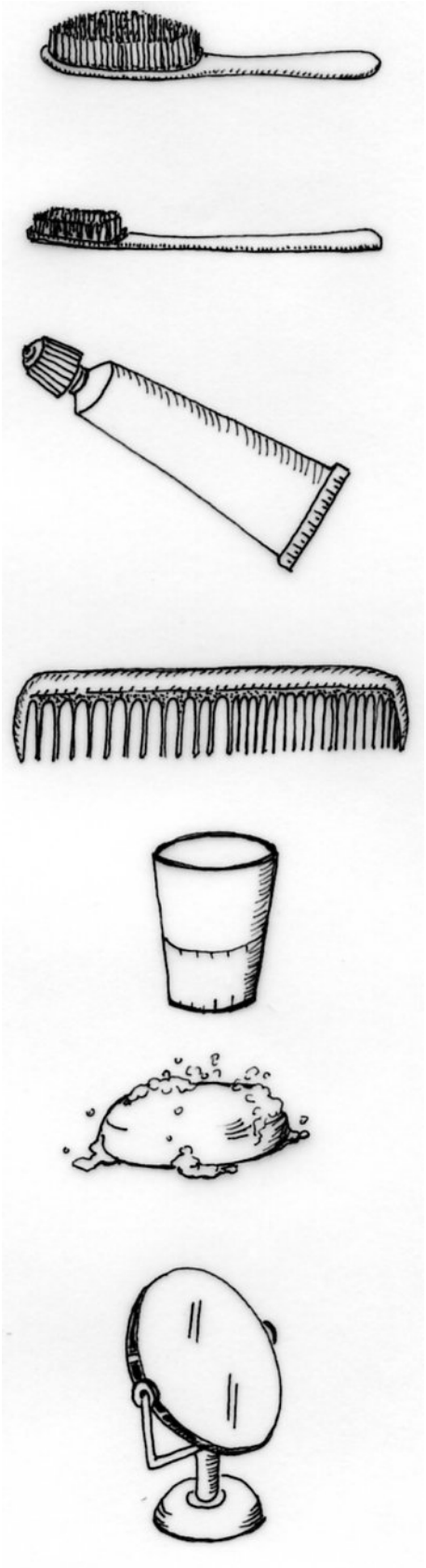
WORK IT OUT	**Using logic to remember** **"Toiletries"**	**14-11** **Level 1** **Exercise 1**
Aims	Observe and classify according to similarities and differences in order to remember. Checking that the mnemonics work.	
Applications (examples)	In class: there are multiple applications of this skill: in every subject, there is information to be remembered, as well as items that have to be learnt "by heart" like mathematical formulae, dates, poems, songs etc. At work: any task involving remembering information, for example a series of actions, initiatives, or regulations. In everyday life and leisure: any activity involving remembering (short-term and long-term memory), for example cards already played in a card game, telephone and bank cards numbers, passwords on the internet. Also everyday situations when you need to put things away and find them again etc	
Materials	A sheet of paper with drawings of objects used while washing oneself: a hairbrush, a toothbrush, toothpaste, a scrubbing brush, a comb, a glass, a bar of soap in a soap-holder, a mirror.	
Instructions	The students have to observe and remember the objects on the sheet, though not necessarily the order in which they are presented. When everyone thinks they can remember the object, the students give back their sheet of paper. They can then be asked to list the objects and explain what method they used to help remembering them.	
Comments	There is an implicit order in the presentation of the objects, but the teacher need not draw attention to it. There are many different methods to help remembering and it is useful to be aware of the method used by each student.	
Variations (examples)	**1.** The teacher could ask each student to provide 5 or 6 objects from the class environment or their own school things. The objects can be viewed by the group then covered by a cloth or hidden in some other way and the exercise performed as above. **2.** If the students' writing level is sufficient, the teacher could ask each of them to write a list of objects. Each list is then written on a board to be viewed by the group, hidden, and reconstituted by the group or individual students. The author of the list is asked which mnemonic was considered to remember the list. **4.** The exercises above could be performed with the proviso that the list has to be reconstituted in its original order.	
Individualisation	Yes.	
Answers	No, mnemonics are very idiosyncratic. However criteria for the usefulness of a particular method could be agreed, for example how long or how quickly,easily and accurately the list of objects can be remembered.	

