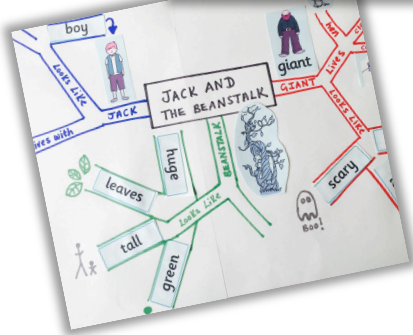
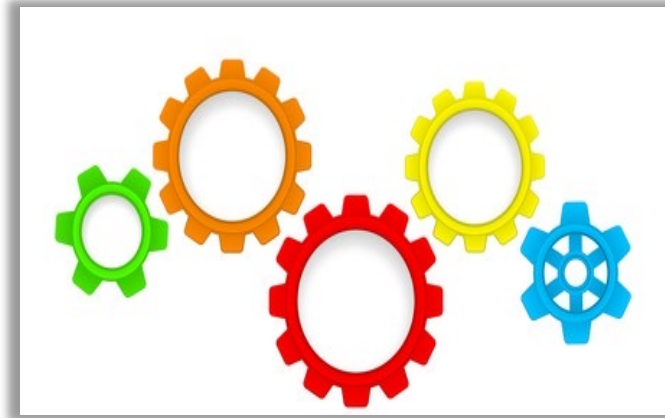
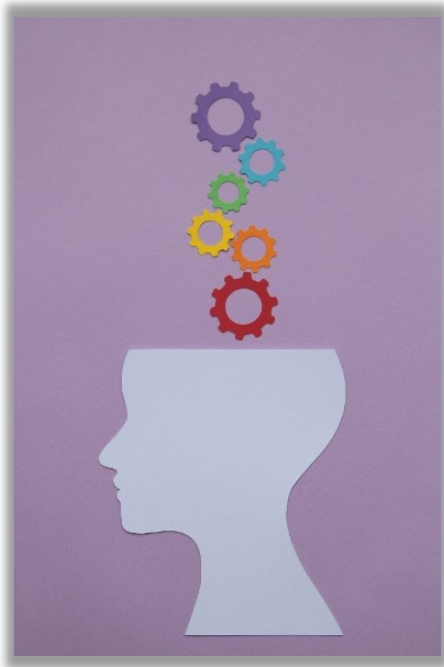


Supporting Memory and Learning in the Classroom Handouts



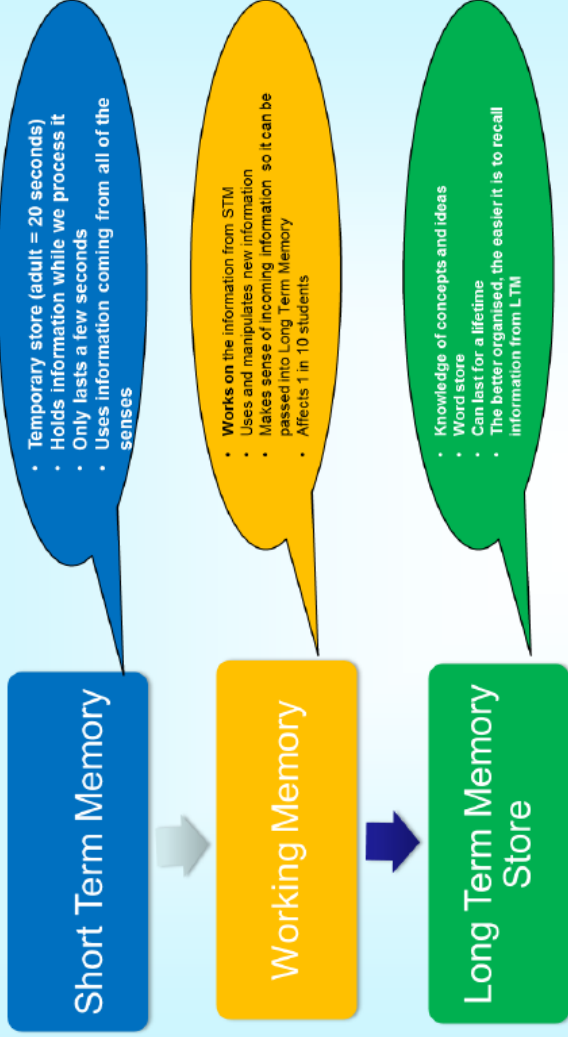
Why is memory so important?



Poor working memory can lead to poor attainment in ALL areas of the curriculum!

