



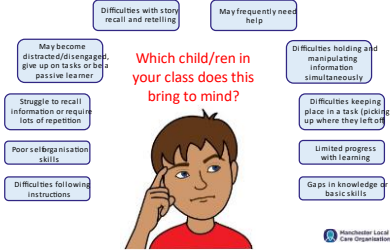
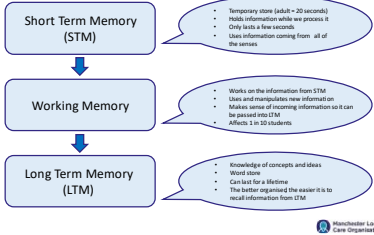

Supporting Memory and Learning in the Classroom!

Training Plan for Facilitators

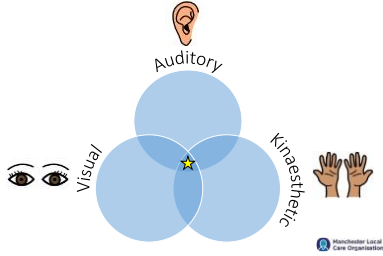



Approximate training session duration: 1-hour





Slide:	Slide screenshot:	Activity:	Pointers:
1.		<p>Introduction slide.</p> <p>Attendees arriving and settling in.</p>	<p>Before commencing hand out the 'resource pack'. One for each member of staff.</p> <p>Keep presentation on pause here until you are ready to start.</p> <p>Explain that the session will take about 1-hour and is focused around supporting and developing children's memory in the classroom.</p> <p>Explain the session will involve a mixture of activities including watching a pre-recorded presentation, video clips and doing some practical activities.</p> <p>Start presentation now.</p>
2.	<p>In this session we will cover...</p> <div style="display: flex; flex-wrap: wrap; justify-content: space-around;"> <div style="border: 1px solid blue; padding: 5px; margin: 5px;">Why it's important to focus on memory and learning</div> <div style="border: 1px solid blue; padding: 5px; margin: 5px;">Introduce visual, auditory and kinaesthetic tools to support memory and learning</div> <div style="border: 1px solid blue; padding: 5px; margin: 5px;">Look at general classroom strategies and resources</div> <div style="border: 1px solid blue; padding: 5px; margin: 5px;">Leave with a MEMORY ACTION PLAN for your classroom/setting</div> </div> 	<p>Slide explaining the aims of today's session.</p>	<p>Continue playing presentation.</p>

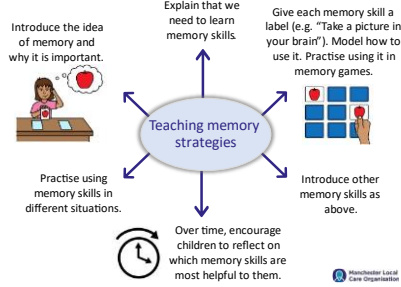
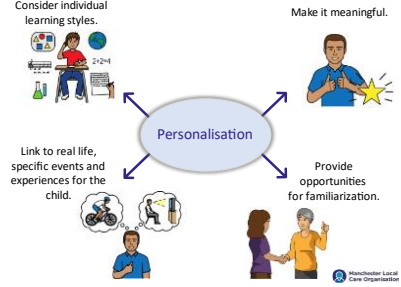
<p>3.</p>	<p>Practical activity</p>  <p style="text-align: right;"><small>Manchester Local Care Organisation</small></p>	<p>Slide explaining practical activity</p>	<p>Continue playing presentation.</p>																					
<p>4</p>	<p>Activity feedback</p> <table border="1" data-bbox="262 691 624 890"> <thead> <tr> <th>Age</th> <th># of digits recalled</th> <th>Strategies children typically used</th> </tr> </thead> <tbody> <tr> <td>4</td> <td></td> <td>Children do not realise strategies are available to help.</td> </tr> <tr> <td>5</td> <td>4 digits</td> <td>Child will often name things out loud to help their memory.</td> </tr> <tr> <td>6</td> <td>5 digits</td> <td>Child can recognise strategies but does not spontaneously use them. Needs an adult's help.</td> </tr> <tr> <td>8</td> <td>6 digits</td> <td>Child can recognise strategies but does not spontaneously use them. Needs an adult's help.</td> </tr> <tr> <td>11</td> <td>7 digits</td> <td>Children can name things silently, rehearse, chunk ideas and group information without help.</td> </tr> <tr> <td>Adult</td> <td>7 digits +/- 2</td> <td></td> </tr> </tbody> </table> <p style="text-align: right;"><small>Manchester Local Care Organisation</small></p>	Age	# of digits recalled	Strategies children typically used	4		Children do not realise strategies are available to help.	5	4 digits	Child will often name things out loud to help their memory.	6	5 digits	Child can recognise strategies but does not spontaneously use them. Needs an adult's help.	8	6 digits	Child can recognise strategies but does not spontaneously use them. Needs an adult's help.	11	7 digits	Children can name things silently, rehearse, chunk ideas and group information without help.	Adult	7 digits +/- 2		<p>Slide with activity feedback</p>	<p>Continue playing presentation.</p>
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<p>5.</p>	<p>Why is memory so important?</p>  <p style="text-align: center; color: red;"> Poor working memory can lead to poor attainment in ALL areas of the curriculum! </p> <p style="text-align: right;"><small>Manchester Local Care Organisation</small></p>	<p>Slide explaining why memory is so important</p>	<p>Continue playing presentation.</p>																					

