

Memorisation Techniques

1. Word / phrase strips

- a) Write/print the quote on card and cut them into single words or phrases and put them into one envelope for each child/pair. The children rearrange the words into the quote. After rearranging the cards once or twice, the children can glue them onto a piece of coloured card.
- b) Place magnet tape on the back of each word for the quote and the children can rearrange them on the whiteboard.
- c) Write the words of the quote on large pieces of paper/card. Each child takes one or two words and they rearrange the quote together, or, holding the words, the children arrange themselves into the order of the quote.

Note: When working with longer quotes, it is better to divide quotes into phrases rather than words to keep the meaning more intact.

2. Whiteboard rub-off

- a) Write the quote on the board and cover/rub out a word at a time while the class tries to remember the whole quote. Or the children can take turns coming up to erase a word or phrase.
- b) One variation of this is for the children to suggest a letter of the alphabet, and the teacher removes all the words in the quote starting with that letter.
- c) Write the quote on a large piece of paper or card and cover different words with your hand while the class tries to remember the missing words.

3. Action enhanced

- a) Prepare actions for the children to do while saying the quote. Ensure these enhance the children's understanding to the meaning of the quote and are respectful to the concepts and the Word of God.
- b) Get the children to think of ideas for actions to help remember the quote.

4. Picture card prompts

- a) Print/draw pictures to represent each of the words or concepts in the quote. This could also be done as a digital presentation/video. These can have the phrases on the back or alongside them to aid memorisation, and these can be relied on less and less as you go. In the final stage, even the pictures can be gradually removed as the children remember the quote.
- b) Get the children to each draw one of the pictures to represent part of the quote.

5. Picture enhanced

- a) Draw pictures on the white board under or in place of parts of the quote, or get the children to take turns to do this.
- b) Provide the quote to the students on paper with enough space for them to draw small pictures to represent parts of the quote.

6. Songs

- a) Use a song, rap or chant to help remember the quote.
- b) Links to songs for quotes and prayers are found on the Ruhi Institute website, Soundcloud and Baha'i Blog.

7. Running dictation

- a) Write the quote on a piece of paper at one end of the room and place it on a table or blu-tack it on the wall.
- b) The children work in pairs. One is the runner and the other is the writer. The runner goes up to the quote and remembers all or part of it, then runs back and whispers it in their partner's ear. They can run back and forth as many times as they need to get the words and spelling correct.
- c) With longer quotes, place half at each end of the room, and the pairs take turns.

8. Quote treasure hunt

Place parts (words/phrases) of the quote around the room. The children search for the words and bring them back to the group to reconstruct into the quote.

9. Word by word / phrase by phrase

The children sit in a circle and take turns to say the next word or phrase in the quote. This can also be done cumulatively, i.e. the next child repeats the quote as said so far and adds the next phrase.

10. Fill in the gaps

- a) Children who are literate can be given copies of the quote with some of the key words missing.
- b) Have two versions in which one has the words the other is missing and vice versa. Pairs work together back to back to reconstruct the quote.

11. Choral recitation

The whole class recites the quote together – starting with a few words and increasing until the whole quote can be said.

12. Imagination walk

- a) Walking around the room, the teacher helps the children to imagine a concrete object which represents part of the quote in each part of the room. The class then walk back around the room saying the quote as they recall the objects.
- b) It is also possible to do this with actual objects around the room.

13. Object prompts

Use concrete objects to represent words or concepts in the quote to prompt recall (as in #4).

14. Chinese whispers

The children stand/sit in a line/circle. The teacher whispers the quote into the ear of the first child; they whisper what they hear into the next child's ear, etc. The child on the end calls out or writes on the whiteboard what they heard, and this is compared with the original quote. Good for revision of quotes.

15. Sidewalk chalk

The children can use sidewalk chalk to individually or collaboratively write and decorate the quote on any suitable outside surface. Each child could take turns at adding one word of the quote. For younger children, the teacher could write the quote while the children decorate it. Then the children can walk beside or point to the words as they say them.

16. Highlighting / colouring memorisation progress

- a) Each child is given a copy of the quote. As they are tested each week, they use a highlighter to colour over the part of the quote they have remembered.
- b) The quote can be printed using a hollow letter font, and the children colour in the words as they learn them.

17. Flashcards / card ring

The quotes can be printed out and laminated for the children each week. These cards can be kept in a box or hole-punched and put on a ring (10 for \$2 from most \$2 shops).

18. Memorisation booklet

- a) The booklet can be taken home and parents can help the children revise each evening. There are spaces in the booklet for marking each successful recitation.
- b) The booklet can be kept at class and a teacher / assistant / parent helper can test the children during class time.