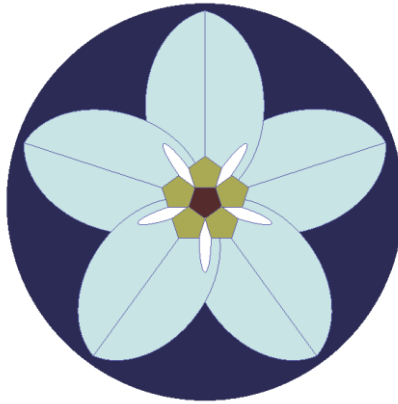# Forget-Me-Nots

Forget-Me-Nots are exactly what they say they are; things you don't want to forget. Their purpose is to put you in a way of thinking, or move from considering things in one way, to considering them in another. In Got-A-Head®? they appear throughout our four learning skills areas (Memory, Observation, Reading Effectively and Thinking). They often provide links between them, particularly from thinking to the other three.

Forget-Me-Nots are tools you can use in all areas of your learning. Many work particularly well with QWERTY®, but you can use them in other places, too. All can be used on their own, but most will also work in combination with others.

The links in the contents list below will take you to that Forget-Me-Not section in this document, so that you can dip in and out of the document (using it like a glossary) rather than read it through from end to end. Unless you want to, of course!

Keep an eye out for other links, which will take you to our website or blogs. They expand on certain subjects if you want further reading or a more in-depth explanation of any of those topics.

On our YouTube channel, we have a detailed explanation of the QWERTY® stages, which reference many of the Forget-Me-Nots listed below. There is also a general introduction to Forget-Me-Nots. In the fullness of time, we will have a YouTube clip for each of the Forget-Me-Nots, but that is currently a work in progress. We will put direct links to them in the relevant section, where they are available.

Forget-Me-Not Contents

Choosing the right Forget-Me-Not for a particular task will help make your job easier and probably quicker, too. All of them can be used in a very simple, straightforward way. However, it's possible to use many of them at a deeper or more advanced level, or combine some of them together, in order to create a much more sophisticated tool.

They should be there right from the start to help you get down some basic ideas, or at a later stage to improve or amend something that you have already come up with. Remember, it is often easier to edit something (i.e. make it better) than create it from scratch.

Some of them work in a very specific way, in quite a narrow category. Others are useful in a broad range of tasks. A number of them work particularly well in combination, complementing each other, to give you a much better final result. That's what we call 'cross-pollination' given our floral metaphor. Forget-Me-Nots are designed to be very flexible, used in slightly different ways depending on what you are doing.

Forget-Me-Nots fall quite naturally into five different categories, which relate to the way you, as the Learner, will use them. That might depend on your style of working, or on the task at hand, or a combination of the two.

The Forget-Me-Not categories are the Learner as:

- Farmer
- Pioneer

- Scientist
- Judge
- Coach

The Farmer is when you, as the Learner, are trying to produce something, so have a 'crop' or 'harvest'. The harvest could be a piece of writing, some homework, artwork or a project. It could be a 'creative crop' or a practical one. Examples include:

- ACES of Exploration
- MORE Inspiration
- Remember, Research, Remember
- see SAW
- TiMeS
- Wrap and Remember

When you are pushing the boundaries and trying to come up with something new or innovative, or exploring uncharted territory then we refer to you as a Pioneer Learner. If you are coming up with theories and inventions, you will need a good dose of the Pioneer in your thinking. That's where you might use:

- ADDA
- Anticipate
- Home In
- Look Out
- Six Honest Men
- Whose Views?

Sometimes, Learners need to look at something in fine detail, as if examining things with a microscope. You are investigating the nature of the thing itself, its features and what distinguishes it from other things. You are categorising it. If you understand the basic elements of something you can build outwards from there or find other ways to build the same final result but in a different way. That is when we call you a Scientist Learner. Sorting the detail can create a solution. Those tools are:

- Essence
- Key Features
- Hamburger

You might need to know there's a problem in order to look for that solution, though. That's where the Judge comes in. The Judge is the one who will determine how well something is working, which could include philosophical judgement as well as practical and emotional evaluation. The tools in the Judge's arsenal are:

- Axes to Grind
- REF
- Gave it a WhiRL!
- Give it a WhiRL!
- More or Move?

- P!C
- TIDES
- Weigh to Go

The last type is the Coach. We all need encouragement, someone on the side lines shouting us on, reminding us to keep our eye on the ball. That's the one that also reassures us that we can – and will – succeed! You, as the Learner, can do that for yourself,using this kind of Forget-Me-Not:

- Conduct
- Keep on Track
- Quizzical

As an aide-mémoire, we have put the type of Forget-Me-Not in brackets right at the top of each section.

Each Forget-Me-Not has an image associated with it, as you'll see below, which acts as a ready reminder once you are familiar with the concepts. You can print out the collection of images to cut up and keep on your desk to act as an aide-mémoire. Ideally, print them on card, or laminate them. Alternatively, pin them up near where you work as a reminder to use them. We have organised them into their different categories (Farmer, Pioneer, Scientist, Judge and Coach) and then put them all in one pdf file for ease of printing. If you print them double-sided, they will have their definition on the back. You'll find them in the Resources area of our website.

ACES of Exploration (Farmer)

The main use for this Forget-Me-Not is in the Explore stage of QWERTY®.

It reminds you to Assess all the ideas you have come up with (in the Wonder stage) then Construct, Enhance or Select items to create a shortlist (or longlist!) of ideas that could give you the best solutions or designs for the task you are working on.

For instance, you might have some ideas on your list that you realise probably won't work very well. However, you could possibly combine two or more ideas together to construct something completely new that would work. That will give you what we call a fragment. You could carry on and combine several fragments together to construct a cluster.

If an idea is 'okay' but a bit bland/ expensive/ boring/unsuitable, you could rework it in some way to make it more interesting/cheaper /entertaining/suitable – that way you enhance the original idea by adding something to it, or stripping away whatever is causing the problem, enriching it or tweaking it in some way.
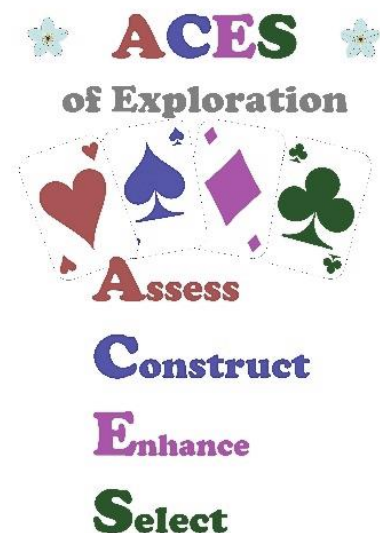
Alternatively, if an idea will work exactly the way it is, you can simply select it (or deselect it, if it's clear that it won't work).

