

Mnemonics & Metacognition

Making the forgettable, memorable!

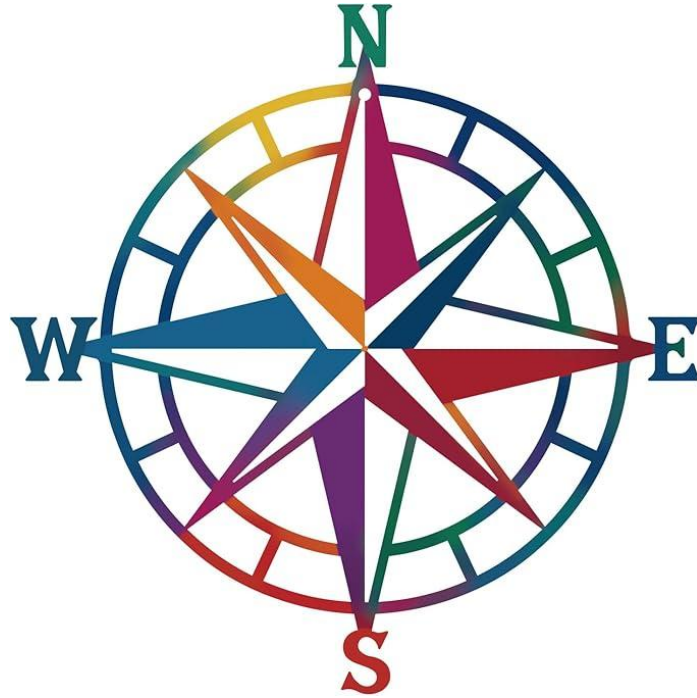


How do you remember the colours of the rainbow?



Richard **O**f York **G**ave **B**attle In **V**ain =
Red, **Orange**, **Yellow**, **Green**, **Blue**, **Indigo**, **Violet**

What about the point on compass?



Never Eat Shredded Wheat?
Naughty Elephants Squirt Water?
North, East, South, West (*clockwise*)

How do you remember tricky spellings?



Necessary!

Other examples include: **because, Mississippi, believe...**

Understanding Mnemonics...

- Metacognition is about consciously considering our thinking processes and deliberately choosing strategies to improve learning and recall.
- Mnemonics are one such strategy that helps us to encode, store, and retrieve information more effectively.
- Evidently mnemonics work! You all know one!
- The basic cognitive principles are **CAD**:
 - **Chunking**: Breaking information into smaller, meaningful units.
 - **Association**: Linking new information to something familiar.
 - **Dual coding**: Combining verbal and visual cues.
- Essentially, the aim is to make something complex or forgettable into something simple and memorable.
- This avoids overloading by chunking multiple pieces of information into one unit of meaning, often sequential, which is also a vivid, memorable mental image.

Rhythm and Memory...

- How many of you can remember your mobile phone number?
- Childhood phone number?
- What about the alphabet? Are you mentally singing the song?
- How many days does the month of June have?

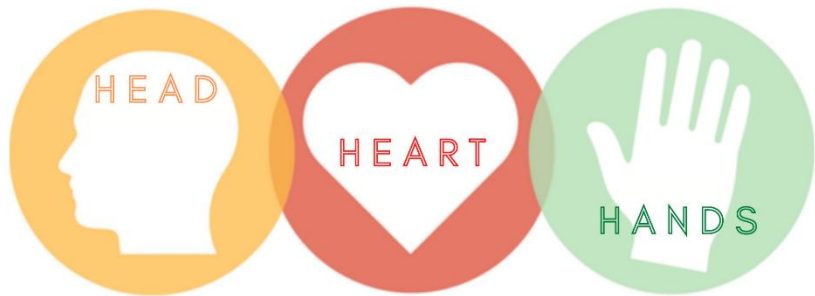
In a similar way to our mnemonics, we recall better with a structure or routine in place. This is well-observed with the rhythm adopted as you recite your phone number.

THINK: Memorable, natural and fun!

1
47
963
3851
70158
519240
2941043
82573204
2190357891

Narrative Memory...

