Are Emotional Video-Clips More Likely to Elicit False Memories Than Neutral Video-Clips?

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Abstract

Previous studies on memory have shown that individuals remember emotional stimuli better than neutral stimuli. However, studies on false memories have also shown that emotional stimuli are more likely to elicit false memories compared to neutral stimuli. In this present study, participants were asked to confabulate answers to events from video clips that did not happen. A week later the participants were tested again to see if the confabulated answers they gave had created a false memory. Participants were assigned to two experimental groups, where one group watched an emotional video clip and the other watched a neutral video clip. The hypothesis for this study was that individuals would be more susceptible to producing false memories after watching an emotional video clip rather than a neutral one. The results supported the hypothesis and were consistent with previous research which show that emotional stimuli are more likely to lead to the creation of false memories than neutral stimuli.

Keywords: false memories, emotional stimuli, neutral stimuli.

Fyrri rannsóknir á minni hafa sýnt að einstaklingar muni betur tilfinningaþrungin áreiti en hlutlaus áreiti. Hins vegar hafa rannsóknir á fölskum minningum einnig sýnt fram á að tilfinningaþrungin áreiti séu líklegri til að framkalla falskar minningar hjá einstaklingum. Í þessari rannsókn voru þátttakendur beðnir um að búa til svör við spurningum út frá atriðum sem áttu sér ekki stað í myndbroti. Viku seinna var síðan skoðað hvort að svör þátttakanda hafi leitt þá til að mynda falska minningu. Þátttakendum var skipt upp í tvo hópa, þar sem annar hópurinn horfði á tilfinningaþrungið myndbrot en hinn horfði á myndbrot sem þótti hlutlaust. Tilgáta rannsóknar þessarar var að einstaklingar væru líklegri til að mynda falska minningu eftir að hafa horft á tilfinningaþrungið myndbrot framyfir hlutlaust myndbrot. Niðurstöður rannsóknarinnar studdu tilgátuna og voru í samræmi við fyrri niðurstöður sem hafa sýnt fram á að tilfinningaþrungin áreiti séu líklegri til að framkalla falskar minningar en hlutlaus áreiti.

Lykilorð: falskar minningar, tilfinningaþrungið áreiti, hlutlaust áreiti.

Foreword and Acknowledgements

Submitted in partial fulfillment of the requirements of the BSc Psychology degree, Reykjavík University, this thesis is presented in the style of an article for submission to a peer-reviewed journal.

First and foremost, I wish to thank my supervisor, Kamilla Rún Jóhannsdóttir, for the direction from beginning to end of the research process, and for all the assistance and help that I have received that meant dearly to me. I would also like to show my appreciation to all of the participants who made conducting the study possible for me.

Are Emotional Video-clips more likely to Elicit False Memories than Neutral Video-clips? False memories refer to memories of events and facts, both semantic and autobiographical, that did not take place or exist (Mendez & Fras, 2011). Research has shown that under many circumstances there is a possibility for an individual to create a false memory (e.g., Gallo, Foster, & Johnson, 2009; Hyman, Husband, & Billings, 1995; Zaragoza, Payment, Ackil, Drivdahl & Beck, 2001).

Loftus and Pickrell (1995) conducted a study in which they gave participants information about an event that did not happen to the participant in their childhood. The information led some of the participants to believe that the event had actually happened to them and they created a false memory. Even after the participants were told that the information they were given was false and the story they were asked to tell did not happen to them, some participants had a hard time believing it was not real. With this the experimenters were able to plant a false memory about an event that the individual had never experienced, making him believe that he had experienced it. This is an example of how strong the phenomenon of false memories can be.

A study by Laney, Fowler, Nelson, Bernstein, and Loftus (2008) showed that even after weeks had passed since implanting a false memory, participants were still convinced that their false memory was real. In their study, participants were told that during their childhood they had either loved or hated a certain kind of vegetable. After being told that they had either loved or hated the vegetable the first time they tasted it, many of the participants who believed it started remembering loving/hating the vegetable as a child. With time their memory grew more confident on that this had happened. Those who were told that they had loved the vegetable were more likely to order it in a restaurant or buy it at the grocery store, and those who were told they had hated the vegetable were less likely to buy it in a grocery store or

order it in a restaurant. These findings show that false memories may have a long-term effect on people and also that it has an effect on what people think or believe about certain things.

