



Task-based Activity Cover Sheet

Task Title: What is a mnemonic?

<b>Learner Name:</b>	
<b>Date Started:</b>	<b>Date Completed:</b>
<b>Successful Completion:</b> Yes___ No___	
<b>Goal Path:</b> Employment___ Apprenticeship___ Secondary School ✓ Post Secondary ✓ Independence___	
<b>Task Description:</b> Learners will learn about and create mnemonics to help them to remember information.	
<b>Competency:</b> E. Manage Learning A. Find and Use Information	<b>Task Group(s):</b> E2: Manage Learning A1: Read continuous text
<b>Level Indicators:</b> E2: Manage Learning A1.3: Read longer texts to connect, evaluate and integrate ideas and information	
<b>Performance Descriptors:</b> see chart on last page <a href="#">or click here.</a>	
<b>Links to skill building activities:</b> see the last page <a href="#">or click here.</a>	
<b>Materials Required:</b> <ul style="list-style-type: none"><li>• The handout “10 Ways to Make Mnemonics”</li><li>• Pen/pencil and paper for the learner to create or jot down ideas</li></ul>	
<b>ESKARGO:</b> <b>Learning Strategies</b> <ul style="list-style-type: none"><li>• Implements a number of learning strategies, for example:<ul style="list-style-type: none"><li>▪ Begins to make inferences/“educated guesses”</li><li>▪ Begins to substitute/paraphrase</li><li>▪ Uses tools that are readily available</li></ul></li><li>• Prioritizes and organizes tasks according to particular criteria</li><li>• Shows increased ability to identify and solve problems and make decisions in relation to learning; i.e. does the following on a more frequent or regular basis:<ul style="list-style-type: none"><li>• Identifies problems and generate ideas about possible solutions/options</li><li>• Breaks problems down into manageable parts</li><li>• Transfers problem-solving skills from one situation to another</li><li>• Makes a problem-solving decision and follows through</li><li>• Identifies ways to clarify, check understanding and reinforce learning</li><li>• Begins to use a range of strategies to improve concentration and memory</li><li>• Perseveres with a task until completion</li></ul></li></ul>	



**Attitudes**

- Demonstrates positive attitude to learning; begins to self-motivate
- Demonstrates ability to do the following on a more frequent to regular basis:
  - work independently
  - assume responsibility for own work
  - accept new learning challenges and assignments
  - take initiative in learning
  - assume risks in new learning situations
  - show concern about quality
  - persist and follow through
  - commit to the task at hand
  - adapt to change

**Attitudes:**

Practitioner,

We encourage you to talk with the learner about attitudes required to complete this task set. The context of the task has to be considered when identifying attitudes. With your learner, please check one of the following:

- Attitude is not important                       Attitude is somewhat important       Attitude is very important



**Task Title:** What is a mnemonic?

Learning requires everyone to remember various pieces of information, facts, processes and a variety of other items. It is important to come up with strategies that work for you to remember what you are learning. You can use these strategies to recall information for exams, writing essays or doing presentations. Mnemonics (pronounced – new-mon-icks) is one strategy. Look at the article “10 Ways to Make Mnemonics” and complete the following tasks.

**Learner Information and Tasks:**

**Task 1:** Create a mnemonic for the 5 basic human senses (sight, touch, taste, smell and hearing).

**Task 2:** Give an example of a mnemonic you know that has not been listed and which one of the 10 mnemonic categories it falls within.

**Task 3:** Create an onomatopoeia for the following:

-bees

-happy child

-thunderstorm

**Task 4:** Create a mnemonic (different kind from Task 1) to help remember the names of the Great Lakes (Erie, Ontario, Huron, Michigan and Superior).



## 10 Ways to Make Mnemonics

Using mnemonics is one of the best learning methods out there. If you know how to make mnemonics, you can go from repeatedly forgetting material to instantly remembering it and never encountering problems again.

The power of making mnemonics lies in converting dull and boring information into something vibrant and interesting that sticks out in your mind.

However, it's often not very easy to actually make mnemonics. Here's a handy list to give you some inspiration. Use them to remember anything – from how to spell words to memorizing sequences to remembering names of places.

### 1. Images

This is often the easiest way to create an effective mnemonic: what does it look like?

Examples are: the word bed looks like an actual bed or to help remember the question words (who, what, why, where, when and how) put them inside a drawn question mark

### 2. Rhyming

Another quick route to memorable success. Find something relevant that rhymes with what you're trying to remember. Even half-rhymes will often do.

An example is: "i" before "e" except after "c" to remember how to spell words like receive or to remember which months have 30 days "thirty days hath September, April, June and November"

### 3. Sounds like

If you like playing [charades](#), this should be a good technique for you. Try saying what you're trying to remember out loud or very quickly, and see if anything leaps out. If you know other languages, using similar-sounding words from those can be effective.

### 4. Onomatopoeia

This tip goes hand in hand with #3. Are there any noises made by the thing you're trying to memorize? Is it often associated with some other sound? Failing that, just make up a noise that seems to fit. It can also be used to memorize the actual sound word.

Examples are: pop of a balloon or the bark of a dog.



## 5. Acronyms

If you're trying to memorize something involving letters, this is often a good bet. We use them a lot in texting and emailing like the ever popular LOL or Laughing Out Loud. Often the acronym alone is good enough, but you can also form a sentence based on it.