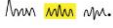







<p>6.</p>	<p>Memory difficulties in the classroom</p>  <p>Manchester Local Care Organisation</p>	<p>Slide explaining different things to look out for in a child with memory difficulties.</p> <p>At the end of this slide, attendees are asked whether it brings to mind any children they teach?</p>	<p>Continue playing presentation.</p> <p>Pause the presentation after the red question pops up. Give the attendees up to 2-minutes or until they have finished their discussions to think about any children that come to mind.</p> <p>Resume playing the presentation.</p>
<p>7.</p>	<p>Model of memory (Ref: Baddeley)</p>  <p>Manchester Local Care Organisation</p>	<p>Slide explaining the simplified model of memory.</p>	<p>Continue playing presentation.</p>
<p>8.</p>	<p>Practical activity – part 1</p>  <p>Manchester Local Care Organisation</p>	<p>Slide explaining practical activity (part 1)</p>	<p>Continue playing presentation.</p>



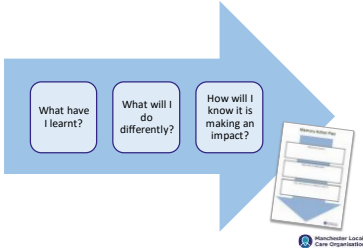
<p>9.</p>	<p>Practical activity – part 2</p>  <p><small>Manchester Local Care Organisation</small></p>	<p>Slide explaining practical activity (part 2)</p>	<p>Continue playing presentation.</p>
<p>10.</p>	<p>Practical activity – part 3</p>  <p><small>Manchester Local Care Organisation</small></p>	<p>Slide explaining practical activity (part 3)</p>	<p>Continue playing presentation.</p>
<p>11.</p>	<p>Activity feedback</p>  <p><small>Manchester Local Care Organisation</small></p>	<p>Slide feeding back from activity</p>	<p>Continue playing presentation.</p>

<p>12.</p>	<p>Memory model reflection</p>  <p style="text-align: right;"><small>Manchester Local Care Organisation</small></p>	<p>Slide explaining a multi-sensory approach to learning</p>	<p>Continue playing presentation.</p>
<p>13.</p>	<p>Auditory strategies to support memory</p> <ul style="list-style-type: none"> • Say it out loud <p>Eg. 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."</p> <ul style="list-style-type: none"> • Repeat it back   <p style="text-align: right;"><small>Manchester Local Care Organisation</small></p>	<p>Slide explaining auditory strategies</p>	<p>Continue playing presentation.</p>
<p>14.</p>	<p>Visual strategies to support memory</p> <ul style="list-style-type: none"> • 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  <p style="text-align: right;"><small>Manchester Local Care Organisation</small></p>	<p>Slide explaining visual strategies</p>	<p>Continue playing presentation.</p>