At the end of the ACES process, you will have a list that you can <u>Rank</u> in the next stage. This could be a long list (the bottom of which you can then discard completely, by adopting only a 'short list' of the best few items), or a shorter one where your ranking will mean choosing the order to try things (using the ones most likely to be successful first).

Combing ACES with <u>Whose Views</u> or <u>Give it a WhiRL!</u> might give you further ideas about how to construct or enhance an idea, or suggest which one(s) to select (or deselect).

ADDA (Pioneer)

It is always a good idea to approach things from a different direction or angle. It will give you a fresh viewpoint on things, or let you spot something you haven't seen before. You can physically change your angle in <u>Observation</u> (or the direction you are coming from) or do so metaphorically in <u>Thinking</u> or <u>Reading Effectively</u>.

For instance, in Observation, you could simply move a few paces to the left or right, as the slight difference in angle can change how things look.   Turn around to see what things look like from the other way. Try getting down low and looking up towards your target or get above what you are looking at somehow (safely!!!) so you can look down on it (e.g. climb nearby stairs to look at it from higher up, find a balcony or rooftop terrace, use a drone or Google Earth).

When Thinking, try taking an alternative point of view or start at the endpoint and work backwards to the beginning or start in the middle and work outwards.

If doing research, try amending the topic slightly (but not *too* much, so you get diverted) so your Reading has a different slant e.g. read about what the Romans thought of the Romans, rather than what we (or the Jews[1], or the Goths[2]) think of them, or compare ancient Rome with the modern city and way of life. Combining this with <u>Whose Views?</u> can determine a different point of view to use.

There's a saying "if you always do what you've always done, you'll always get what you've always got". Using ADDA is a simple way to ensure that you get something different from before, simply by changing your perspective.

We talk about ADDA in more depth in this <u>YouTube clip</u>.

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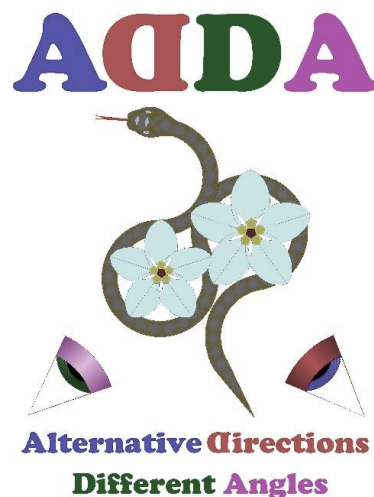
[1] Titus Flavius Josephus (Yosef ben Matityahu) "The Jewish War"

[2] Ulfilas Translation of the Bible into Gothic

Anticipate (Pioneer)

'Stop! Think!' is something that we say often. If you think before you start a task, you are much more likely to be a) successful and b) quicker to accomplish it.

A key part of that thinking should be Anticipation, which can involve not just Thinking, but Memory, too. You are priming yourself so that you can do the task more efficiently.

The first stage is to consider the Essence or Key Features of what it is you are trying to do or find. If you know what you are looking for, you are far more likely to find it.

However, once you've got the basic idea in your head, you then have to think about who or what might affect what it is you are trying to find or do.

For instance, where might a particular person have put something? Are they going to have hidden it well or put it in a place associated with them (or with the object)? That t-shirt you're looking for might have been picked up and put in the laundry basket, or the desired book put back on a shelf. Does the person you associate with the object (or who may have interacted with it) have a pattern for sorting things ('a place for everything, and everything in its place' or is it random, just put down anywhere when they've finished using it, in which case, where might they have been?)? Why might they have moved the object or placed it somewhere? Was it deliberate or absent-minded? If they were hiding it, would it be somewhere easy or difficult?

People don't just affect Observation tasks such as finding. If it's a Thinking or Reading Effectively task, it could be the teacher who has set your homework. What are they expecting from you in terms of the task? Do they have particular preferences, in things such as style, approach or content? Bear that in mind as you complete the task. You could also Anticipate what your fellow classmates might do, so that you can do something a bit different. Having work that stands out from the crowd can get you extra credit. When Reading for Understanding, you might want to pair it up with Whose Views? to anticipate what opinion a given author might have, or which stance they are likely to take. What effect will it have if that opinion or stance is not the one you have anticipated?

If it's a 'what' rather than a 'who', you need to Anticipate what effect element A might have on element B. That can be a physical effect or a metaphorical one.

If you are using it for Reading Effectively, you might want to consider Axes to Grind, too, in order to Anticipate the best place to look for the material you need/want.

Axes to Grind (Judge)

This Forget-Me-Not started out as a way of working out how little reading you can get away with to achieve your learning goals. Or, put a different way, what is the most efficient way you can learn what you need to learn to best use the time you have?

Whenever you have reading or research to do, you want to consider two distinct criteria:

Breadth – do you need to gain a general knowledge of the entire area you are researching, or do you need to know about one specific topic within it?

Difficulty – do you just need a simple knowledge of the subject without details or do you have to spend extra time to get to know the subject's details?

You will also need to Remember what you know about a subject already. Do you already know all you need to? More usually you don't. But now you are in a position to decide on a reading strategy to gain the knowledge you need as efficiently as possible.
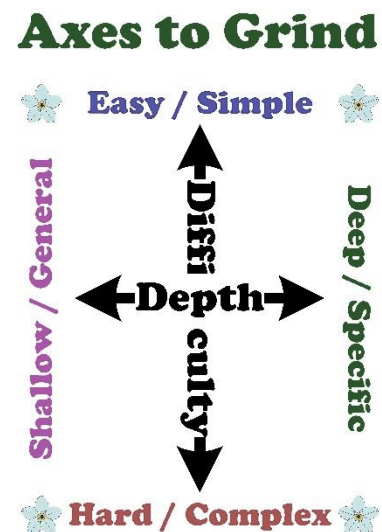
Going from a simple understanding to one that is complex takes more time. There can also be a time increase if you need to learn about specific things, rather than a general picture. That is partly because there are normally more sources on a general topic, so they are quicker to find. But also, when you learn about a specific topic, you often need to know the context in which it exists, in other words you have to learn the general situation in which the specific topic lies.

So, will you get what you need from an easy text or should you be looking in harder (i.e more complex) text(s)? Do you need to understand the general situation (which you'll need to 'read around') before you can understand a specific point? Reading Effectively means selecting material from the right point on those axes.

Often you need to research as part of a creative endeavour using QWERTY®. Axes to Grind is often useful when considering researching in the Question and Wonder stages.