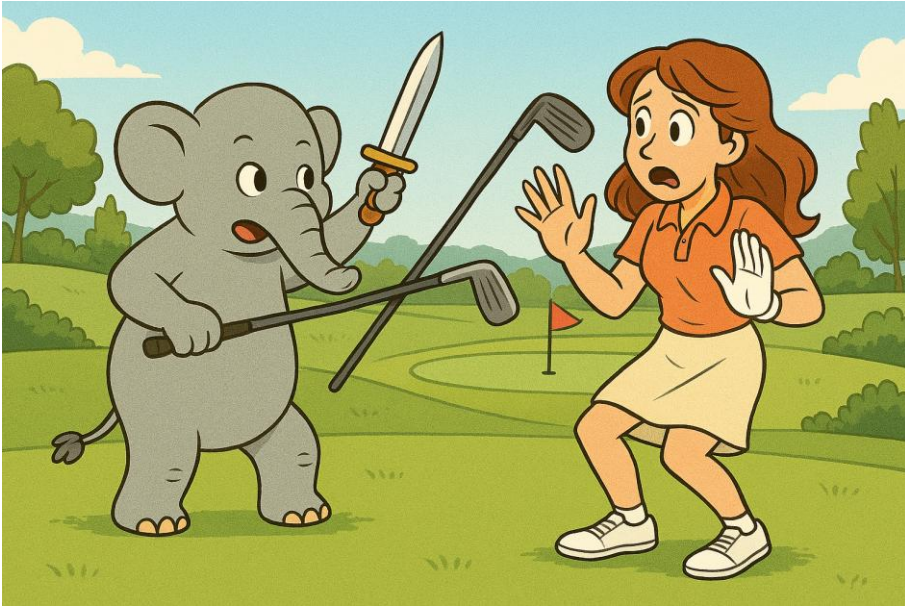
- Creating narratives provides a structure for memory, allowing our brains to organise material into structures that aid recall.
- A story with a cohesive, overarching narrative is easier for the brain to remember than a disjointed or seemingly random information.
- Often this has a very visual or imaginative layer, which aids recall.



GCSE Religious Studies

Explain two ways _____ influences _____ today.
[4/6 marks]

Narrative Memory...



‘Emily, 1 6 8 9 8 0 4 7 x.’

The room went still as Darren took half a pace back and offered his hand out as if to say, tell everyone the method you used.

‘It’s simple visual association, matching words and numbers with a visual image to make a story up that’s easy to remember. Emily the Elephant is a massive big fat thing with tiny ears.’

A few laughs started to ripple around. Darren turned half towards the smirking instructors. He didn’t need to say anything, his body language was telling them to shut up.

‘And the numbers . . .?’

‘One is a dagger, six is a golf club, eight is
, nine is a meat hook, zero is a cake, four is the sail on a boat, seven is a cliff edge. Whole thing becomes “Emily a massive fat elephant with tiny ears picks up a dagger and steals a golf club from a woman

Sound familiar....?

Musical Notation

Every Good Boy Does Fine: EGBDF keys

Every Girl Born Deserves Freedom: EGBDF keys

Order of Planets

My Very Easy Method Just Speeds Up Naming Planets:

Mercury Venus Earth Mars Jupiter Saturn Uranus Neptune (Pluto)

French past tense verbs conjugated with etre not avoir

Dr Mrs Vandertramp:

devenir, revenir, monter, rester, sortir,

venir, aller, naitre, descendre, entre, rentre, tomber,

retourner, arriver, mourir, partir

Trigonometry

SohCahToa: sine opposite hypotenuse; cosine adjacent hypotenuse; tan opposite adjacent

Mathematical Processes

BIDMAS: brackets indices division multiplication
addition subtraction

Order of Greek Philosophers

Spa: Socrates Plato Aristotle

First Five Old Testament Books

God's Eternal Love Never Dies:

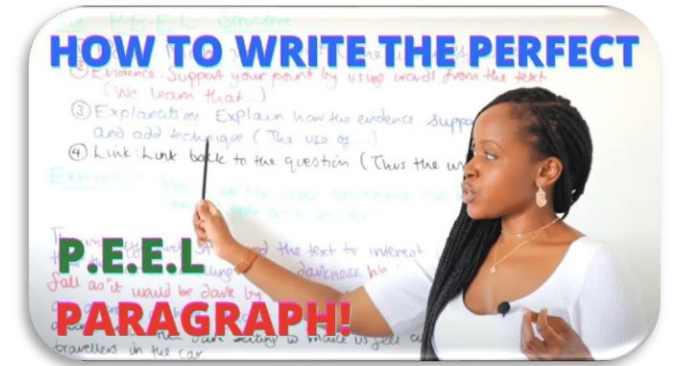
Genesis Exodus Leviticus Numbers Deuteronomy

Examination Structure or Tips...

Some subjects use acronyms or similar to help students remember their recommended exam structure.

Think:

- **PEEL** paragraphs = Point, Evidence, Explain, Link.
- **ABCD** = Argue, Back-up, Challenge/Counter, Decide.



The principle is the same- making the forgettable, memorable!

- Ask students if there is a recommended structure.
- Offer them opportunities to annotate and show you where they've done so.
- Practice makes perfect; repetition and action.

Get involved...

As parents/carers, you aren't expected to recall or know all the content!

However:

- Get curious! What are they learning? How do they remember that?
- Notice where they are struggling, especially avoiding or worrying about certain topics. Can you add a mnemonic, rhythm etc.?
- Can they teach you? Or tell you a story and then share the narrative?
- Keep it light-hearted. Have a bit of fun with mnemonics or a rhyme... Can the more talented amongst you rewrite lyrics to a popular song?
- When faced with the harder tasks of applying learning to exam questions, prompt with these memorable ideas.

REMEMBER:

- **Chunking:** Breaking information into smaller, meaningful units.
- **Association:** Linking new information to something familiar.
- **Dual coding:** Combining verbal and visual cues.

And a little bit of fun!