Ackil and Zaragoza (1998) argued that knowingly fabricating events can create false memories. Forcing participants to answer questions about something they did not witness and making up something just to answer the question, can later on lead to false memories. Even if the individual knowingly is falsely making up an answer to a question of something that the individual did not witness, he can later on for some reason believe it and by so producing a false memory.

Asking people to confabulate some information can lead to false memories and even having to fabricate a whole fictitious event can lead to false memories (Chrobak & Zaragoza, 2008). Chrobak and Zaragoza (2008) argued that forcing an individual to tell a story that he knows is not true can still lead him to believe that it is true, creating a false memory. In their study, they asked participants to fabricate an event from a movie that did not happen. Even though participants resisted at first to fabricate they eventually did and a week later they had not created a false memory from the stories they had knowingly fabricated. However, 8 weeks later when asked again about the event, participants had about 50% of the time created a false memory from the stories they had told. This shows that false memories are a real phenomenon and can in some instances have serious consequences for individuals.

Research has indicated that people remember stimuli or information better if it is emotional rather than neutral (Kensinger & Corkin, 2003). However, research has also indicated that emotional stimuli are more likely to lead to false memories instead of neutral stimuli (e.g., Otgaar, Candel, & Merckelbach, 2008; Porter, Taylor, & ten Brinke, 2008). Gallo et al. (2009) came to the conclusion that emotional stimuli were more likely to lead to false memories than neutral stimuli. In their study, participants, both young adults and old, were shown pictures that were either emotional or neutral. The pictures that were emotionally

arousing made participants more susceptible to produce false memories rather than after viewing the neutral pictures. In an experiment on second graders in elementary school, results showed that a negative event produced more false memories for children rather than a neutral event (Otgaar et al., 2008). Participants were asked to recall false events that were supposed to have happened previously, events that were either neutral or negative. Results from the experiment indicated that the events that produced negative feelings were more likely to lead to false recollection.

Research shows that emotional stimuli are more affective to create false memories than neutral. The goal of the present research is to examine the effect of emotional and neutral video clips on the creation of false memories. The hypothesis for this present study is that an emotionally arousing video clip is more likely to elicit false memories than a neutral video clip. It is also hypothesised that participants who watch the emotional video clip will remember answers to questions of events that happened for real in the video clips better than the neutral group.

Method

Participants

The participants were 40 students from Reykjavík University and University of Iceland, who volunteered to take part in the study. Participants were 17 males and 23 females between the ages of 19-41 (M = 25.37). Participants were assigned at random to either of the two experimental groups.

Stimuli and materials

Video clips. Two short video clips were used in the experiment. For experimental group 1 a video clip from the television show Freaks and Geeks was used. The video clip came from episode two from the first and only season of the show. The clip, that was 10 minutes long, was used as the neutral video clip. The clip begins at minute 2:25 of the episode

and it ends on minute 12:06. The storyline was about teenagers who were in high school and they were discussing a party that would be held later on.

For experimental group 2 a video clip from the television show Sons of Anarchy was used. The video clip came from episode 12 from the first season. The video clip, which was 11 minutes long, was used as the emotional video clip. The beginning of the clip starts at minute 31:01 of the episode and it ends on minute 42:02. The video clip showed a dramatic scene where an innocent woman is accidentally killed by a man that was supposed to murder her husband as they were driving away in seperate cars from a party.

Questionnaires. For the two interview sessions that took place during the experiment there were four questionnaires used for each of the experimental groups, two for experimental group 1 and two for experimental group 2 (See questionnaires in Appendix 2).

The first questionnaires that were used included questions regarding the video clip and there were different questions for each of the video clips. The questions were twelve, where eight of those were true questions about events that took place during the video clip and then four questions that were false and were used to try and create a false memory for the participants. For the false questions the experimenter told the participant to guess the answers to those questions he might not know or remember. To take an example, one question for experimental group 1 was „What did Lindsay, the main character, give her brother in the hallway?“, when in fact Lindsay did not give her brother anything. These questionnaires were asked immediately after the participants had watched the video clip.

