



Session Thirteen: Active Learning Method (v): memory cards introduced in the context of Rights and Responsibilities (70min)

The aim of this session is to demonstrate how and why Aflatoun balances every right with a responsibility. The session also introduces participants to a form of memory card game (sometimes called *a pelmanism*) and explores how it can be used as an active learning method in many subjects.

Suggested schedule of activities

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| 1. Recap on child rights and corresponding responsibilities | 10min |
| 2. Child Rights Memory Game. | 20miin |
| 3. Creating memory card resources for key subjects in the national curriculum | 40min |

Exercise	Recap
Objectives	To help players remember that for every child right Aflatoun suggests a balancing responsibility
Time	10min
Materials	None

- Simply throw the ball around the circle to elicit rights and their corresponding responsibilities.

Exercise	Child Rights Memory Game
Objectives	To help players learn which rights go with which responsibilities
Time	20min
Materials	Prepared Memory Cards (appendix17)

- Put players into groups of four or five and give each a set of cards. Explain that half of these are 'rights' cards and half are 'responsibilities' cards. For each 'right' card there is a matching 'responsibility' card. Ask them to shuffle these and spread them out on the table/floor, face down.
- The first player turns up a card and reads it aloud. She then turns a second card over and reads that aloud. If the two make a matching pair she takes them off the table/floor and keeps them. Then she takes another turn. If the two cards do not make a pair, she must turn them back face down, and leave them where she found them.

- It is now the turn of the second player. He too turns over two cards and reads them aloud. If they make a pair he can keep them. If they don't make a pair he must turn them over face down again, and leave them where he found them.
- Players can tell if they have a matching pair by checking the printed letters at the bottom of each card. So Rights card (A) will match with Responsibilities card (A). The game requires each player to try and remember the position of each card. It ends when all the cards have been removed. The winner is the person with the most cards.

Exercise	Making your own memory card games
Objectives	To help participants see how the method can be applied to all subjects in the national curriculum
Time	40min
Materials	Sheets of A4 paper, rulers, pairs of scissors

- Begin by demonstrating on a prepared flipchart (see below) how a teacher can design her own set of cards for any subject. It's a good idea to use a table with two columns and eight rows as the game becomes very difficult when you have more than sixteen cards.
- Pick a subject such as national or regional literature. Ask participants to suggest famous writers. As participants call these out, write them in the blank squares in the left hand column.
- When all the squares on the left hand column are filled in, ask the participants to name a piece of literature written by each author and write these in the corresponding squares in the righthand column.
- Using a pair of scissors, cut the chart up into individual grids, shuffle these and quickly ask for four volunteers to play the game as before.

An example of a memory card resource created by teachers of African literature

Chinua Achebe	<i>Things Fall Apart</i>
Wole Soyinka	<i>The Lion and the Jewel</i>
Ngugi' wa Thiong'o	<i>A Grain of Wheat</i>
JM Coetzee	<i>Disgrace</i>
Mohammed Naseehu Ali	<i>The Prophet of Zongo St</i>
Mongo Beti	<i>The Poor Christ of Bomba</i>
Bessie Head	<i>When Rain Clouds Gather</i>
Yvonne Vera	<i>Butterfly Burning</i>

A memory card resource created for teaching Geography –it helps children learn the location of major rivers

Nile	6650km
Amazon	6400km
Yangtze	6300km
Mississippi	6275km
Yenisei	5539km
Yellow River	5465km
Mekong	4350km
Niger	4200km

- Ask participants to suggest ideas for ways in which memory cards could be created for other subjects and fill these in again on a flipchart. For

Applying memory cards to key subjects in the national curriculum

This is another extremely adaptable technique. Here are some few examples of the many ways this tool can be used.

Literature

Make sets of cards where half the cards bear the names of authors you are teaching and the other half the name of some of their published works.

Geography

Make sets of cards where half the cards bear the names of capital cities and the other half the name of some of the countries they are found in. Or rivers and their length, mountains and their height, countries and the continent they are found on etc.

History

Make sets of cards where half the cards bear the names of events you are teaching and the other half the date those events took place. Or kings, queens and presidents where half the cards bear the names of events you are teaching and they years in which they reigned.

Science

Make sets of cards where half the cards bear the names of elements and the other half their symbols from the periodic tables.

- Put participants into small groups, each with a sheet of A4 a ruler and a pair of scissors. Give them fifteen minutes to create a set of cards.
- Next, each group gives their cards to another group to play with.