

**WORK IT
OUT****Using logic to remember****14-21****Level 2
Exercise 1****"Mostly sports"**

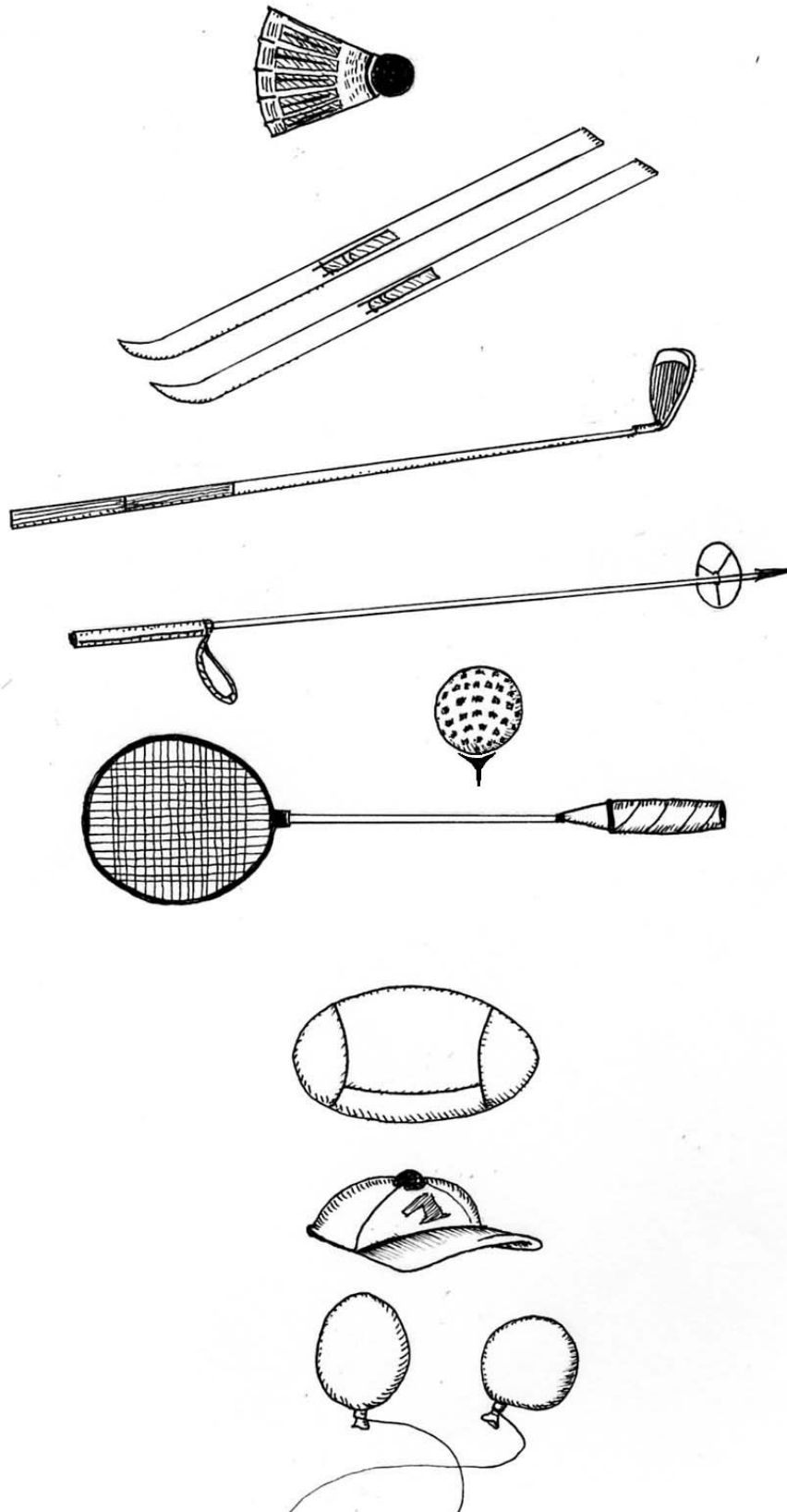
<i>Aims</i>	Observe and classify according to similarities and differences in order to remember. Checking that the mnemonics work.
<i>Applications (examples)</i>	<u>In class</u> : remembering timetables, locations in the school, mathematical formulae, dates, poems, songs and any other item of organised information. <u>At work</u> : remembering how to do things while training, how to use tools or products. <u>In everyday life and leisure</u> : 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....
<i>Materials</i>	A sheet of paper with drawings of objects related to a sport or a game.
<i>Instructions</i>	The students have to look at the different objects drawn on the sheet of paper and establish some mental classification which will allow them to remember each of the drawings, though not necessarily the order in which the objects are presented.
<i>Comments</i>	The teacher and the students have to agree on the nature and name of each object drawn before starting the exercise.
<i>Variations (examples)</i>	The exercise can be done (or re-done) with the extra proviso that objects have to be remembered in the original order.
<i>Individualisation</i>	Yes, but self-correction is not possible.
<i>Answers</i>	No (everyone can use different mnemonics).