In reading music you need to remember the order of the sharps and this acronym is the opposite it's a phrase representing the order of the letters: Father Charles Goes Down And Ends Battle...the order of sharps is FCGDAEB.

## 6. Anagrams

Another wordplay technique. Try re-arranging letters or components or breaking the word into smaller words and see if anything memorable emerges. One often used anagram is for spelling tomorrow, the anagram is Tom Or Row.

## 7. Tunes and poems

If you're feeling musical, this can work wonders. Tunes and poems are very easy to remember, as advertisers demonstrate to the great annoyance of most people. Turn it to your advantage to remember stuff more easily.

A commercial tune we know in Canada is "Everyone loves Marineland" or an oldie "Plop, plop, fizz, fizz....oh what a relief it is" (Alka Seltzer).

## 8. Stories

Make up quick stories or incidents involving the material you want to memorise. For larger chunks of information, the stories can get more elaborate.

Structured stories are particularly good for remembering lists or other sequenced information.

## 9. Numbers

Numbers contain a lot of structures that can be put to good use for memorisation. They contain a lot of well-known sequences and arrangements, such as multiplication tables, primes and odd / even numbers. Use these as memory pegs where possible.

## 10. Obscenity and shock

And finally, what might be the best mnemonic trick there is. Make your mnemonics as offensive, disgusting or shocking as possible and you're guaranteed to remember them. There's no need to tell anyone else what they are, so get creative and think up something weird.

No examples necessary 😊.

Adapted from Hugh Grigg - <http://eastasiastudent.net/study/make-mnemonics>



**Task Title:** What is a mnemonic?

**Answer Key**

**Task 1:** Create a mnemonic for the 5 basic human senses (sight, touch, taste, smell and hearing).

**Answers will vary, one example is:** a picture of a face with a hand and one finger touching the corner of the lip and using the senses words by superimposing the “ee”s in seeing for the eyes; the “ear” in hearing for ear; the “t” in taste for the tongue; the “ll”s in smell for the nostrils; and the word “h” in touch for the pointing hand.

**Task 2:** Give an example of a mnemonic you know that has not been listed and which one of the 10 mnemonic categories it falls within.

**Answers will vary, one example is:** Acronym: SNAFU – Situation Normal All Fowled Up

**Task 3:** Create an onomatopoeia for the following:

**Answers will vary, but the following are examples:**

- |               |                                    |
|---------------|------------------------------------|
| -bees         | <b>buzzing of the bees</b>         |
| -happy child  | <b>laughing of a happy child</b>   |
| -thunderstorm | <b>booming of the thunderstorm</b> |

**Task 4:** Create a mnemonic (different kind from Task 1) to help remember the names of the Great Lakes (Erie, Ontario, Huron, Michigan and Superior).

**Answers will vary but must be a different kind from Task 1, one example is:** an acronym of HOMES



Task Title: What is a mnemonic?

Performance Descriptors		Needs Work	Completes task with support from practitioner	Completes task independently
A1.3	<ul style="list-style-type: none"> <li>integrates several pieces of information from texts</li> </ul>			
	<ul style="list-style-type: none"> <li>manages unfamiliar elements (e.g. vocabulary, context, topic) to complete tasks</li> </ul>			
	<ul style="list-style-type: none"> <li>identifies the purpose and relevance of texts</li> </ul>			
	<ul style="list-style-type: none"> <li>skims to get the gist of longer texts</li> </ul>			
	<ul style="list-style-type: none"> <li>infers meaning which is not explicit in texts</li> </ul>			
	<ul style="list-style-type: none"> <li>uses organizational features, such as headings, to locate information</li> </ul>			
E.2	<ul style="list-style-type: none"> <li>uses a limited number of learning strategies (e.g. takes notes, organizes learning materials)</li> </ul>			
	<ul style="list-style-type: none"> <li>identifies ways to remember information and reinforce learning</li> </ul>			

This task: was successfully completed \_\_\_ needs to be tried again \_\_\_

<b>Learner Comments</b>

\_\_\_\_\_  
Instructor (print)

\_\_\_\_\_  
Learner Signature



### Skill Building Activities

#### Links to online resources:

- <http://www.bbc.co.uk/skillswise/worksheet/en20memo-l1-w-mnemonics> (A short online factsheet that can be printed off; contains definition/explanation of what a mnemonic is, provides sample mnemonics, and contains three practice mnemonics for learners to create on their own)
- <http://www.slideshare.net/speed-reading/mnemonic-devices-14193742?related=1> (An online slideshow that defines/explains mnemonics and provides many examples of commonly-used mnemonics)
- <http://spacefem.com/mnemonics/> (This is a fun website where you can type in any word and a random mnemonic will be generated for you – more fun than educational, but it at least provides different mnemonics that can be personalized and memorized for practice)

#### LearningHUB online courses available:

- **Short Courses (Moodle)** – Understanding Your Learning Style; Goal Setting: Discovering Your Goals
- **Live Classes (SABA)** – Discover Your Learning Style

\*To access LearningHUB courses, learners must register for the LearningHUB e-Channel program by completing the registration form on their website and completing the course selection (page 2 of the registration form): [https://www.learninghub.ca/get\\_registered.aspx](https://www.learninghub.ca/get_registered.aspx)

#### \*To Access LearningHUB Course Catalogue:

<http://www.learninghub.ca/Files/PDF-files/HUBcoursecatalogue,%20December%202023,%202014%20revision.pdf>