The questionnaires used at the follow-up interview a week later included questions that asked about the same details and events as the questionnaires from the week before. However, these questions were true or false questions and the wording of the questions had changed a little to fit with the true or false nature of the questions. For the false questions in this questionnaire, the participants' false answers from the week before were incorporated into

the questions for each participant depending on what they answered to see if they would answer the question as true during the second interview. For example, if a participant would give the answer „Keys“ to the question „What did Lindsay, the main character, giver her brother in the hallway?“ during the first interview, then the question he or she would receive a week later would be „Lindsay, the main character, gave her brother keys in the hallway – true or false“. For those who did not confabulate to certain questions during the first interview, a standard question was used at the second interview.

Equipment. The participants watched the video clips on a 19 inch computer screen. The participants‘ answers were tape recorded on a computer.

Design

A 2 type of stimuli (emotional vs. neutral) x 2 time of interview (first vs. second interview) between-subjects design was used for both false questions that were supposed to elicit false memories and for true questions about events that actually happened in the video clip.

The questionnaires that were used for both video-clips refered to the storylines that were happening in those video clips. Two of the four false questions were similar for both videos and two were different because of the different storylines happening. One question for example that was used for both video clips asked “What was Ryan Gosling doing in the video clip?“. The questions concerning true events that happened in the video clips were not very similar because of the different storylines.

Procedure

Before conducting the experiment an approval from the BSc Psychology course committee at Reykjavik University was given and also an approval from the Data Protection Authority in Iceland was given.

Participants were assigned to come to an interview room that was situated at Reykjavik University at a given time and date and were given information about how the experiment would be conducted when they arrived. The participants were told that the experiment was a study of memory and how well individuals remember events and details after watching a short video-clip. It was not known by any of the participants that the study revolved around the susceptibility to false memories. Participants were not told about the true nature of the study because it would have prepared them and the outcome might have been different. Participants were tested individually in the interview room and the only other person present during the experiment was the interviewer.

The experiment began with the participants reading and then signing a written participant information consent form. In the information consent form were more detailed information about what the experiment entailed and what was expected of the participant during the experiment (See in Appendix 1). Participants were given the option of withdrawing their participation at any time without any consequences. A code number was used to protect the identity of participants.

After participants had written their name on the information consent form they watched the video clip. The video clips were shown to participants on a computer screen that was in the interview room. After watching the video clip the interviewer informed the participants that they would have to answer a set of questions regarding the video clip that they had just finished watching. The participants were encouraged to answer all of the questions and if they did not remember an answer to a question, they were told to guess the answer to it instead of not answering at all. By giving these instructions the experimenter was trying to get the participant to confabulate answers to the false questions. If a participant resisted answering the false question, he or she was not forced to answer it. The participants'

answers were tape-recorded during the first interview. Questions were read in the same order for every participant.

A week after the first interview session, participants were contacted again, either through a telephone call or at Reykjavik University. During this second interview session, participants were asked to answer another set of questions similar to the questions from the week before. The questionnaires used at the second interview were true or false questions. By asking these questions the experimenter was trying to see if the participants' answers from the week before had led him to create a false memory. The participants were afterwards told about the purpose of the study.

Data scoring

All participants were encouraged to guess/confabulate an answer to questions they did not know the answers to. If the participants confabulated an answer during the first interview, they were given a score of 1 and if they did not answer the question, they were given a 0. If the participants answered the true event questions correctly they were given a score of 1 and if they answered the question incorrectly they were given the score 0. In the second interview, if the participants answered the true or false questions by saying true, they were given the score 1 and if they answered false they were given the score 0.

If participants confabulated during the first interview they got a true or false question with their confabulated answer during the second interview. If participants did not confabulate an answer to a false question, they were given a standard question during the second interview.

Results

Participants were asked at first if they had ever seen the video clip before the experiment. Only 10% of the participants had seen either video clip before and all of them answered that it had been over a year ago. The results from those who had seen the video clips before did not

indicate that it had any influence since their results were in accordance with the other participants.

The alpha level of significance was set at .05. A 2 type of stimuli (emotional vs. neutral stimuli) x 2 time of interview (first vs. second) mixed-design ANOVA was used to analyze the data. The ANOVA test was based on mean frequencies of false and correct call. T-tests for independent groups were used for comparing individual questions.