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Using logic to remember

14-21

"Mostly sports"



**WORK IT
OUT****Using logic to remember****14-22****Level 2
Exercise 2****"Shapes and patterns"**

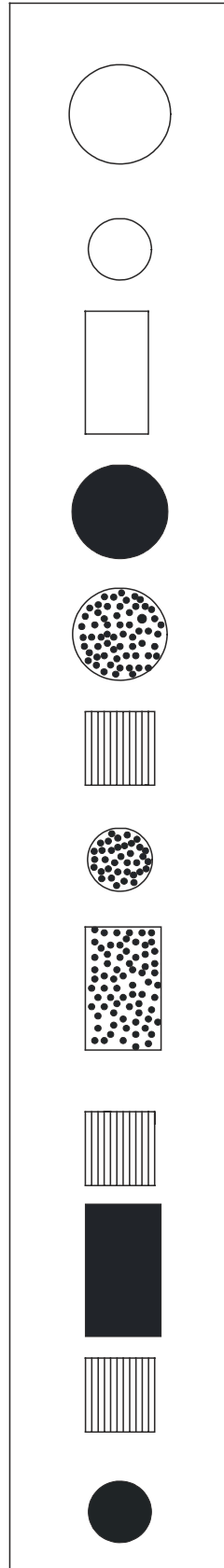
Aims	Observe and classify according to similarities and differences in order to remember. Checking that the mnemonics work.
Applications (examples)	<p><u>In class</u>: there are multiple applications of this skill: in every subject, there is information to be remembered, as well as items that have to be learnt "by heart" like mathematical formulae, dates, poems, songs etc.</p> <p><u>At work</u>: any task involving remembering information, for example a series of actions, initiatives, or regulations.</p> <p><u>In everyday life and leisure</u>: 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</p>
Materials	A sheet of paper with different geometrical shapes filled with different patterns.
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. 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 are many different methods to help remembering and it is useful to be aware of the method used by each student.
Variations (examples)	<ol style="list-style-type: none">1. The teacher could ask the students to glue some paper shapes on a piece of paper. Each sheet is then viewed by the group. When everyone thinks they can remember the shapes, the students give back their sheet of paper. They can then be asked to list the shapes. The author of the list could explain what method s/he considered for remembering it and whether this influenced his/her choice of shapes.2. The teacher could ask each student to choose differently shaped and coloured objects from the class environment or their own school things (books, jotters, ring-binders for rectangular shapes, pencils, crayons, chalks for cylinders etc). The objects can be viewed by the group then covered by a cloth or hidden in some other way and the group can be asked to list the objects, not by name but by describing their shape and colour (a big blue rectangle, a medium size yellow and green striped rectangle etc.)3. If the students' writing level is sufficient, the exercise can be performed using a written list of objects.
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.

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Using logic to remember

14-22

"Shapes and patterns"



"Words"

<i>Aims</i>	<ul style="list-style-type: none">- Practising finding mnemonics to remember a list of 4 or 5 concrete words in the right order.- Practising creating a coherent sentence out of 4 or 5 concrete words, so as to be able to list those words again in the right order.- Practising remembering a created sentence, after having heard sentences made by other people.
<i>Applications (examples)</i>	<p><u>In class</u>: remembering timetables, locations in the school, mathematical formulae, dates, poems, songs and any other item of organised information.</p> <p><u>At work</u>: remembering how to do things while training, how to use tools or products.</p> <p><u>In everyday life and leisure</u>: 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....</p>
<i>Materials</i>	A sheet of paper with 3 lists of 4 words each that could suggest a possible chain of events. There is an example at the top of the sheet.
<i>Instructions</i>	Each list is considered separately and the students have to think of a coherent sentence which includes the words of the list in their original order. The students then have to be able to list the words in order (possibly in writing) and share the sentence which allowed them to remember the words and their order.
<i>Comments</i>	The teacher can talk to the students about long-term and short-term memory. At the end of the exercise, s/he can ask the students to remember the sentences that they created for the previous lists.
<i>Variations (examples)</i>	<ol style="list-style-type: none">1. The teacher could ask the students to write a concrete word, for example the name of an object, on a piece of paper. After the pieces of paper have been gathered, the group could consider 4 of the words at a time and look for relationships between them and a way of linking them together.2. The students could do the exercise above using abstract words, or verbs, or adjectives, thus giving them an opportunity to discriminate between words.
<i>Individualisation</i>	Yes, if the students can read and write.
<i>Answers</i>	No.

"Words"

LIST 1:

Windows
Bedroom
Corridor
Sheet of paper

Example: The *windows* were open in the *bedroom* and the *corridor* and a *sheet of paper* flew out of the file.

LIST 2 :

Information
Village
Holidays
Sea

LIST 3 :

Soup
Floor
Chair
Sit

LIST 4 :

Tomato juice
Ink
Jacket
Dry cleaner