



## Lesson Plan 9

### Organizing Information to Help with Memory

**CLB Level(s):** 3-4

**CLB Skill(s):** Speaking, Listening, Writing

**Essential Skill(s):** Oral Communication, Thinking Skills

<b>Objective(s)</b>	<b>Audience</b>
<ul style="list-style-type: none"> <li>To use strategies such as categorizing and mapping to help learners remember</li> </ul>	<ul style="list-style-type: none"> <li>Learners who want to improve their memory</li> </ul>
<b>Grammar/Language Focus</b>	<b>Time Required</b>
<p>Expressions used to:</p> <ul style="list-style-type: none"> <li>Explain categories: This belongs here because...</li> </ul>	1.5 hours
<b>Vocabulary</b>	<b>Materials</b>
<ul style="list-style-type: none"> <li>list, classify, categories, to belong, to map, to associate, to group, to memorize</li> </ul>	<ul style="list-style-type: none"> <li>A collection of familiar objects for Kim's game</li> <li>Materials in appendices for activities 4 and 5</li> <li>Appendices 4.1, 5.1</li> </ul>
<b>Workplace Culture</b>	
Learning strategies such as brainstorming, categorizing and mapping may be new to the learner.	



## Learning Activities

### Activity 1: Discussion of the Essential Skill “Significant Use of Memory”

1. Brainstorm with the class: What do you need to remember in your everyday lives?  
Examples: telephone numbers, grocery lists, user codes.

### Activity 2: Kim’s game: Testing your Memory

1. Display a number of familiar objects (about 20) on the table. Review the items to make sure everyone knows the name of each item.
2. Don’t tell learners you are going to test their memory. Move half of the objects to the side and cover them. Allow learners to look at the other half of the objects (10 items) for 20 seconds and then cover them. Have learners individually list as many objects as they can remember in their notebooks.
3. With a partner, have students think of a strategy to use for memorizing the next group of objects. Repeat the memory activity with the other half of the objects, having the pairs apply the strategy they discussed.
4. Check if learners were able to remember more objects in pairs than when they did the activity alone. Teach the expression “Two heads are better than one”.
5. Have learners share the strategy they used to help them remember with the class.

### Activity 3: Remembering Numbers and Codes

1. Dictate telephone numbers at normal speed to the group. When they can easily record the dictation, repeat the activity with new numbers, this time introducing a pause between reading the number and allowing them to write it down.  
  
\*Note – To make it more challenging, add area codes and extensions or do something distracting during the pause, like singing a line of a song.
2. Ask students how they remembered the numbers. How did they deal with distractions?

### Activity 4: Grouping Words into Categories

1. Use Appendix 4.1 or make a list from vocabulary you have learned recently in class.
2. Have learners group (or classify) the vocabulary into three categories. Ask them how they plan to do this task. (Use highlighting, make a table with three columns, use numbering). Discuss how they will classify the words. Use expressions like “This belongs here because...” “This goes in this category.”
3. When they are finished, have them turn over the page and see how many words they can remember. Ask them to reflect on how categorizing helped them to remember.



## Learning Activities

### Activity 5: Memory Maps

1. Use Appendix 5.1 or make a list or create your own map using vocabulary from recent lessons.
2. Project the word map and discuss how the vocabulary is grouped. Notice how places, verbs and objects are associated.
3. Have learners make Word Maps of their own.

### Additional and/or Extended Learning Activities

- Do further practice focusing on workplace situations. Practice listening and trying to remember instructions with interference and background noise, different accents.
- Review or share further share strategies learners used.

### Reflective Evaluation

- Students are able to use strategies for improving their memory.

### Debriefing/Wrap-up

How do these strategies help someone on the job? Brainstorm a list of jobs where memory is important. Examples:

- A maintenance worker gathers together all the tools and other materials he needs before he goes out on a job.
- A restaurant server remembers to follow cleaning and storage routines before closing.
- Cashiers remember product codes.

<sup>1</sup> see [http://srv108.services.gc.ca/english/general/Understanding\\_ES\\_e.shtml](http://srv108.services.gc.ca/english/general/Understanding_ES_e.shtml) for a definition



Skill Descriptors	
Canadian Language Benchmarks Skill(s)	Essential Skill(s)
<p><b>Speaking</b></p> <p>Performance Indicators (Information)</p> <ul style="list-style-type: none"> <li>■ Listener can follow and use the information (e.g. repeat or write down). (CLB 3)</li> </ul> <p>Global Performance Descriptor</p> <ul style="list-style-type: none"> <li>■ Learner can take part in short routine conversations about needs and familiar topics or personal relevance with supportive listeners. (CLB 4)</li> </ul>	<p><b>Oral communication</b></p> <p>Functions</p> <ul style="list-style-type: none"> <li>■ Obtains specific information (ESI)</li> </ul> <p>Information</p> <ul style="list-style-type: none"> <li>■ Narrow range of subject matter, familiar topic, one main issue (ESI)</li> </ul>
<p><b>Listening</b></p> <p>What the Person Can Do (Social interaction)</p> <ul style="list-style-type: none"> <li>■ Identifies indicators of communication problems (CLB 3)</li> </ul> <p>Performance Indicators (Information)</p> <ul style="list-style-type: none"> <li>■ Gets gist, detail, key words and expressions as required (CLB 4)</li> </ul> <p>(Instructions)</p> <ul style="list-style-type: none"> <li>■ Follows instructions and directions relating to movement and position in space, manner, frequency and duration (CLB 4)</li> </ul>	<p><b>Thinking Skills</b></p> <p>Significant Use of Memory (ES Memory Type 2)</p> <ul style="list-style-type: none"> <li>■ Remembering information for brief periods, e.g. minutes or hours.</li> </ul>
<p><b>Writing</b></p> <p>What the Person Can Do (Business/service messages)</p> <ul style="list-style-type: none"> <li>■ Fill out simple forms (CLB 3)</li> </ul> <p>What the Person Can Do (Recording information)</p> <ul style="list-style-type: none"> <li>■ Copy short texts to record information for personal use, or to complete tasks, or to learn information. (CLB 4)</li> </ul>	