WORK IT OUT

Using logic to remember

14-11

"Toiletries"



WORK IT OUT	**Using logic to remember** **"Shapes"**	**14-12** **Level 1** **Exercise 2**

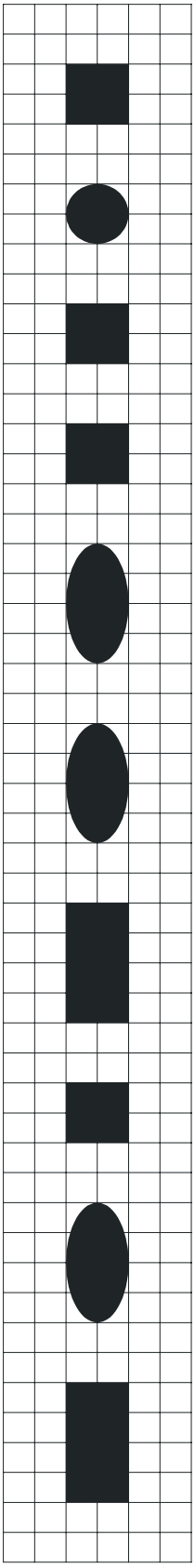
Aims	Observe and classify according to similarities and differences in order to remember. Checking that the mnemonics work.
Applications (examples)	In class: remembering timetables, locations in the school, mathematical formulae, dates, poems, songs and any other item of organised information. At work: remembering how to do things while training, how to use tools or products. In everyday life and leisure: there are many things which are useful to remember: shopping lists, recipes, how to do a multitude of tasks (sewing, knitting, gardening, DIY etc), list of names, addresses, numbers, itineraries....
Materials	A sheet of paper with different shapes.
Instructions	The students have to look at the different shapes and establish some mental classification which will allow them to remember each of the shapes, though not necessarily the order in which the shapes are presented. . The teacher will remind students of the name of each shape (rectangle, square, oval, circle) to facilitate oral reporting.
Comments	Younger students tend to remember items in the order in which they are presented, even when not told to do so. They then have to explain their strategy for remembering to the group, which is difficult as it is rarely an overt process. Adults, on the other hand, tend to regroup objects according to some personal mnemonic method and find it much easier to explain how they remembered.
Variations (examples)	Each student could make their own line of shapes to be remembered by the group (no more than 8 shape). When sharing strategies for remembering, the author of the line could tell the group wich strategy or strategies s/he preferred.
Individualisation	Yes, but self-correction is not possible.
Answers	No (everyone can use different mnemonics).

WORK IT OUT

Using logic to remember

14-12

"Shapes"



WORK IT OUT	**Using logic to remember** **"Shapes 2"**	**14-13** **Level 1** **Exercise 3**

Aims	Observe and classify according to similarities and differences in order to remember. Checking that the mnemonics work.
Applications (examples)	In class: remembering timetables, locations in the school, mathematical formulae, dates, poems, songs and any other item of organised information. At work: remembering how to do things while training, how to use tools or products. In everyday life and leisure: there are many things which are useful to remember: shopping lists, recipes, how to do a multitude of tasks (sewing, knitting, gardening, DIY etc), list of names, addresses, numbers, itineraries....
Materials	A sheet of paper with different shapes.
Instructions	The students have to look at the different shapes and establish some mental classification which will allow them to remember each of the shapes, though not necessarily the order in which the shapes are presented. . The teacher will remind students of the name of each shape (triangle, star, circle) to facilitate oral reporting.
Comments	Younger students tend to remember items in the order in which they are presented, even when not told to do so. They then have to explain their strategy for remembering to the group, which is difficult as it is rarely an overt process. Adults, on the other hand, tend to regroup objects according to some personal mnemonic method and find it much easier to explain how they remembered.
Variations (examples)	Each student could make their own line of shapes to be remembered by the group (no more than 8 shape). When sharing strategies for remembering, the author of the line could tell the group wich strategy or strategies s/he preferred. The shapes could also be replaced by pictures of objects cut out of a catalogue or magazine, or by a list of words.
Individualisation	Yes, but self-correction is not possible.
Answers	No (everyone can use different mnemonics).

WORK IT OUT

Using logic to remember

14-13

"Shapes 2"