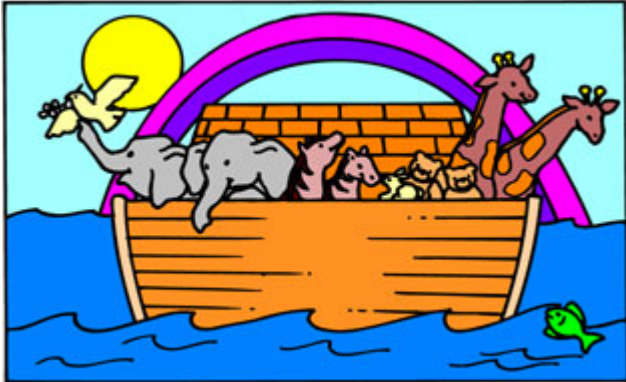




Home	Women of Gentle Spirit	Study Materials	Software & Tracts	Special Items	Music	Staff	Authors	Links
----------------------	--	---------------------------------	---------------------------------------	-------------------------------	-----------------------	-----------------------	-------------------------	-----------------------

The Teacher's Pet

Strategies To Increase Memory and Recall – Part 1 by Judy Retz



As a teacher, how discouraging are these words from your students! You cover a lesson (in what you think is a pretty good job.) Then at the beginning of the next session you proceed to ask some review questions – and wham! You get smacked right up side the head with “I don’t remember talking about that!” “Did we even cover that part?”

What has happened? Oh right it’s those pesky parents who did nothing to review the lesson with the children, right? Or is it those lazy kids who won’t do their assignments for

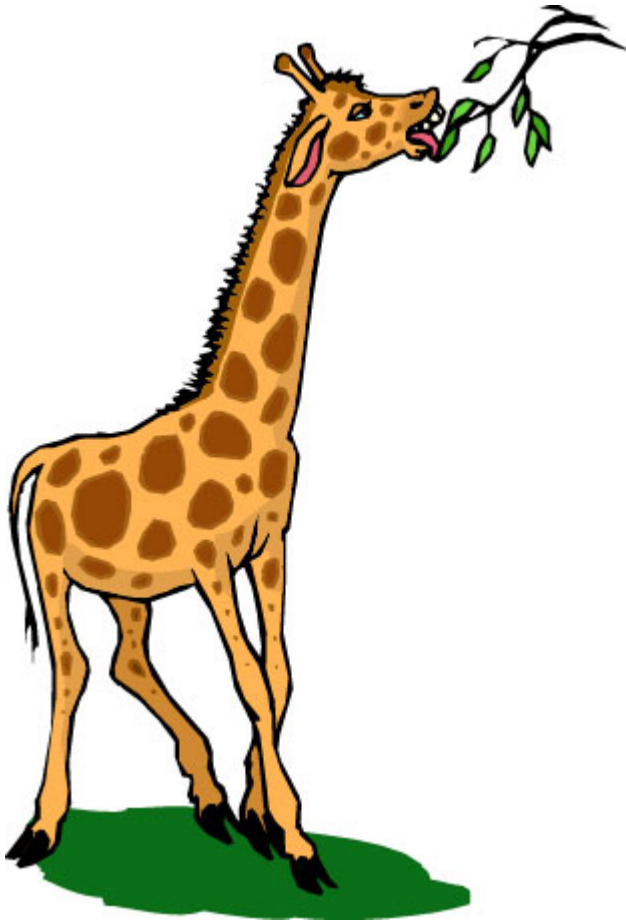
class? Or is it these lessons that “somebody” chooses? OR IS IT POSSIBLE, JUST POSSIBLE, THAT I COULD BE DOING A BETTER JOB???

I have a Post-It note pad that shows Garfield with a rather tight grip on Odie’s long tongue. The caption says, “Number One Teaching Tip – First you have to get their attention.” Are we doing everything possible to get their attention focused and centered on the lesson at hand? Am I showing some enthusiasm



for the lesson? Do I act excited and happy to be learning? Am I doing all the assigned work, including the memory work? I have a copy of a list of over 30 specific “strategies to increase memory and recall.”

The following is taken from a list of strategies I received at a teacher-training workshop. I will share some of the more pertinent ones with you in this edition of *The Teacher’s Pet* and future editions in the months to come. I have added some thoughts to many of them, but I would ask you to think about some ways to adapt some of the better ideas and then share your thoughts with all of us in the upcoming editions of *The Teacher’s Pet*. (email Alayne@spiritbuilding.com with your ideas.) And now for the list. . .



1. Attach a strong emotion to it with a purposely-designed intense activity.

We are told that EMOTION drives ATTENTION which in turn drives LEARNING. (You know the catchy little phrase in EVERY teacher training book..... “They won’t care how much you know until they know how much you care.”) But in this point, we could go a step further by trying to engage the students’ emotions with the characters in the lesson. What do you do to make the characters real people to your students? Being careful not to add to what the Bible actually says, do we treat the people like they are real? Can we identify with their feelings?

2. Repeat information within 10 minutes afterwards, then 48 hours, and then seven days.

With a little planning the 10-minute mark is fairly easy to accomplish for the important points of a lesson. But what are you going to do about the 48 hours? Are you sharing enough information with the parents so they can be actively involved in reinforcing the material? What about the other teacher of your age group? Does he/she know what you are teaching enough so they can review it a bit? (I like it when the other teacher leaves the bulletin board or other pictures around so the class

can easily recall what was covered in the previous lesson.)

**To submit articles and ideas for future editions of the Teachers Pet,
email: alayne@spiritbuilding.com**

Site owned by: [Carl McMurray](#) Site maintained by: [Alayne Hunt](#) For more information call 765-623-2238