Understanding Spoken Language: Verbal short-term memory

A Basic Model of Memory (Baddeley)



Typical development: verbal short-term memory

Age	# of digits recalled	Strategies children typically use
4		Children do not realise strategies are available to help.
5	Four digits	Child will often name things out loud to help their memory.
6	Five digits	Child can recognise strategies but doesn't spontaneously use them. Needs an adult's help.
8	Six digits	Child can recognise strategies but doesn't spontaneously use them. Needs an adult's help.
11	Seven digits	Can name things silently, rehearse, chunk ideas and group information without help.
Adult	Seven digits +/- 2	

Memory difficulties in the classroom

Difficulties with story recall and retelling

May frequently need help

May become distracted/disengaged, give up on tasks or be a passive learner

Which child/ren in your class does this bring to mind?

Difficulties holding and manipulating information simultaneously

Struggle to recall information or require lots of repetition

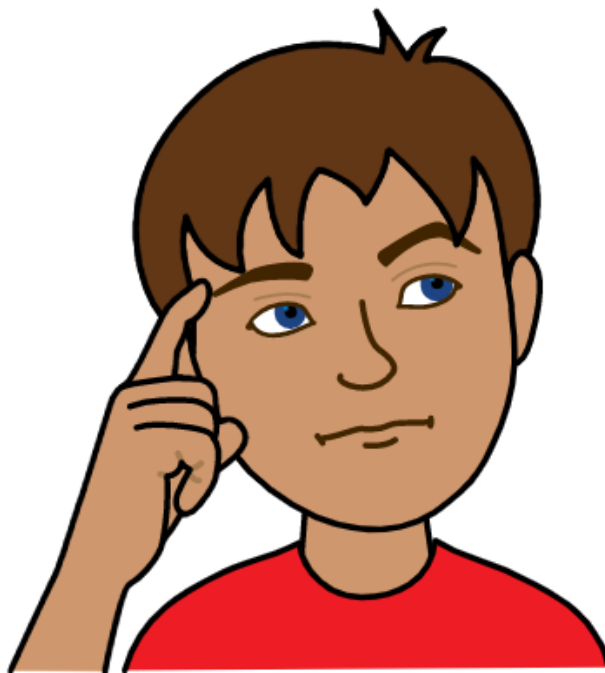
Difficulties keeping place in a task (picking up where they left off)