You might also think about using Anticipate, if you need to consider who has set you the reading task, or who else will be doing the same task, so that you can deliver something that is both appropriate, interesting and creative/impressive.

Axes to Grind works in an analogous way in Observation. Do I search one location in depth, or the general area in a less detailed fashion?

We have two clips on the subject of Axes to Grind. The first is about its general usage. The second looks at how to use it to good effect with QWERTY®.

Conduct (Coach)

Okay, the planning is over, now you need to do the job. Conduct is not about doing 'the' job, but 'the very best' job you can.

We talk a lot about thinking in QWERTY®, but it is at its heart about creating. In the Target Stage you have to do, you have to work, to create as well as think. When you are working and creating, there are two things to bear in mind.

1. Most work requires you to do lots of little tasks. Just like a conductor, you need to co-ordinate all those different tasks you have to do in order to finish the job.

2. You want to be proud of what you do. When you do anything, create anything, you want to look back at it when you have finished and be able to say to yourself "I did a good job there". If you do not do things to the best of your ability, you are not doing yourself justice. When you are working, you need to conduct yourself well so you can be proud of your work.

The Conduct Forget-Me-Not is an exhortation. It urges you to work hard, think hard while you're doing it, do your best and do a good job.

Essence (Scientist)

What must something have in order to be that particular object? It is the element(s) that everything in that class of objects would have in common.

For instance, a slide just needs to allow you to slip from one point to a lower one; a tree must have a trunk and branches. You don't need to know how to get up to the high point of a slide (it could be climbing a hill, a ladder or a rope), just that it involves the act of slipping downwards. Similarly, a tree might have leaves in summer but not in winter, so something doesn't have to have leaves in order to be considered a tree but must have a trunk and branches. A tree can also be used as a diagram in maths/science, so 'plant' isn't part of the essence, but, again, the trunk and branches are.
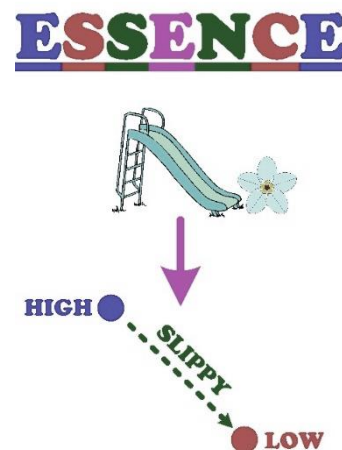
Key Features, which is a related Forget-Me-Not, would have elements that would discriminate between objects in that class (e.g. whether a tree had leaves or needles).

In language terms, Essence is the 'lowest common denominator'. It's what you can reduce something to. You can use Hamburger to ensure that these are the elements that are done first before other, optional or less important ones are added.

Essence can also be used for creative or lateral thinking. If you know what is essential for an item you could think about what else could provide it, rather than rely on any of the 'usual' solutions. It might help you see similarities in things that would otherwise appear quite different. You could combine this Forget-Me-Not with ADDA to see what those essential features look like from a different perspective. Would that change your ideas about what they are or how you could come up with something that delivers those features?

Don't forget that Essence can give you keywords you will need for searching for something or doing research. When you have identified what is essential, you can use that as your keyword(s).

Hamburger (Scientist)

Hamburger is very closely linked with Essence and Key Features, although it approaches the task from the opposite direction. Where Essence gets the Learner to look at a task, stripping away non-essentials, drilling down to think about all the different options for fulfilling the essential criteria, Hamburger is about building things back up. Once the core elements are there, the 'patty and the bun', the Learner can add the next level of 'requirements' much as they would add 'cheese' to the 'hamburger', then add 'bacon', 'tomato', 'ketchup' and so on.

It encourages the Learner to consider the absolute minimum requirements of a task, making sure that they are in place, before they go on to add further layers or extra details.

This can be as simple or complex as the task itself. For instance, it could be completing the required drawing/outline/plan first, then going on to colour it in only if there is time left. Alternatively, it could be to do some research on a set topic, concentrating on the exact criteria given, but widening or deepening the research afterwards as time allows.

By considering what is essential (Essence) and strongly recommended (often linked to Key Features) and doing that first, it means that the Learner is more likely to successfully complete their task. The extra bells and whistles can be added later.

If something is labelled as 'optional', Hamburger reminds them to do that part last, ensuring that the 'required' element is completed first.
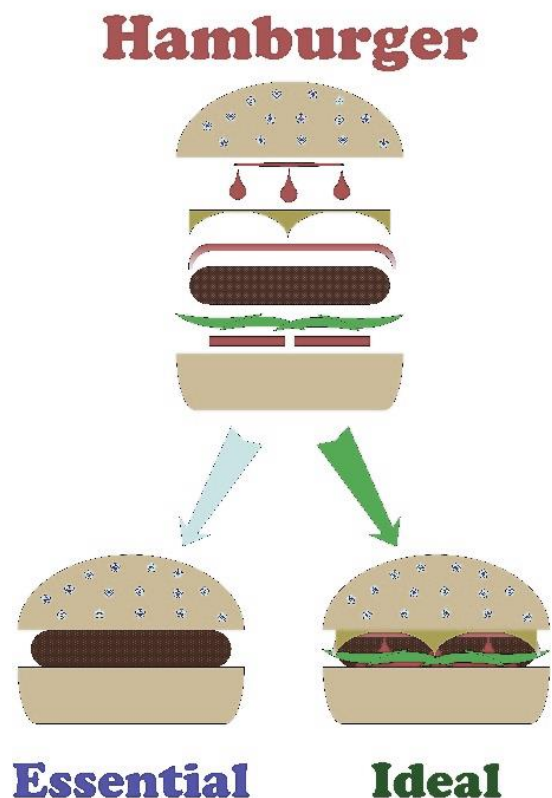
Gave it a WhiRL! (Judge)

This is a really important Forget-Me-Not when it comes to reviewing what you have been doing.

It's a crucial element of YaY! where you are evaluating the success of not only what you have come up with (product) but also the way in which you did the task (process).

As you might imagine, it's closely related to Give it a WhiRL!, although the latter is used in the planning stages of QWERTY® rather than as an evaluation tool.

This Forget-Me-Not is extremely useful for analysing the 'big picture', although you can use it to drill down into the details, too.

Inspired by Aristotle's[3] *Pathos, Logos and Ethos*, with a nod to Socrates, too, it's based on three simple but important questions:

- Did it Work?
- Is it Right (i.e. should you have done it?)?
- Do you Like the result?

The first is a very obvious thing to consider. The success or failure of what you are doing is, after all, the bottom line, the criteria for which you decided in the Question Stage. The point, though, as with so much of our approach, is not identifying the problem (it doesn't work), but thinking about solutions (how can you make it work?). If it hasn't worked, can you fix it? Do you have a plan B sitting in your Rank list?