False memories

Table 1 shows the mean frequency of wrongly accepting the false events indicated in the false questions for each experimental group and for the first and second interview. The participants in the emotional group confabulated about false events in 62% of the cases compared to 41% for the neutral group. In the second interview participants in the emotional group falsely recalled a memory about an event that never took place in 59% of cases compared to 37% in the neutral group. The data also showed that 83% of those who confabulated to the false event questions in the first interview recalled the confabulation as a false memory in the second interview. Only 17% of participants who did not confabulate at time one recalled false events as actual events at time two.

Table 1

Descriptive statistics for the neutral and emotional group for false memories for time 1 and 2.

		Mean	SD
Neutral group			
	Interview 1	.41	.34
	Interview 2	.37	.28
Emotional group			
	Interview 1	.62	.31
	Interview 2	.59	.35

The results from the 2x2 mixed-design ANOVA showed that there was a significant difference between the experimental groups, F (1, 38) = 4.731, p = .036. Participants who watched the emotional video clip were producing false memories at a higher rate than the participants who watched the neutral video clip regardless of when the interview took place (see Figure 1). The main effect of time of interview was not significant, F (1, 38) = 1.260, p = .269, and the interaction between type of video and time was also not significant, F (1, 38) =.047, p =.830.

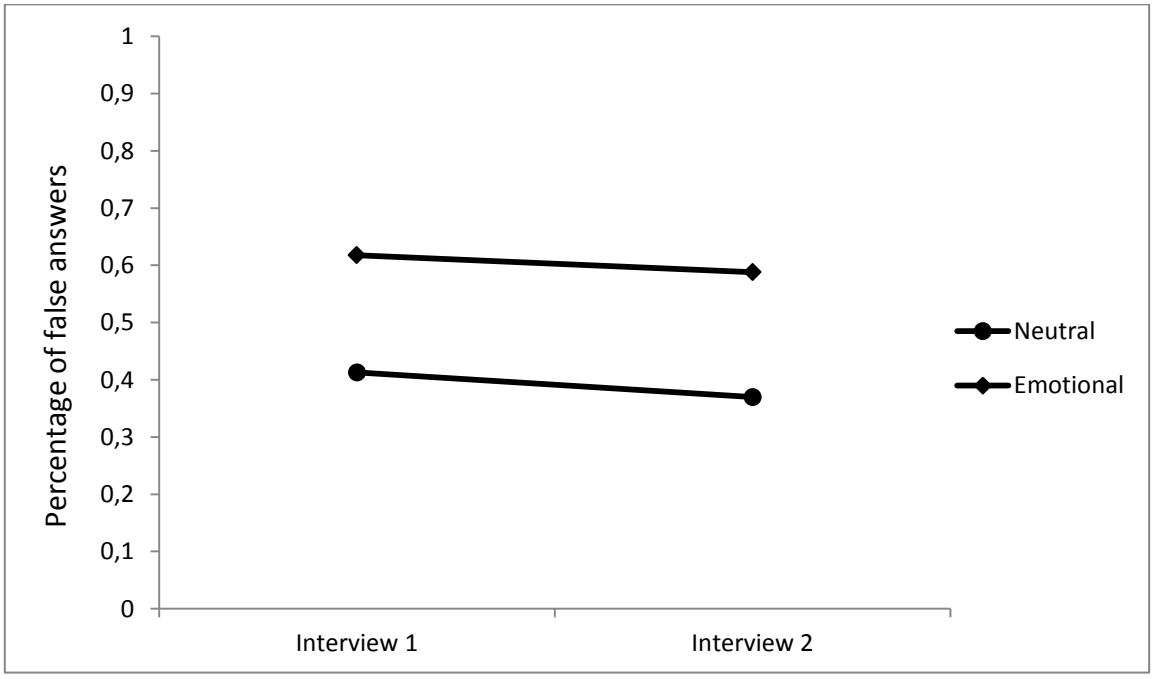

Figure 1. Percentage of false answers for the two experimental groups for interview 1 and 2.

Items correctly recalled

Table 2 shows the frequency of correctly recalled items for both experimental groups from the first and second interview. The frequency of correctly recalled items is similar for both groups and across interviews. The emotional group answered 93% correct in the first interview and 91% correct in the second interview. The neutral group answered 91% correct in the first interview and 96% correct in the second interview.

Table 2

Descriptive statistics for the neutral and emotional group for correct recall for time 1 and 2.