Poor self-organisation skills

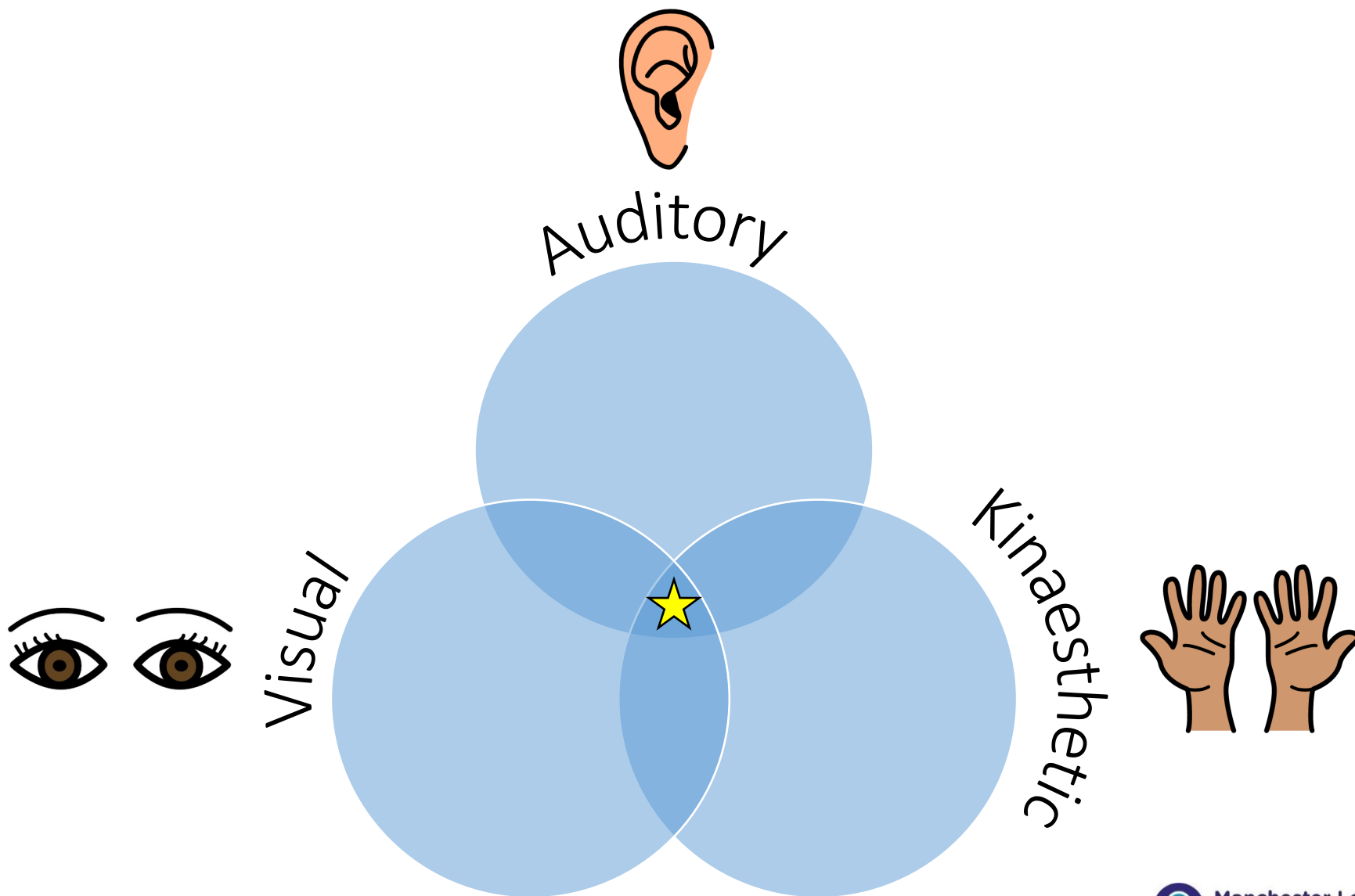
Limited progress with learning

Difficulties following instructions

Gaps in knowledge or basic skills



Memory model reflection



Auditory strategies to support memory

- Say it out loud

E.g. The shopping game:

“I went to the shop and I bought a banana.”

“I went to the shop and I bought a banana and a carrot.”

“I went to the shop and I bought a banana, a carrot and a pen.”

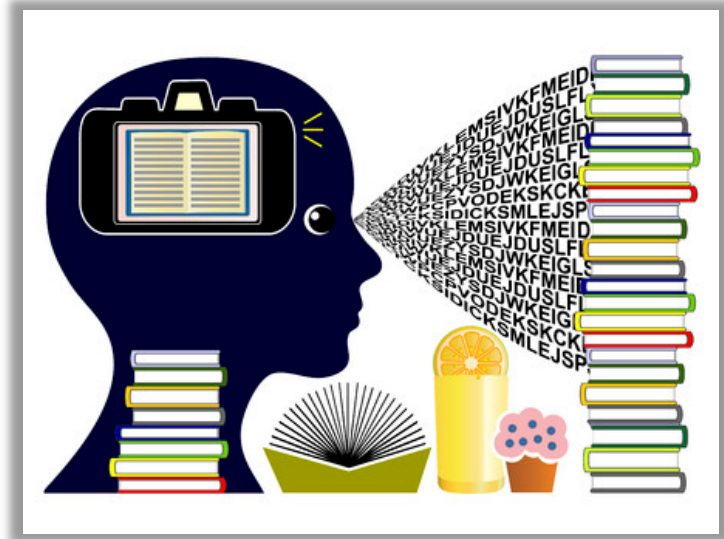


- Repeat it back



Visual strategies to support memory

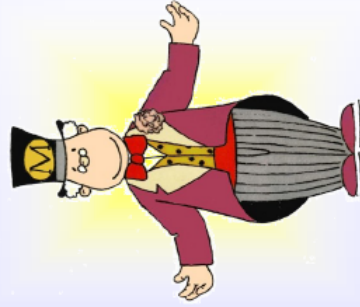
- Use images/drawings
- Use objects
- Write it down
- Use video clips
- Put a picture in your head (visualisation)
- Make a link (categorisation)
- Create word banks/word walls/cue cards/Mind Maps



Developing verbal short-term auditory memory (1)

Activities and strategies to try:

- Introduce the character of MR MARVEL and his MARVELLOUS MEMORY!



"Mr Marvel The Memory Man is a Circus Performer with a very marvellous talent... He has an amazing memory! But he hasn't always been good at remembering. He used to have problems remembering in school He found out about some very special skills. These skills make him really good at remembering. Would you like to find out Mr Marvel's memory skills...?"

