

EduTrend Contents

G4C · MEMORY GAMES · MIDDLE SCHOOL

Memory Strategy Lab

Test chunking, grouping and a story method on word lists and compare your recall

Ages 11–13	Level: Intermediate	40 minutes	Individuals and pairs · up to 30	Activity 03

Inside: activity at a glance · step-by-step session plan · facilitator notes · 3 student worksheets · assessment checklist

ACTIVITY 03 · AT A GLANCE

Memory Strategy Lab

Students study a list of 15 words for one minute with no strategy and write down what they recall. Then they try three strategies on new lists: grouping words by category, chunking numbers into groups, and linking words into a silly story. They record recall scores, compare results with a partner and decide which strategy suits which kind of information.

Learning outcomes

By the end of the session students can:

- try memory strategies;
- record and compare recall;
- match strategies to tasks;
- reflect on their own memory.

KEY WORDS

working memory · chunking · grouping · story method · recall · strategy

CURRICULUM LINKS

Science: the brain. PSHE: study skills. Maths: recording data.

1	2	3	4	5	6
WARM UP	**EXPLAIN**	**LOOK**	**RECALL**	**TALK**	**CLOSE**
Minds ready	One game, clear rules	Notice carefully	What do you remember?	How did you remember?	Calm and positive

Materials (whole class)

- Word and number lists
- Timers
- Score sheets
- Worksheets 1, 2 and 3

Before the session

- Prepare equal lists.
- Print score sheets.
- Model each strategy.
- Plan pairs.

SAFETY

Keep it low-pressure; scores are for comparing strategies, not people.

ACTIVITY 03 · SESSION PLAN

Step by step

Naming strategies helps students choose one on purpose.

Time	What happens	Say or ask
0–5 min **Warm up**	Remember a phone-style number.	*"How did you do it?"*
5–10 min **Baseline**	List with no strategy.	*"How many?"*
10–32 min **Test**	Three strategies, three lists.	*"Which helped most?"*
32–40 min **Compare**	Pairs compare and decide.	*"Which strategy for which task?"*

CHALLENGE CARD (print or copy onto the board)

Improve your recall score using a strategy and explain why it worked.

ACTIVITY 03 · FACILITATOR NOTES

The memory game know-how in brief

Children remember more when they organise what they see.

Different strategies suit different kinds of information.

Common ideas to listen for

- “You either have a good memory or not.” Strategies improve recall.
- “One strategy is best.” It depends on the task.
- “Silly stories are babyish.” Vivid links help memory.

Adapting the activity

Support

Use shorter lists of 8 words.

Stretch

Test recall again the next day and compare.

WORKSHEET 1

Score sheet

Name: _____ Class: _____ Date: _____

Record recall scores.

Scores

Strategy	Items recalled (of 15)
None	
Grouping	
Chunking	
Story	

WORKSHEET 2

Strategy match

Match strategies to tasks.

Matches

Task	Best strategy
Shopping list	
Phone number	
Vocabulary	

WORKSHEET 3

Reflection

Reflect.

The strategy that worked best for me was... because...

FOR THE TEACHER

Assessment checklist

Use during the session. One sheet covers up to eight students; copy as needed.

Student	Uses strategies	Records data	Reflects on memory

Suggested codes: W = working towards · E = expected · G = greater depth

ABOUT THIS ACTIVITY

Memory Strategy Lab is a sample activity from the EduTrend Contents G4C Memory Games programme (middle school, level: intermediate). Every activity in the programme follows the same format: a practical challenge, a clear session plan, facilitator notes and ready-to-print worksheets, so that teachers, club leaders and parents can run it without extra preparation.

Full 15-, 20- and 32-week programmes are available from EduStore at edutrend.org.

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