		Mean	SD
Neutral group			
	Interview 1	.91	.14
	Interview 2	.96	.08
Emotional group			
	Interview 1	.93	.09
	Interview 2	.91	.11

The results from the 2x2 mixed-design ANOVA showed that participants were remembering the true questions at a higher rate than the false questions as was expected. There was not a significant difference between the experimental groups, F (1, 38) = .264, p = .611 and the main effect of time of interview was also not significant, F (1, 38) = .729, p = .398. The interaction between type of video and time approached significance, F (1, 38) = 2.983, p =.092. As can be seen in figure 2, the neutral group was answering less questions accurately in the first interview session, but were answering more questions accurately during the second interview session. The emotional group was answering more questions accurately than the neutral group during the first interview session and then they were answering less questions accurately than the neutral group during the second interview session.

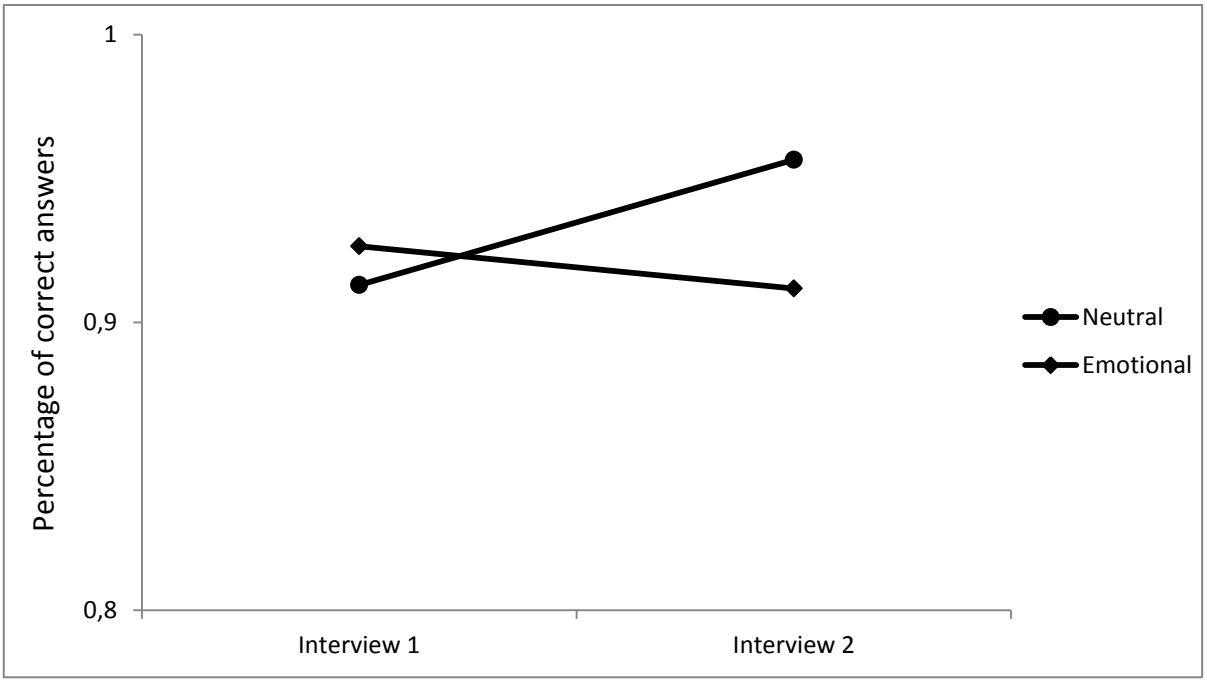

Figure 2. Percentage of correct calls for the two experimental groups for interview 1 and 2.

Other considerations

When individual questions were analyzed using t-tests for independent groups, participants in the emotional group were always more likely to confabulate about false events than participants in the neutral group. This difference between groups for individual questions was significant for three out of four types of questions. This suggests that the difference between the two groups did not depend on difference in type and working of questions.

Mauchly‘s test of sphericity was done to see if the assumption of sphericity was met. This was done for both false questions and true questions. The Mauchly‘s test of sphericity had no significant value, which means that the assumption of sphericity was met.