<p>15.</p>	<p>Using Mind Maps</p>  <p style="text-align: center;">Insert video</p> 	<p>Video demonstrating how to create a Mind Map.</p>	<p>Continue playing presentation.</p>
<p>16.</p>	<p>Differentiating Mind Maps</p> <p style="text-align: center;">Insert video</p> 	<p>Video demonstrating how to differentiate Mind Maps to support children with SLCN or SEN.</p>	<p>Continue playing presentation.</p>
<p>17.</p>	<p>Kinaesthetic strategies to support memory</p> 	<p>Slide explaining kinaesthetic strategies</p>	<p>Continue playing presentation.</p>

<p>18.</p>	 <p>Teaching memory strategies</p> <p>Introduce the idea of memory and why it is important.</p> <p>Explain that we need to learn memory skills.</p> <p>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.</p> <p>Practise using memory skills in different situations.</p> <p>Introduce other memory skills as above.</p> <p>Over time, encourage children to reflect on which memory skills are most helpful to them.</p>	<p>Slide explaining how to teach memory strategies.</p>	<p>Continue playing presentation.</p>
<p>19.</p>	 <p>Personalisation</p> <p>Consider individual learning styles.</p> <p>Make it meaningful.</p> <p>Link to real life, specific events and experiences for the child.</p> <p>Provide opportunities for familiarization.</p>	<p>Slide explaining how to personalise memory strategies</p>	<p>Continue playing presentation.</p>
<p>20.</p>	<p>Everyday classroom strategies</p> <ul style="list-style-type: none"> • 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 	<p>Slide explaining everyday memory strategies (part 1)</p>	<p>Continue playing presentation.</p>

<p>21.</p>	<p>Everyday classroom strategies (cont.)</p> <ul style="list-style-type: none"> • 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 <p></p>	<p>Slide explaining everyday memory strategies (part 2)</p>	<p>Continue playing presentation.</p>
<p>22.</p>	<p>Practical activity</p>  <p></p>	<p>Slide explaining the practical activity where three scenarios are presented.</p> <p>Members of staff have to think of memory strategies for each</p>	<p>Pause the presentation for 1-2 minutes for learners to complete each scenario</p> <p>Resume presentation.</p>
<p>23.</p>	<p>Activity feedback</p> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; width: fit-content;"> <p>EYFS:</p> <ul style="list-style-type: none"> • Story maps • Story bags/sacks • Act out the story – use the "Talk for Writing" approach </div> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; width: fit-content; margin-top: 10px;"> <p>Key Stage 2:</p> <ul style="list-style-type: none"> • Word mats/Word walls • Mind Maps • Role play </div> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; width: fit-content; margin-top: 10px;"> <p>Key Stage 1:</p> <ul style="list-style-type: none"> • Repeat back to themselves the items they have to remember • Counting on their fingers • Make a written list </div> <p></p>	<p>Slide explaining feeding back from practical activity</p>	<p>No action required. The answers will reveal themselves after a short pause.</p>

<p>24.</p>	<p>Mr Marvel's Memory Group</p>  <p>Insert video</p>  <p><small>Manchester Local Care Organisation</small></p>	<p>Slide with video which introduces the Mr Marvel Memory Group pack.</p>	<p>Continue playing presentation.</p>
<p>25.</p>	<p>Reflection</p>  <p><small>Manchester Local Care Organisation</small></p>	<p>Slide asking attendees to reflect on 1-2 things they learnt during the session that was/were useful, how they will now change their practice, and what impact they hope these changes will make.</p>	<p>Continue playing the presentation until you hear, "You now have 5 minutes to complete this Action Plan. If it is useful, you can do this with the person sitting next to you, or with a colleague from your class, year group or key stage." Pause the presentation.</p> <p>After 5 minutes please click to resume the presentation.</p> <p>After the trainer reads "Please take 2 minutes to complete a short Survey Monkey about this training package. Your training facilitator can provide you with the link", allow staff time to complete the Survey Monkey.</p> <p>End of presentation.</p>