- Introduce each memory strategy, one at a time. Use the prompt cards on the next page for support. Encourage the child to give you ideas and write them down. Revisit each memory skill.

How to introduce and explain each memory strategy (see next page):

- **LOOK & LISTEN:** "Mr Marvel's first memory skill is to LOOK & LISTEN. This means he can HEARS EVERYTHING that has been said." Show how hard it is to remember something with your hands over your eyes or your fingers in your ears!
- **SAY IT OUT LOUD:** "Mr Marvel's second memory skill is SAY IT OUT LOUD. When I say it back to myself, I can remember what you just said." Demonstrate this in a meaningful listening activity.
- **PUT A PICTURE IN YOUR HEAD:** "I'm going to tell you some things I bought at the shop today. Close your eyes and make a picture in your head. Did it help you to remember? This is Mr Marvel's third memory skill."
- **ASK FOR HELP:** "Mr Marvel's fourth and final skill is really useful and we can use it any time, anywhere. What can you do if you forget? (Pretend you've understood? Say nothing? Copy what your neighbour is doing?) That's right,

Measuring progress: The child can identify and describe at least 3 memory strategies, and can demonstrate how to use this strategy in a simple listening activity.

Understanding of spoken language

Developing verbal short-term auditory memory (2)

Activities and strategies to try:

Having introduced **MR MARVEL'S MEMORY SKILLS**, you can now create some opportunities for the child practise using each memory skill. This is also a chance for the child to identify **which memory strategies help them the most**.

Memory games for age 4-7:

- **I went shopping and I bought...** – add a word to the list each time
- **Simon Says**—gradually increase the number of directions!
- **Dressing up** – give children a list of items they need to put on, see how many they recall.
- **Favourites:** My name is _____ and I like _____ (favourite food/film/TV etc.). This can be played as a round-the-group memory game e.g. "This is Sadie and she likes football, this is Kulvinder, he likes crisps etc..."

Memory games for age 7-11:

- **Pass the pen** – pass an object around the room and ask children to give you information about it and then the next person adds to it but has to recall previous ideas. (similar to I went shopping)
- **Silly Sentences** – write tongue twisters on paper, can children repeat what they hear correctly.
- **Barrier games** – children pair up to give instructions to each other. Have a model/visual that the other child has to match, have a screen between them and reveal at the end.
- **Echoes** – repeating sentences from a book in pairs.
- **Odd one out** – read 4/5 words, can the child work out which is the odd one out.

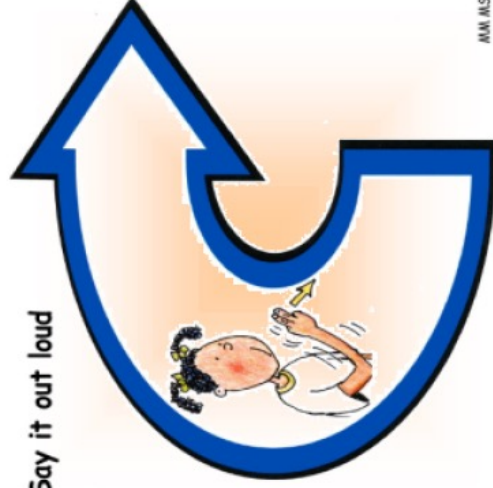
Measuring progress: Child can use 1+ memory strategies in activities · Child can identify which memory strategy/s help them the most · Child uses memory strategy/s in 2+ situations.



Look and listen



Say it out loud



AM MS b



Mr Marvel's Memory Skills

Put a picture in your head



Ask for help



Understanding of spoken language

Using Mind Maps® to support learning and retention

Activities and strategies to try:

Select a familiar topic to begin with so the child has an opportunity to learn about the process of creating Mind Maps®. Later on, use Mind Maps® to help the child organise and consolidate learning, revisit what has been learned, and add information to the topic over time. The steps below can be adapted for 1:1 or small group activities.

Examples of completed Mind Maps® overleaf.

Step one: Think of topic words associated with a topic.