Even if it has worked, it's worth considering whether you could improve it, or whether one of your other options in Rank might have given a better result. You might have to go back to Explore to fix it. That's where you could use Enhance to improve the bit that's not so good, or think of ways around the problem it's presenting. Perhaps you could think about a different combination of ideas, fragments, or clusters to create something that would not only work but work well. You might even have to go back as far as Wonder to get new ideas that might solve the issues.

Something may well have Worked, but was it the Right thing to have done? This is where you consider your result in terms of how ethical, moral or legal it is. You could also consider things like whether your result is environmentally-friendly, or uses sustainable resources. Are all the elements from the right time period (i.e. there are no anachronisms) or 'set' (e.g. using an American example, when your focus is Europe) that relates to what you are working on?

You should consider the emotional element of what you have done, too. Do you like it? If you don't, could you change things so that you do? You could use REF to look at the fine detail of

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[3] Pathos, Logos and Ethos appear in Aristotle's *Rhetoric*, but our ideas are also drawn from his *Ethics*.

what you've done to try to identify the exact area(s) that didn't appeal to you. That way, you can try to sort it (if you have time) or learn from it for the future, using Wrap and Remember.

If you want to do a really robust review of what you've done, you could combine Gave it a WhiRL! with Whose Views? That way you are considering what you've done from a completely different perspective. This is so important. Ultimately, we are all judged by others. If we want to be an important part of society, we must ensure our work is valued by it. In order to that, we must develop a clear view of what their criteria may be.

You might think it Worked, but did the teacher or task-setter? What did your parents or peers think about the finished result? As part of that, you have to consider how much their views matter. At one end of the spectrum, it can be hugely important. For instance, if the person setting the task doesn't think it works, then you'll score badly on the assignment.   At the other, it can act as a simple evaluation tool to help you improve what you have done, or the way you did it.

Similarly, will other people consider what you have done Right? What would their criteria be? Could you go back to Rank and use those criteria to re-evaluate your choices?

Do other people Like what you have come up with? If not, what can (or should) you do about it?

Gave it a WhiRL! also works with Reading Effectively. Use the tripartite system to consider what you have been reading or researching. Did the texts give you the information you needed or wanted? Was it the right place to look? What was the emotional impact of the texts? Again, it can be used in combination with Whose Views? so that you can judge its impact depending on the views expressed.

Using the Gave it a WhiRL! filter on what you are doing can give extra depth to what you produce. Rather than something simple, you will deliver something far more complex and, by extension, more interesting.

Give it a WhiRL! (Judge)

When you are doing a Thinking task, you should consider three elements:

- Will it Work?
- Is it Right? (i.e. should you be doing it?)
- Do you Like it?

You can use this at the Explore stage to help you whittle down your Wonder list to a manageable size or think about ways to combine things into fragments or clusters.

Try using it in conjunction with ACES. So, if you think that something wouldn't work, could you combine it with something else so that it would (Construct)? Could you tweak it in some way, to improve it so that it works better (Enhance)? Maybe the answer is a straight yes, that it does work (Select).

Something may well work (with or without construction/enhancement), but should you be doing/using it? If it isn't right, can you think of an alternative way of doing it that is better (e.g. using paper for your straw rather than single-use plastic). Again, you could use ACES to assess what is or isn't right about what you're planning to do, so that you could come up with Construct/Enhance/Select alternatives that are.

You should consider the emotional element of a plan, too. Do you like it? If you don't, could you use ACES to change things so that you do?

Give it a WhiRL! is also extremely useful at the Rank stage. When you are going through your Explore shortlist, consider what will work, which suggestions are more morally or ethically acceptable, and what your preferences are, in order to help you rank your ideas.

You could take all of the above a step further by combining them with Whose Views? so you are asking the 'Does it work?' 'Is it right?' 'Do I like it?' questions from someone else's perspective. For instance – if you are designing a playground, do the features work for a 6-year-old; what would an adult think of it? Are the materials right for the area it is in or the age group it is to be used for? Will a ten-year-old like the playground? Would it appeal to girls or boys (or both)?

Give it a WhiRL! also works with Reading Effectively. Use the tripartite system to consider what you are researching or reading. Are you getting the information you need or want from your selected texts? Is it the right (suitable) place to look? How do you feel about the texts? Again, it can be used in combination with Whose Views? so that you can judge its impact depending on the views expressed.

Give it a WhiRL! can help you enrich what you are producing. It will help you create something more complex, interesting and emotionally engaging. Remember, the more you like doing something, the more you'll enjoy the process, and, as a result, end up with a far better product.

Home In (Pioneer)

You want to use this Forget-Me-Not to identify the most likely places to look for something, whether it is a physical object or information.

In Observation, it's all about physically looking for something. Let's call it a cat. Where would be the best places to search? If you know that cat, you might want to use your Memory to consider where you've found it before. If you don't, then where are the most likely places? For instance, on a level surface (such as a windowsill or flat roof) in the sun, by a fire etc.

Equally, it might hide under a bush or up a tree, but you're less likely to find it in a cupboard. Home In helps you rank the most likely place or solution.

You can always continue looking in the less likely places if you haven't found it in the most likely ones (it could have gone into the cupboard when the door was open, to explore, and then got shut in when the door was closed).

You will probably want to combine it with Anticipate – what factors (or person) may have affected what it is you are looking for? How will that change how/where you look for things? Once you have identified those factors, you can use Home In to check them out in order, likeliest first.

Similarly, when Reading Effectively, Home In on the most likely texts first, before widening your search parameters as necessary. Whose Views? (possibly in combination with Anticipate) might suggest which authors or source material you should seek out (i.e. someone who closely matches the views you are looking for, or one who presents the opposing view so you can have a more balanced approach).

Taking the time to consider the most likely options before you start, whether in Observation or Reading Effectively, will speed up your progress in the long run. Instead of wasting time looking in places that are less likely to provide the item/material you need, you can save time by directing your attention to the ones most likely to be successful.

Keep on Track (Coach)

This is a very simple Forget-Me-Not, but perhaps the most important. To succeed in doing anything, you need to concentrate your time and effort on it. To keep on track!

It's important to keep a clear idea of the Question you are trying to answer, or the thing you are looking for. Don't digress or get side-tracked.

For instance, in Observation, if you are looking for a particular toy, don't get caught up with another one you've found in the course of your search and start playing instead of looking.