To summarize the results, the emotional group created false memories at a higher rate than the neutral group. Most of the participants who had confabulated answers to the false questions during the first interview created a false memory a week later when answering the same questions again. There was not a siginificant difference between the groups with the true event questions. Both experimental groups answered many of the true event questions

correctly. However, the true event questions were close to having a significant interaction between the experimental groups.

Discussion

As the results showed, the participants from the experimental group who watched the emotional video clip were more likely to create false memories based on their confabulations. The participants who watched the neutral video clip were also creating false memories based on their confabulations, but they were not doing it at as high rate as the emotional group.

The results from this experiment are consistent with the literature on false memories showing that confabulating about an event has an impact on creating false memories (e.g., Ackil & Zaragoza, 1998; Chrobak & Zaragoza, 2008). The results are also consistent with the literature that emotional stimuli are more likely to lead individuals to create false memories (e.g., Otgaar et al., 2008; Porter et al., 2008). The participants who watched the emotional video clip were more likely to create false memories than participants who watched the neutral video clip, which means that the hypothesis was proven correct. This shows that emotional information is more fragile and easier to corrupt than neutral information.

The results demonstrated for both experimental groups that those who had confabulated information during the first interview were creating false memories at a high rate a week later (83%). Few participants (17%) who had not confabulated during the first interview answered the false questions as true a week later. This shows that by asking an individual to confabulate information can lead to the creation of a false memory. As mentioned before, these results are in accordance to previous research that has demonstrated that by asking or forcing participants to confabulate either information or a story can lead them to creating a false memory (e.g., Ackil & Zaragoza, 1998; Chrobak & Zaragoza, 2008). This shows how easy it can be to alter the memory of individuals.

As mentioned before, it was easier to ask a participant to confabulate after watching the emotional video clip rather than the neutral one. Previous literature has shown that under many circumstances the likelihood of creating a false memory is higher when it comes to emotional stimulis rather than neutral (e.g., Gallo et al., 2009; Porter et al., 2008). Previous research has shown that positive emotional stimulis are less likely to create false memories than negative emotional stimulis (Porter et al., 2008). This would be an interesting topic to investigate further with research, to see if positive or negative emotional video clips are more or less likely to create false memories than neutral video clips.

The second hypothesis, that participants from the emotional group would remember true event questions better than the neutral group was not supported. Both experimental groups did similarly well on answering the true event questions during both interviews, however, the interaction between type of video and time approached significance. The emotional group did better during the first interview than the neutral group, but during the second interview the neutral group did better on answering the true event questions than the emotional group. For the emotional group, participants answered many questions correct but answered less questions correct a week later. The opposite was with the neutral group, where participants answered more questions correctly a week after watching the video clip than in the interview taken immediately after watching the video clip.

What was most interesting about this study was that even though the emotional group was creating more false memories, those who had confabulated, regardless of which group they were in, were creating false memories at a high rate, or in 83% of cases. This is an interesting topic to continue researching, for example study if there are certain personality types that are more susceptible to confabulating information after watching an emotional or neutral video clip and then later on creating a false memory. This might show if there are in fact certain individuals that are more susceptible to creating false memories than others.

Another thing that would be interesting in researching further is if the working memory of individuals might have an influence on their susceptibility to producing false memories. Whether individuals have low working memory or high, it would be interesting to see if those who are low are more likely to creating false memories than those who are high in working memory.

As can be seen from the previous text, false memory is a complex subject and only by researching it more can we find out under what circumstances individuals are more or less likely to create false memories. As this study suggests, emotional stimuli is more fragile than neutral and can lead individuals to believing something that is not true. But also, by confabulating voluntarily to questions of events that did not happen can increase the likelihood of producing false memories. By researching false memories more we can better understand how they come about and how to prevent their existence in the future.

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Appendix 1.

Upplýst samþykki

Rannsókn um minni með notkun myndbands

Þér er boðið að taka þátt í rannsókn. Áður en þú tekur ákvörðun um þátttöku er mikilvægt að þú vitir út á hvað rannsóknin gengur. Eftirfarandi texti mun útskýra það og hvert markmið rannsóknarinnar er. Ef þú tekur ákvörðun að taka þátt, verður þú beðinn um að skrifa undir upplýst samþykki. Ef þú hefur einhverjar spurningar um eitthvað sem þú ert ekki viss um, mun ég góðfúslega svara þínum spurningum. Taktu þinn tíma til að lesa þessar upplýsingar. Þú skalt aðeins samþykkja að taka þátt í rannsókninni ef þér finnst þú skilja hvað er verið að biðja þig um og þér finnst þú hafa fengið nægan tíma til að taka ákvörðun um þátttöku.