- ⇒ If possible experience the topic to set the scene, e.g. visit or watch a Youtube clip.
- ⇒ Sort pictures/words which are and are not linked to the topic (e.g. topic is 'Egyptians' – include pictures of irrelevant items e.g. car, factory)

Step two: Group the words into categories

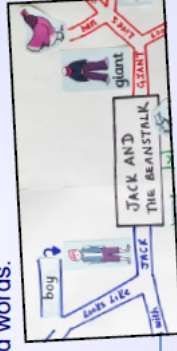
- ⇒ Use the pictures from Step One and have different coloured sheets of paper
- ⇒ Choose a coloured sheet, explain the group/category and find words/pictures belonging to that category to attach to the sheet. (The words can be written on post-it's and moved about)

Step three: Draw thick, colour-coded branches (subtopic)

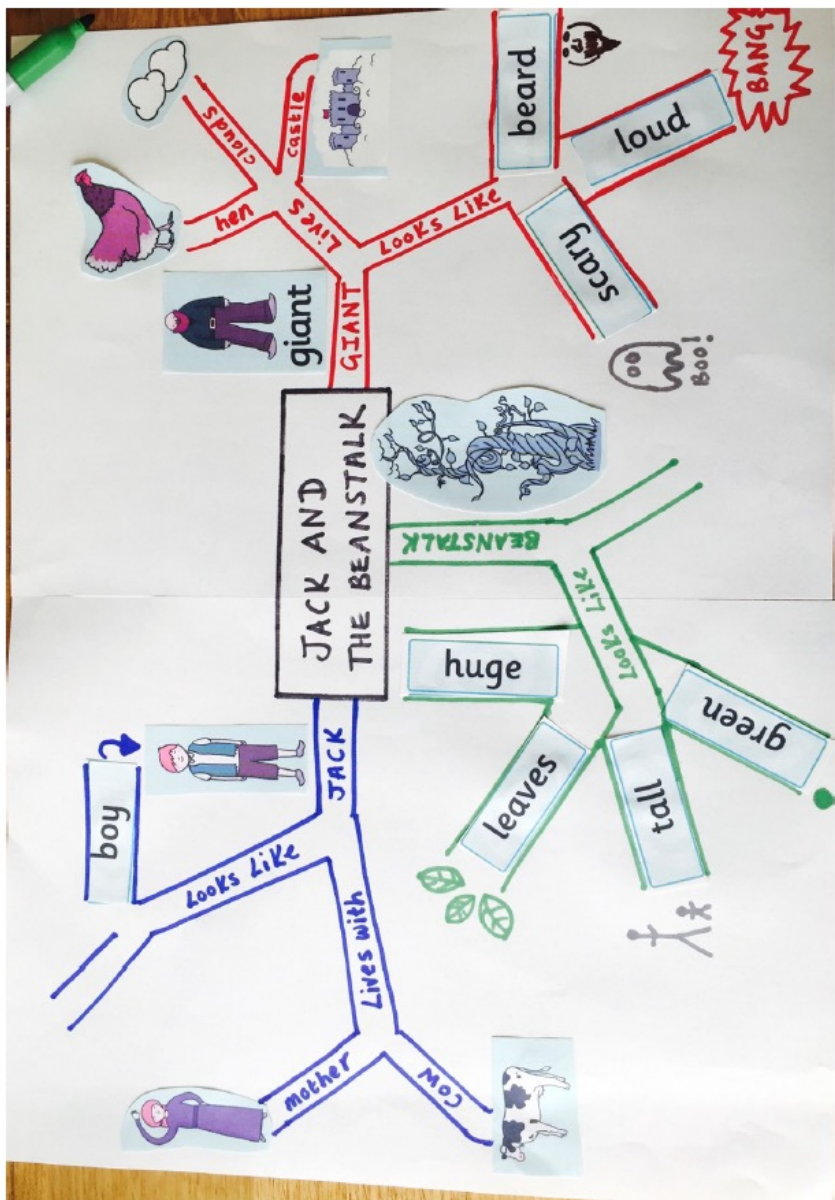
- ⇒ On a large sheet of paper, each branch should be the same colour as the paper used to sort the words/pictures from Step Two
- ⇒ The main branch should have the name of the subtopic written on with a picture/photo

Step four: Add images and words

- ⇒ The attaches the pictures/words on the Mind Map®.
- ⇒ Encourage a combination of drawings, pictures and words.

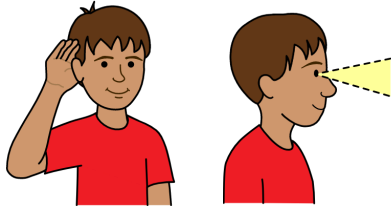


Measuring progress: Child's ability to recall words, concepts or ideas associated with the topic before and after developing the Mind Map—Child's ability to organise their ideas in a coherent way with topics and subtopics—Child's ability to retain topic information over a period of time.