When Reading Effectively, don't start surfing the net, or following suggestions from YouTube, in place of your original research topic.
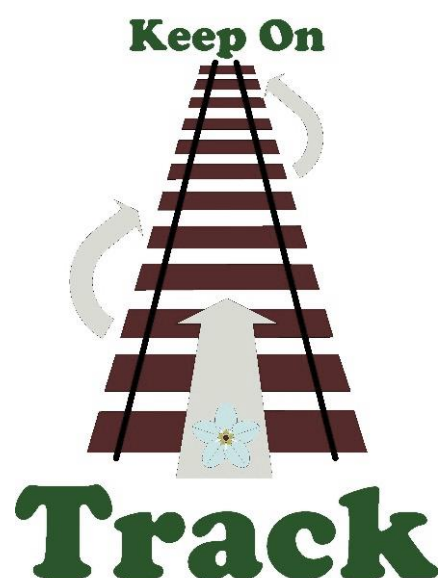
Don't let your 'blue sky' thinking in QWERTY® get so wide that you lose sight of what you're trying to think about. You don't want to limit your thinking too much in Wonder (more creativity and lateral thinking is good!), but you don't want to go so far that the original task is lost. You can always make a note and go back to those other things later.

Whatever the task, remember the ultimate goal you have in mind and keep working towards it rather than wandering off.

Key Features (Scientist)

Key Features are the main characteristics of something, or the elements of it that distinguish it from other things. You could think of them as starting where Essence stops.

For instance, if we think of a tree then trunk and branches are essential (features), while leaves are key (the tree may not have leaves in Winter, or a conifer might have needles rather than leaves, so they are not *essential*). The shape of the leaf (or needle) will be a way for you to decide not so much whether it is a tree (which it obviously is), but what kind of tree it is.

An item could have many features, some of which may be more important for what you're trying to do than others. By considering which elements are most important for your task, you make it more likely that you will be able to find the item.

For instance, in Observation, if you know that a maple has a five-pointed leaf, then you won't mix it up with an oak or a beech leaf and so can move more quickly in your search.

If you know what distinguishes a slave from a serf, you might be able to do your Reading task more effectively. Identifying key features will help you come up with keywords that will help speed up your research, whether you look for them online or in an index, table of contents, heading or even in the text(s).

Knowing (and being able to rank) key features will help shape thinking tasks so that you don't waste time considering less important elements. In the Explore stage of QWERTY®, for instance, using Key Features in conjunction with ACES will help you identify what ideas/elements you can combine to best effect (in Construct) or what is lacking or causing a problem (so you know what to beef up or tone down in Enhance). It will help you sort out the things that are already appropriate (Select) for the task at hand.

When it comes to Rank, knowing the key features of something gives you what you need to decide which elements, ideas, contents, ingredients, or topics are more important than others. If you are devising something new, is it more important to you (or this project) that it
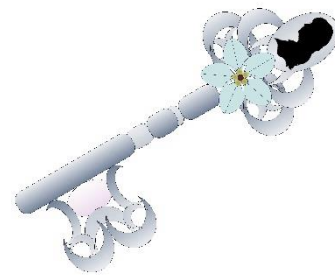
is cheap, eco-friendly, unusual, or interesting? Some things could be all four of those, some might just be one or two – knowing your Key Features (and which is most important in this circumstance) will make ranking those things so much easier. <u>Weigh to Go</u> could come in useful here, too.

Key Features is a shortcut to success and saving time. The clearer you can be about the main characteristics or distinguishing elements of something, the more it will help you in the task at hand. Used in association with <u>Hamburger</u>, it is something that will help you ensure that the vital elements of a task are in place, before you widen the scope of what you are doing to other, less important, things.

Look OUT (Pioneer)

In its simplest form, this Forget-Me-Not does what it says on the tin. It's a reminder to look over the top of things, look under them and even through them (and, by extension, if you can't look through, you could look behind them), so is a particularly useful reminder in Observation tasks. Combining it with <u>ADDA</u> helps you cover as many search areas as possible.

At a more sophisticated level, though, you could use it metaphorically in Reading or Thinking. It's there to serve as a warning.

You need to consider what is over the horizon, or out of view. How will that affect your choices? You're looking for possible dangers or traps. Is there someone or something lurking out of sight ready to ambush you? <u>Anticipate</u> can help you here, too.

The 'under' in the metaphorical context is a reminder to turn over the stone to see what creepy-crawlies are wriggling underneath. What is hidden? Are you being told the whole truth? What are they not telling you?

You could also look through someone else's argument. Are they trying to trick you? Lead you down a blind alley? Have they created a 'straw man'[4]? Make you take your eye off the ball? Is there any sleight of hand (or tongue!) going on that would skew your thinking?

Look OUT encourages you to explore the truth and logic of what you are being presented with, helping you avoid being a victim of fallacies or outright deceit.

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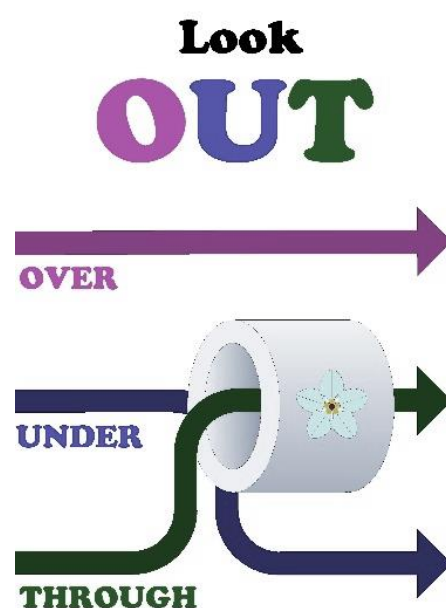
[4] The Straw Man is an all too commonly used trick to win an argument by deceit. <u>Wikipedia describes it</u> as [an attempt to win a debate] "based on giving the impression of refuting an opponent's argument, while actually refuting an argument that was not presented by that opponent". As <u>Mignon Fogarty on her Grammar Girl site</u> says "It's a way of misrepresenting your opponent's position." You will come across it frequently in politics and journalism. Beware!

MORE Inspiration (Farmer)

We turn to MORE Inspiration to get the most out of the Wonder stage of QWERTY® although it can be used in other places, too.

You should think about where you can find information to use in your wondering (or other thinking): what you can remember, see, or find out about (either by independent study or asking people).

Memory: can you remember coming across this thing before? If so, where? Can what you remember help give you other ideas for the current task? They don't need to be identical – they are just a starting point. For instance, suppose you had been asked to design an amazing new playpark. Can you remember any really good parks you've been to? What was good about them? Is there anything there that you could include as an idea or starting point in your current task? Are there any Wrap and Remember solutions that might help you in this case?