Tilgangur rannsóknar þessar er að skoða minni einstaklinga og hvort það liggi munur á mismunandi myndbrotum hversu vel einstaklingar muna atriði í myndbrotinu. Það munu 60 þátttakendur taka þátt í rannsókninni og þú hefur verið valinn vegna þess að flestir þátttakendur rannsóknarinnar munu vera nemendur í Háskólanum í Reykjavík.

Það er undir þér komið að ákveða hvort þú viljir taka þátt, en ef þú ákveður að taka þátt verður þú beðin(n) um að skrifa undir upplýst samþykki eftir að hafa lesið þessar upplýsingar. Ef þú ákveður að taka þátt er þér frjálst að hætta þátttöku hvenær sem er og án þess að gefa einhverja ástæðu fyrir því. Að hætta þátttöku í rannsókninni mun ekki hafa neinar afleiðingar í för með sér fyrir þig.

Með því að taka þátt í rannsókninni ertu boðin(n) í viðtal í viðtalsherbergi staðsett í Háskólanum í Reykjavík. Rannsóknin felst í því að þú horfir á 8-10 mínútna myndband úr vinsælum sjónvarpsþætti. Að því loknu verður þú beðin(n) um að svara nokkrum spurningum af rannsakanda. Eftir viku mun rannsakandi aftur hafa samband við þig og spyrja nokkura aukaspurninga, en þá þarftu ekki að koma í sama viðtalsherbergi aftur heldur í samkomulagi við rannsakanda hittast á einhverjum stað eða viðtal skal tekið í gegnum síma.

Þátttaka í rannsókninni mun taka að minnsta kosti 15 mínútur og í mesta lagi 20 mínútur. Seinna viðtalið mun vera styttra og aðeins 4-5 mínútur. Þátttaka þín er aðeins þessir tveir viðtalstímar.

Það eru engar áhættur við það að taka þátt í rannsókn þessari. Þegar rannsókn líkur munum við senda þér meginniðurstöður rannsóknarinnar. Þetta ætti að berast til þín innan við 6 mánuðum eftir þátttöku þína. Þetta verða almennar niðurstöður fyrir þátttakendahópinn en ekki einstaklings niðurstöður.

Þér er frjálst að segja upp þátttöku hvenær sem er meðan á rannsókn stendur án þess að það bitni á þér. Ef þú hefur einhverjar fleiri spurningar og vilt spyrja síðarmeir getur þú haft samband við rannsakanda, Halldóra Björg Rafnsdóttir í síma: 868-3443.

Ef þú hefur einhverjar áhyggjur varðandi þessa rannsókn og vilt spyrja einhvern í trúnaði, getur þú haft samband við: Kamilla Rún Jóhannsdóttir, Sálfræðisvið, Háskólinn í Reykjavík.

Samþykkisblað

Titill á rannsókn: _____

_____

Nafn á rannskanda: _____

Vinsamlegast hakaðu við boxið

1. Ég staðfesti að ég hef lesið upplýsingablaðið fyrir ofangreinda rannsókn ☐
og hef fengið tækifæri til að spyrja spurninga.

2. Ég skil upplýsingarnar og hef fengið nægan tíma til að velta þeim fyrir mér ☐

3. Ég skil að þátttaka mín er sjálfboðin og að mér er frjálst að draga mig út úr ☐
rannsókn hvenær sem er, án þess að þurfa að gefa upp ástæðu fyrir því.

4. Ég samþykki að taka þátt í ofangreindri rannsókn ☐

Nafn á þátttakanda	Dagsetning	Undirskrift
Rannsakandi	Dagsetning	Undirskrift

Appendix 2.

Spurningar í 1 viðtali við myndbrot úr Freaks and Geeks

Kyn þátttakanda:

Aldur:

Fyrst verð ég að spyrja, hefur þú séð þetta myndbrot áður?

Og ef svo er, hvað er langt síðan þú sást það?