The copyright holder gives permission for users of the document to make copies of selected pages for not-for-sale educational purposes within their organizations. Copying for other purposes without permission is prohibited.

Centre for Canadian Language Benchmarks 803 – 200 Elgin Street Ottawa, ON K2P 1L5  
Ph. (613) 230-7729 Fax: (613) 230-9305 [info@language.ca](mailto:info@language.ca)

**Help Your Memory**

Grouping words helps to remember them. Put the words into groups. Give each group a name or title.

he	shirt	sweat shirt	suit jacket
blue	she	sweater	jeans
we	red	it	purple
dress	hat	they	I
blouse	brown	yellow	orange
black	shoes	you	green

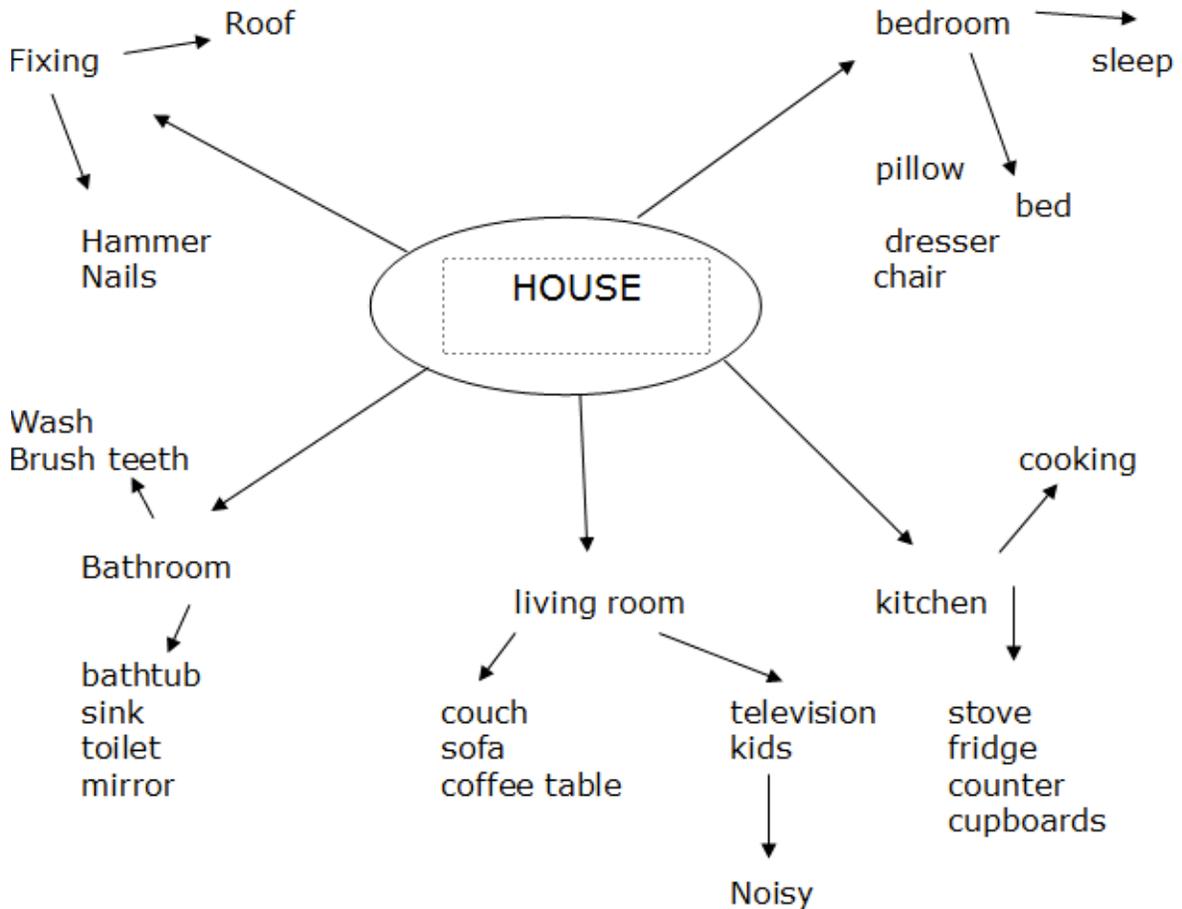

Now turn the page over. Write down all the words you remember.<sup>1</sup>

---

<sup>1</sup> From Helping Students Learn More Effectively, Margerit Roger, Adult Language Training Branch, Manitoba 1997

**Word Map<sup>2</sup>**

Show ideas that go together in a map that help us remember. Look at this map. It shows words that go together for the topic "house".



Now make a map for ONE of these topics:

school

shopping

weather

<sup>2</sup> From *Helping Students Learn More Effectively*, Margerit Roger, Adult Language Training Branch, Manitoba 1997