



# Body-pegs memory-system

**EQUIPMENT**

Chalkboard or flipchart or IWB.  
It may be helpful to display the "Body-pegs" diagram as a reminder.

**DESCRIPTION**

**INTRODUCTION:** Having learned the 20 key points of the body, these are used as "pegs" on which to metaphorically hang items that need to be remembered. This is a very effective technique in all sorts of circumstances and students will become quite proficient with practice.

**BEFORE**

It is essential that students are familiar with "Body-pegs 1-10" (to memorise a list of up to 10 items) and with "Body-pegs 11-20" (to memorise a list up to 20 items in length.)

Ask the students to brainstorm a list of items. These could be random or themed. You could use a list of key words from a curriculum topic. It is best to start with a list of 5 - 10 items and increase the list length as students gain expertise and confidence in the system.

Number the items consecutively.

**AFTER**

Check how well the students have remembered the list of items. (See the guidance notes below.)

Once students are confident with the system, it is possible to devise all sorts of memory games and competitions. Even better - why not apply the system to various curriculum topics?

Explain the "Body-pegs" system: each item in turn will be "hung" on a "body-peg".

Deal with each item in turn.

- Say the item number aloud and in unison.
- Point to the appropriate "body-peg".
- Read the name of the item.
- Make a simple association (preferably an action). (*See the Body-pegs page on the Brainboxx website for examples.*)
- Repeat (aloud and in unison) the number and the item - whilst performing the appropriate action.

Having dealt with each item in turn, revise the list briefly.

LOGICAL	MUSICAL	INTRA-PERS.	PHYSICAL	LINGUISTIC	INTER-PERS.	NATURALIST	VISUAL

[www.brainboxx.co.uk](http://www.brainboxx.co.uk)

**GUIDANCE NOTES**

It is important to recognise that this particular memory-system will suit some students more than others - depending upon their dominant intelligence(s). Whereas some students will be able to respond almost instantly, others will require a little more time to make the associations and recall the items on the list.

I have found that good dancers especially (with their enhanced physical intelligence) become very proficient at using this system. Also, some sports players - though sadly not all. This has nevertheless held out hope to students who have difficulty remembering things using traditional (and largely linguistic) means.

It is important to recognise (and perhaps reward) success at the system without embarrassing those students who are not so successful. There are various ways of ensuring that checking procedures do not become negative or threatening to students, but serve to build their confidence.

There are a wide variety of ways to check students' recall.

Challenge students to identify which item is associated with a particular number - but no-one is allowed to answer until the teacher gives a signal (after counting slowly from 1 to 5).

In the early stages (or if students lack confidence) the teacher could give clues - by indicating the appropriate body-peg or making the relevant gesture.

A confident volunteer student is called to the front of class. As the teacher indicates an item from the list, the volunteer has to recall which body-peg it "hangs" on and indicates this to the class, at which point the rest of the class calls out the number.

Invite 2 or 3 students to come to the front of the class to recall the items in turn. This enables students to work out in advance which item they are expected to recall and allows thinking time.