1. Hvernig var liturinn á jakkanum sem aðalstelpan (Lindsay) klæddist?

2. Trommari hverrar hljómsveitar hafði dáið?

3. Afhverju voru parið að rífast í myndskeiðinu?

4. Hvað var Ryan Gosling að leika í myndbrotinu?

5. Hvar voru krakkarnir staddir í myndbrotinu sem þú sást?

6. Hvað voru krakkarnir að fara gera um kvöldið?

7. Og hver ætlaði að halda partýið?

8. Hvað gerði kennarinn við krakkana þegar hann komst að því að það ætti að vera partý?

9. Hvað afhenti Lindsay (stelpan í græna jakkanum) litla bróður sínum á ganginum?

10. Hvað var verið að reyna vekja krakkana til umhugsunar á skólasamkomunni?

11. Hvað gerðu krakkarnir í salnum þegar einn leikaranna á sviðinu datt?

12. Í hvernig partýi voru krakkarnir upp á sviði að leika að þau væru í?

Spurningar í 2 viðtali við myndbrot úr Freaks and Geeks

1. Aðalstelpan (Lindsay) var í rauðum jakka í mynbrotinu?

2. Trommari Led Zeppelin var nýdáinn?

3. Parið í myndbrotinu var að rífast því það hafði hætt saman?

4. Ryan Gosling var að _____?

5. Krakkarnir voru í verslunarmiðstöð í myndbrotinu?

6. Aðalleikkonan í myndbrotinu var að fara halda partý fyrir vini sína?

7. Og partýið átti að vera í næsta mánuði?

8. Kennarinn hafði _____?

9. Aðalstelpan afhenti litla bróður sínum _____ á ganginum?

10. Það var skólasamkoma í gangi sem átti að vekja athygli á áfengisneyslu unglinga?

11. Krakkarnir _____ þegar einn krakkanna upp á sviði datt?

12. Upp á sviði voru krakkarnir að leika sem þau væru í áramótapartýi?

Spurningar í 1 viðtali við myndbrot úr Sons of Anarchy

Kyn þátttakanda:

Aldur:

Fyrst verð ég að spyrja, hefur þú séð þetta myndbrot áður?

Og ef svo er, hvað er langt síðan þú sást það?

1. Það var verið að fagna heimkomu hvers í partýinu í byrjun myndbrotsins?

2. Hverju henti lögreglumaðurinn í konuna á löggustöðinni?

3. Hvað gerði dökkhærða stelpan í kjölfar þess að slá ljóshærða manninn í partýinu?

4. Hvernig var kjóllinn hennar á litinn?

5. Hvað var Ryan Gosling að leika í myndbrotinu?

6. Árásarmaðurinn átti að drepa manninn, en skaut óvart konuna hans afhverju var það?

7. Hvað voru börnin þeirra í aftursætinu mörg?

8. Hvernig ökutæki var árásarmaðurinn að keyra er hann skaut konuna?

9. Og hvernig var jeppi árásarmannsins á litinn?

10. Hvaða hlut afhenti gamli löggukarlinn mótorhjólamanninum fyrir utan húsið?

11. Hverju hafði árásarmaðurinn gleymt á mótorhjólinu?

12. Með hvaða dýr var vitnið að glæpnum úti að labba með?

Spurningar í 2 viðtali við myndbrot úr Sons of Anarchy

1. Fólkið í partýinu var að fagna heimkomu ungabarns?

2. Lögreglumaðurinn henti _____ í konuna á löggustöðinni?

3. Dökkhærða stelpan fór að dansa í kjölfar þess að slá ljóshærða gaurinn?

4. Hún klæddist _____ kjól?

5. Ryan Gosling var að _____?

6. Ástæðan fyrir að árásarmaðurinn skaut óvart konuna en ekki manninn var vegna þess að þau höfðu skipst á bílum?

7. Konan sem var myrt átti 4 börn sem voru afturí í bílnum?

8. Árásarmaðurinn var að keyra jeppa þegar hann skaut á bílinn?

9. Jeppinn hans var grænn á litinn?

10. Lögreglumaðurinn afhenti gamla mótorhjólagaurnum _____ fyrir utan húsið?

11. Árásarmaðurinn hafði gleymt símanum sínum á mótorhjólinu?

12. Vitnið að glæpnum var úti að labba með konunni sinni?