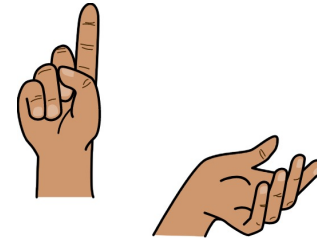


Kinaesthetic strategies to support memory

Look and listen.



Act it out

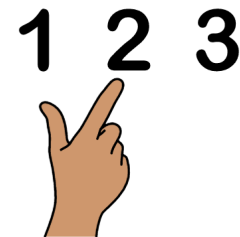


Kinaesthetic strategies

Explain it to someone else in your own words using actions/gestures.



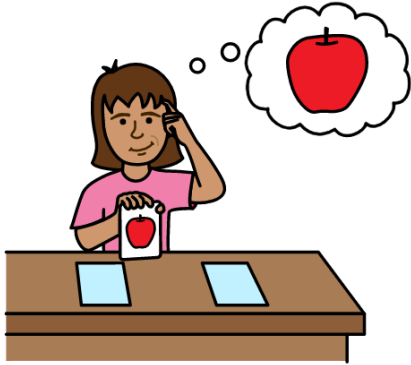
Count on your fingers/check items off on your fingers.



Ask for help.

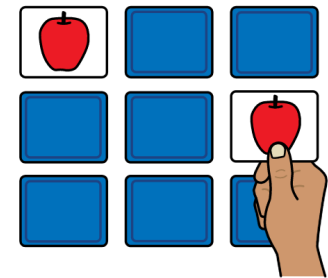


Introduce the idea of memory and why it is important.



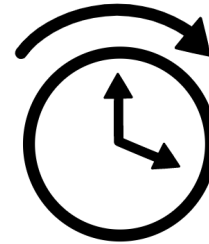
Explain that we need to learn memory skills.

Give each memory skill a label (e.g. "Take a picture in your brain"). Model how to use it. Practise using it in memory games.



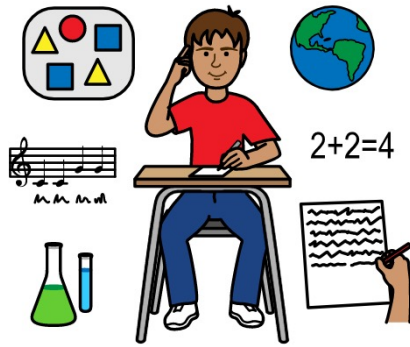
Teaching memory strategies

Practise using memory skills in different situations.



Over time, encourage children to reflect on which memory skills are most helpful to them.

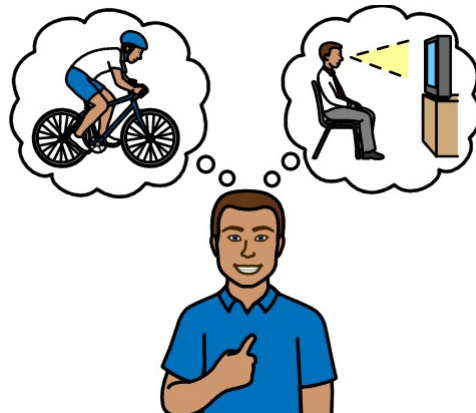
Consider individual learning styles.



Make it meaningful.



Link to real life, specific events and experiences for the child.

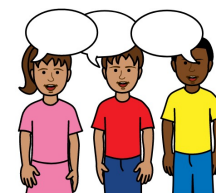
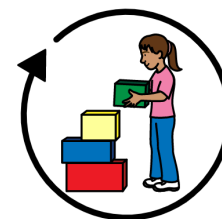
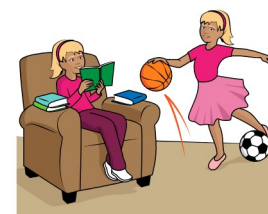
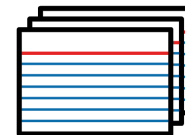


Provide opportunities for familiarization.



Everyday classroom strategies

- Encourage active listening – use active listening cue cards
- Use visuals – objects, pictures, drawings, schedules
- Make learning active
- Make it meaningful – link it to something they already know
- Revisit previously learned information regularly
- Ask the pupil to explain it to someone else



Everyday classroom strategies (cont.)

- Chunk information – use key words
- Use pauses
- Give instructions in the order they need to be carried out
- Use the 10 second rule – give the child 10 seconds to process what they have heard
- Repeat information

