important to their brain.	Stress <u>must</u>

Version 3: 90 seconds

Have you ever walked into a room and realized that you forgot what you went there to do? Of course, you have - and if you haven't, just wait. You will.

But, don't worry - this is not just you being distracted, there is actual science behind how quickly we forget things. You see, there is a theory called the Forgetting Curve that describes how memories are lost over time if the brain has no reason to keep them. It says that we lose as much as half of what we learn in a matter of days. But it also says that stronger memories last longer than weaker memories. That is why you can vividly remember the awful gown or tux you wore to the high school prom, but you can't seem to remember why you came into the kitchen.

We all know that repetition helps us remember things and that works with the Forgetting Curve too. Periodically reinforcing memories - for example by reviewing new information every few days - helps signal our brain that the information is important and should be retained. This is why you can remember your high school locker number, but you **still** can't remember why you went to the kitchen.

As learning professionals - if we want our audience to retain what we give them, we must make the information important to their brain and we must reinforce the information by repeating it periodically for the first several days or weeks.

ID	SCRIPT	INSTRUCTIONS
	Have you ever walked into a room and realized that you forgot what you went there to do? Of course, you have - and if you haven't, just wait. You will.	Raise hand as signal for audience to respond by raising hands.
	But, don't worry - this is not just you being distracted, there is actual science behind how quickly we forget things. You see, there is a theory called the Forgetting Curve that describes how memories are lost over time if the brain has no reason to keep them. It says that we lose as much as half of what we learn in a matter of days.	
	But it also says that stronger memories last longer than weaker memories. That is why you can vividly remember the awful gown or tux you wore to the high school prom, but you can't seem to remember why you came into the kitchen.	Ugly face for gown/tux, Deep thought or puzzled face for coming to the kitchen
	We all know that repetition helps us remember things and that works with the Forgetting Curve too. Periodically reinforcing memories - for example by reviewing new information every few days - helps signal our brain that the information is important and should be retained. This is why you can remember your high school locker number, but you still can't remember why you are in the kitchen.	Far away, fond-memories face for locker number Deep thought or puzzled face for the kitchen. Emphasis on <u>still</u> not remembering
	As learning professionals - if we want our audience to retain what we give them, we <u>must</u> make the information important to their brain and we <u>must</u> reinforce the information by repeating it periodically for the first several days or weeks.	Stress <u>must</u> in both places