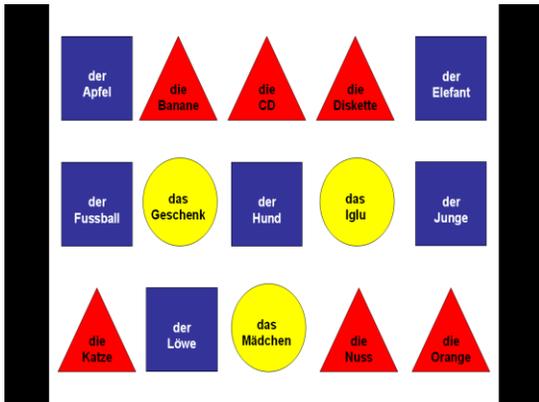


Session 1: Skills → Memory → 5 – Collective Memory

The term 'collective memory' refers to a thinking skills strategy from the KS3 Strategy. It is designed to be a strategy that can be used across all curriculum subjects and so it can be used to strengthen cross-curriculum working and help students to transfer skills between discreet subject areas.



	lunes	martes	miércoles	jueves	viernes
8.45	geografía	ciencias	inglés	inglés	matemáticas
9.40	matemáticas	educación física	español	español	alemán
10.30	<i>el recreo</i>				
10.50	educación física	religión	matemáticas	historia	biología
11.40	francés	química	arte	química	teatro
12.30	<i>la hora de comer</i>				
1.10	informática	español	tecnología	arte	geografía
2.00	física	historia	ciencias	música	español

The key idea of any collective memory lesson is that there is an A4 master sheet of information (could be a diagram, a list of words, shapes anything). Students work in groups (4 or 5 best) and start with a blank A4 sheet of paper. The first student from each group approaches the front desk where the teacher has 2 or 3 copies (just so all the students don't have to jostle!). The teacher turns the master sheet over and the students have to take in as much of it as they can in 20 seconds. Then they return to their tables and try to record as much as possible on the sheet. Then the remaining students each have a go.

Central to this lesson are the notions of working as a group and planning. Before they start you ask the groups to make an action plan – they decide things like splitting the paper into 4 sections and each memorising a section. Get them to discuss this for 2 mins.

The idea is that the information on the master sheet doesn't correspond to their plan e.g. it can't be subdivided into 4 sections easily so they have to change their plan.

One way to maximise the cross-curriculum nature of this activity is to have one of the team members act as an observer and record the way the team is working and how they change their plan etc...

The plenary should invite reflection and take feedback both about the language you wanted them to discover and the links you hoped they would make, and secondly some ideas about the ways of working and what they have learnt about group work etc...

Whilst the two examples on your CD are visual memory oriented, I have also done this using a piece of listening. There are many ways the strategy of collective memory can be exploited. It is especially powerful if the language involved can be 'new' language and the students encouraged to learn it first through discovery of a pattern e.g. gender or adjective endings

Materials for a lesson

1. The A4 sheet with the material to be memorised
2. A4 paper for the groups plus colours, rulers – anything necessary to reproduce what is on the master sheet
3. PowerPoint with slides to introduce the collective memory concept and questions to prompt reflection in the feedback
4. Observation sheets for the student observers to record the meta-thinking and group-working strategies they see