Observation: what can you see around you? Is there anything that could give you ideas for where to go next? Staying with the playpark idea – looking around you might suggest colours, shapes or materials that you could include in your planning. Or maybe there's something that could suggest a theme or topic? This is almost an extension of memory. We are using the place where you are to look and see, hear or smell, an object or shape that tugs a string in your memory to help you come with an idea.

Research: Consider where you could look for more information to help give you ideas (or solve a problem). Are there books you could read, places you could visit, or sites on the internet that could give you what you need? Think about what keywords would give the best results. Essence and Key Features can help you identify which elements are most important for this particular task. That way you'll know which keywords are likely to be the most successful in your search.

Enquire: is there anyone you know (or could find out about/talk to) who could give you information on what you're researching or thinking about? That could involve talking to one person or many, from interviewing an expert in that particular field, to surveying possible users. It doesn't have to be a face-to-face enquiry, but could be done over the phone or in a letter or email.

You could combine this Forget-Me-Not with Whose Views?, particularly at the Enquire stage, where it could give you ideas from a different perspective.
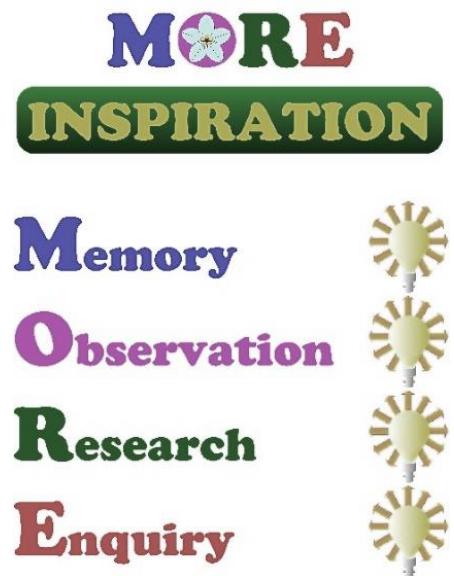
More or Move? (Judge)

This Forget-Me-Not is a reminder to take a break occasionally and consider where you have got to.

In its simplest form, it asks the Learner to consider (possibly by double-checking Keep On Track) whether they have done enough for the stage they are working on and can move on to the next, or whether they need to do a bit more first.

Using it at a more advanced level has the Learner evaluating what they have so far in order to decide whether they need to continue in that vein, or change to something else. The latter includes lateral thinking, where they look for a different way of doing the same thing.

More: given what you have done so far, should you keep looking in the same place (Observation), develop deeper understanding of a topic (Reading Effectively) or come up with more ideas along the same lines (QWERTY®)?

In QWERTY®, it is a reminder when you are about to move on to a new stage to look back at the Question Stage and check whether you have fulfilled its requirements. If you haven't, you should do more. If you have, you can move on.

Move: alternatively, you might want to look somewhere else entirely, explore a related topic or different source material, or come up with ideas that are completely different from what you have so far. If you combine it with Essence, you could think laterally to find an alternative route to the same solution.

It's far better if you actually make a choice, rather than just continue on half-heartedly. More or Move? reminds you to check whether you have enough material and can continue to the next stage and/or consider which option is more likely to give you the results you need on this occasion.
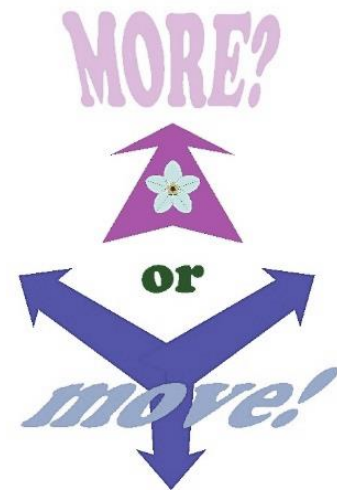
P!C (Judge)

You'll no doubt have come across pros (i.e. advantages or positive benefits) and cons (disadvantages or drawbacks) before. We suggest you also include any other elements that are interesting in your deliberations.

P!C can be really useful when you are Ranking things or considering information you have come across in your Reading.

Beware! The elements of P!C don't work like a mathematical calculation where one pro cancels out one con. You might have lots of pros, for
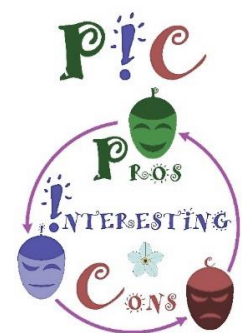
instance, but a single con could outweigh them all; heaps of advantages and disadvantages, yet it's an interesting item that could give you the best solution.

P!C is a great evaluation tool for judging or ranking what you have come up with.

Quizzical (Coach)

By means of self-questioning, Quizzical has two aspects:

- to check and consolidate what knowledge you have committed to your memory
- to expand your avenues for research

First, Quizzical is a reminder to check your knowledge, understanding or Memory of something by quizzing yourself on a regular basis. This strengthens the links between items in your memory. We use the term 'Teasel' for items in our memory as they have lots of little hooks that allow them to interconnect, and hang memories from.

There are all sorts of ways you can do this from the 'Look, Cover, Write and Check' you'll probably have come across with spelling at school, to a past paper or fun quiz. The key thing is that the testing should be regular, low-stress and non-judgemental. The technique is just there to let you know what you can remember (and thus help it pass into long-term memory) and what you still need to work on.

Here are some things you could try:

- use the Six Honest Men to ask yourself questions about a particular topic
- write a summary of a topic, with all the key points you can remember
- imagine you were going to tell someone about a topic – what should you remember to tell them (making yourself notes, if necessary)?
- do a sample paper, so you can see what you remember
- write up what you know/can remember as an essay
- discuss it with a peer, who is studying the same topic, or come up with some multiple-choice questions or 'pop' tests for each other

Once you know what you know, you'll know what still needs work, and the regular testing will help your memory. Self-testing can also act as reassurance, as you'll know how much you've actually learned and remembered, which can make official tests less stressful.

Secondly, it is a way of expanding your understanding by self-questioning. As you research something, keep asking yourself about this fact and that one, again combined with the Six Honest Men. This will hopefully provide interesting avenues to explore, while anchoring what you are discovering more tightly into your memory.

REF (Judge)

REF is a reality check for whatever you've been working on. Whether you want to check your memory, your understanding of a topic, or the success of an idea or task, REF can help you evaluate your progress and improve on it. It's a key tool at the YaY! stage of QWERTY®.

Review what you have done so far. Have you managed to remember what it is you needed to do? Do you now understand what you've been reading? Has your research produced enough material for what it is that you need to do? Have your ideas worked? Is your task complete?

Evaluate how well (or not!) things have gone. What's missing? What hasn't worked well? What could be improved? Should/could you change anything? Would a different way of doing things or an alternative source have helped more or speeded things up?

You can use REF in conjunction with Gave it a WhiRL!, to add extra elements to your review and evaluation – not just whether something worked, but whether it was morally sound and the emotional impact it had.

Feedback what you've discovered into what you are doing, so that any necessary improvements can be made next time. You can feedback into the relevant stage of QWERTY®. So, if it doesn't work, or work as well as you'd hoped, you could look back at Rank and try the next idea on your list. If necessary, go back to Explore and combine your ideas into different fragments and clusters and see if that helps. You can go back even further, if you need to, using Wonder to come up with more ideas.

REF, like the YaY! stage as a whole, can be used as you go along (e.g. if something isn't working as well as you thought it might) not just at the very end of something.

If REF has identified something that works really well (or something to be avoided at all cost!), why not make a point of using it as a Wrap and Remember solution?

Remember, Research, Remember (Farmer)

If we are looking for something, it is a good idea to prime ourselves. In Key Features, we talked about how having a clear idea of what we are looking for makes it far more likely that we'll find it. The same is true of looking for information. Use your Memory of what you know to streamline the research process. Priming will also help you embed new knowledge in long-term memory.

Think about what it is that you need to research. What do you know about the subject already? Might that suggest keywords that you could use in your research? What you remember will also help you plot your way forward on the Axes to Grind – if you know or understand a lot on the topic already, then you'll be looking for a more detailed text, where if you're a novice you'll need a simpler one.
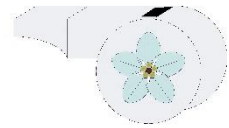
Can you remember related elements, in case your first idea doesn't work? Your memory might suggest other keywords to try, or people or time periods that might work.

Okay, you're now doing your research – don't forget to use other Forget-Me-Nots at this stage, as well, to get the maximum amount of useful information (e.g. ADDA, Anticipate, Key Features, Quizzical, etc.).

Once you have done your research, you want to make sure that you remember the new information. Can you devise a way to recall it (e.g. coming up with a mnemonic for the key material), or use a memory system you are familiar with (a memory palace might work well here, or something like a number shape system) so you can retrieve the new information more easily. Don't forget that linking your research to things you know already make it far more likely that you will remember it.

It's no accident that we start and finish with remember – not only does priming help you find the material you need quicker and more easily, remembering what you know already makes it far more likely that you will remember the new information.

See SAW (Farmer)

SeeSAW is an acronym, to remind you of the three styles of observation.

If you know roughly where your target might be , and your target is unlikely to run away, your best strategy is to plan and execute a search where it's likely to be.

If you don't know where your target is, you must have the awareness to notice the evidence for your target's location as you move.

If your target is likely to run away, but you do know where it is likely to turn up, the better strategy is to play a waiting game and place yourself on its route and wait for it to appear.

Style	Observer is	Target is	Target's Potential Locations are
Search	Mobile	Possibly Static	Known
Awareness	Mobile	Possibly Static	Unknown
Waiting	Static	Moving	Known

Six Honest Men (Pioneer)

"I KEEP six honest serving-men
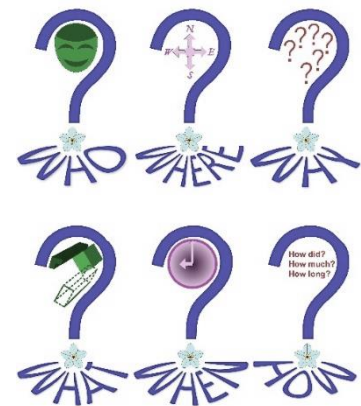*(They taught me all I knew);*
Their names are What and Why and When
And How and Where and Who."   Rudyard
Kipling

6 Honest Men

The six honest men are a reference to a poem by Rudyard Kipling. They are the important questions you might need to answer:
Who? What? Where? When? Why? How?

All six questions could come up in Reading for Information (in a reading comprehension, for instance), with Why and How given special importance in Reading for Understanding.

You

Honest Men	Search Target	Examples
Who	A name, a proper noun, an occupation	Bad King John, MI5, the French, the postman
What	A noun	An army, the sun, three dogs
Why	A reason, because..., infinitive phrase	Because it rained, to have something to eat
Where	A place	London, Mars, the back garden
When	A date, time or period	1066, last march, 12 o'clock, in spring
How (did he run) How (did they do) How (much\many)	Adverbial phrase, By ... Number or quantity	Slowly, rapidly By using a hammer Six

could also use the Six Honest Men as a way of directing your thoughts in QWERTY®. They can be a springboard to extra ideas at the Wonder stage or to help you evaluate those ideas in Explore (in conjunction with ACES) or clarify your judgding criteria in Rank.

Linking the Six Honest Men with Quizzical is a way to help reinforce learning and aid Memory.

Six Honest Men is a particularly useful Forget-Me-Not given its extreme flexibility. You don't have to use all six questions in every scenario, but they are valuable tools to make you question what you are doing and how you could do it better.

TIDES (Judge)

You use TIDES to help you manage your work, developing the strategies you need to get your job done in time. There are five things to consider, with TIDES being used as a mnemonic to help you remember:

- Time
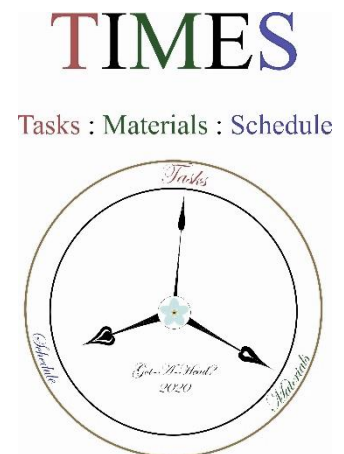- Importance
- Difficulty
- Extras
- Space

There is a separate handout that breaks down those five headings into further to help you organise your thoughts. You'll find it on our website.

TiMeS (Farmer)

When it comes to the Target stage of QWERTY®, it's very important to consider three things in your planning:

- Tasks   What tasks do you need to do? How long will each task take? Are there any that depend on something else having been done first?
- Materials   What items do you need to get the job done? This might be physical objects such as glue and scissors or illustrations you want to use, or intellectual in the form of your research (including websites/sources you've found).
- Schedules   Working out when all the tasks will be done (including sourcing materials, if appropriate).

Use TiMeS to remind you to think about all three before starting to execute your plan.

Weigh to Go (Judge)

With this Forget-Me-Not, you are weighing up which features are the most important (in order to rank them) or considering whether the advantage of having more of one feature outweighs the problem of having less of something else.

Weigh to Go reminds you to Rank and evaluate Key Features, options or information.

If you are doing some research, for instance, this Forget-Me-Not is a way to think about whether you have enough information or material to complete your task (and, if so, whether you need to Rank it, to
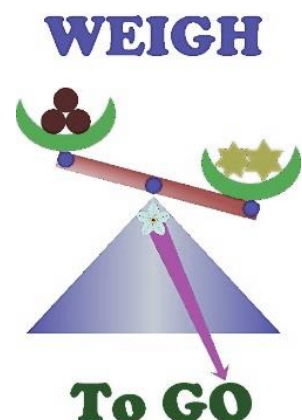
select the most suitable items). If you do, you could head straight for your Target. If you don't, then you might want to think about More or Move? to select where to continue looking, then return to Weigh to Go when you have added to what you had.

P!C can help when you are ranking ideas or information – do you now have the right balance of items to get the job done? You could also use Give it a WhiRL! and see how that affects what you have so far. What is still needed?

Combine Weigh to Go with Whose Views? to consider which opinions or points are more important and how we could ensure we balance different or opposing views.

Why not use Weigh to Go to help you think about what is still missing? Is there something you need to add to get a more balanced approach or a more effective or interesting result? What if it's not in balance? Will your idea fail?

When you are Reading Effectively, or doing a QWERTY® task, Keep on Track reminds you of your ultimate goal, while Weigh to Go helps you bear in mind the elements that are most likely to get you there.

Whose Views? (Pioneer)

Another way to consider your ideas is to think about what someone else would think of them. Would they approve or disapprove? Why? This Forget-Me-Not is a bit like ADDA, but from a person's perspective rather than a physical view. It reminds you that it is a good idea to contrast different types of people's views. What would a stranger think of your idea, for instance? Would that be different from what your friends might think? Would a teacher or parent have a different opinion to someone your own age? Would the views of someone local vary from those of someone farther afield or abroad? What if it were someone from a different time period? Putting yourself in someone else's shoes can give you different ideas.
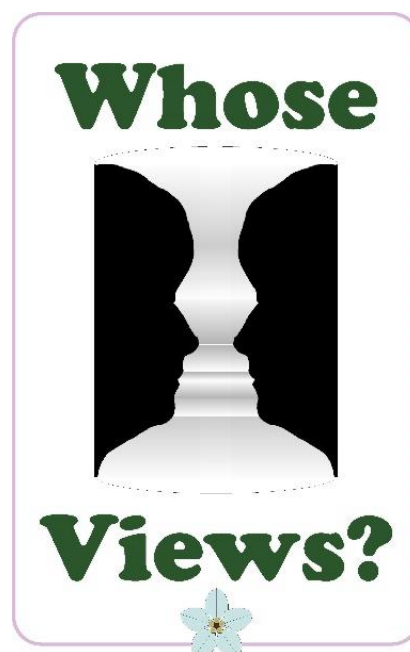
Whose Views? can be used in the early stages of QWERTY® to inspire novel ideas. For instance, you could use it in combination with MORE Inspiration at the Wonder stage. It can equally be used later on, in the Rank stage, where considering what your various ideas look like to other people might affect which order you place them in your ranked list.

In Reading Effectively, Whose Views? can be incredibly important. Knowing who wrote the text you're reading – and why – can make a huge difference to your judgement of the piece. How might a piece written about a sporting match vary depending on whether it was written by someone from the winning team versus someone from the losing one? If the writer has

strong moral/religious/political views, they are likely to affect how and what they write. That may not be a problem for you, but it should be identified as such. What if what they are writing doesn't match what you expect (if you are combining this with Anticipate)?

It can be a good idea to read something by someone whose views you don't agree with, to see if you can consider things from their perspective. While you might still disagree with them, on the whole, you might be interested to discover which of their ideas do actually have merit.

In a debate, you sometimes have to take the position of someone whose ideas don't match your own, so you have to consider what they would deem most important or valuable. Being able to identify different perspectives can enrich your own understanding.

The more different views you consider, the more balanced and informed your approach will be. However, don't forget that your own views count, too!

Wrap and Remember (Farmer)

This Forget-Me-Not reminds you to use existing systems, techniques or solutions that you already know (and have made a point of remembering) to save you time in future.

This is a two-stage Forget-Me-Not. The first part is to identify tools, techniques, effective solutions, good keywords or rich veins of source material for a particular type of task (Essence and Key Features could prove very helpful here). These are what you'll 'Wrap'.

The second part is devising a way to Remember them so that you can recall them at will, quickly and easily. That might mean coming up with a question schedule using Quizzical or devising a new mnemonic, placing them in a Memory Palace or using another memory technique that fits what you are trying to remember. For instance, if you have come up with a good way to learn your spelling or French vocabulary use Wrap and Remember to remind you of them next time you come across something similar. It could be something like coming up with a Problem Letter List for spelling, highlighting masculine and feminine nouns in different colours, or visualising a footballer (masculine) or ballerina (feminine) interacting with a noun to show gender.

It doesn't have to be exactly the same thing that you're doing again, just close enough for the technique to be useful. Remember, lateral thinking works by considering the Essence of what is needed and thinking about what else could do the same or a similar job.

'A place for everything and everything in its place' is a type of Wrap and Remember. If you come up with a system whereby you put certain items in a particular location, you'll be able to go straight there when you need them.

Remembering good keywords or useful sources of material can speed up any research enormously.   Wrap and Remember is a way of highlighting what worked (or could work) well. Also, it could be a source that you came across that wasn't what you needed for the task that you were on, but would be incredibly useful for something different that you knew you might be doing in future.

Prospective memory, where you have to remember to do something in the future, is an integral part of this second stage of Wrap and Remember. It reminds you to actually use those things you've identified in the first stage in the appropriate situation. <u>Flame, Fuse, Fire</u> is a useful technique here. The flame is when you'll need to remember something. The fire is what you have to do. The fuse is a visualisation technique to bring alive the connection between them. The more vivid the fuse, the more likely you are to remember what it is you have to do at the right time.

When we're doing a thinking task such as <u>QWERTY</u>®, anything that can speed up the process has to be welcomed.   Wrap and Remember could be useful at different steps of the process – inspiring ideas for <u>Wonder</u>, giving you realistic benchmarks for what will work/ not work in <u>Explore</u>, or reminding you of useful criteria for the <u>Ranking</u> process. When you get to <u>YaY!</u>, make a mental note of what worked particularly well so that you can Wrap and Remember it for future tasks.

Whatever worked this time might work again another time, so make a point of remembering it.

Conclusion

Forget-Me-Nots are important tools in your learning arsenal. Flexible and multi-purpose, they will help you improve your results and efficiency. They will help you give greater depth and interest to what you do, often by enhancing lateral thinking and innovation.