# Got-A-Head? Forget-Me-Nots

The following **Forget-Me-Nots** are tools you can use in all areas of your learning.

- **ACES of Exploration**
- **ADDA (Alternative Directions, Different Angles)**
- **Anticipate**
- **Axes to Grind**
- **Essence**
- **Give it a WhiRL!** (and **Gave it a WhiRL!**)
- **Home In**
- **Keep on Track**
- **Key Features**
- **Look OUT**
- **MORE Information**
- **More or Move?**
- **P!C**
- **Quizzical**
- **REF**
- **Remember, Research, Remember**
- **Six Honest Men**
- **Weigh to Go**
- **Whose Views?**
- **Wrap and Remember**
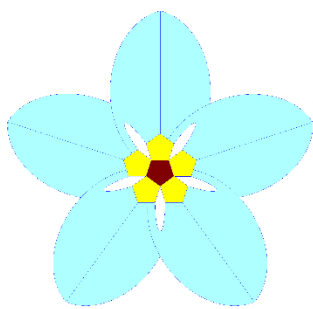
Choosing the right one for a particular task will help make the job easier and probably quicker, too. All of them can be used in a very simple, straightforward way. However, you can use many of them at a deeper or more advanced level, or combine some of them together, in order to create a much more sophisticated 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 very well in combination, complementing each other, to give you a much better final result. **Forget-Me-Nots** are designed to be very flexible, used in slightly different ways depending on what you are doing.

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.

We have identified for each one the key area(s) where you will find that particular **Forget-Me-Not** most helpful, along with some examples of how to use them.

ACES of Exploration

ACES of Exploration

☀ ACES ☀
of Exploration
♥ ♠ ♦ ♣
Assess
Construct
Enhance
Select

- QWERTY®
  (**Explore**)

This Forget-Me-Not is primarily used in the **Explore** stage of **QWERTY®**.

You use it 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 solution.

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.

If an idea is 'okay' but a bit bland/ expensive/ boring/unsuitable, you could combine it with something else 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), 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 **Rank** 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 do things (most likely to be successful first).

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

ADDA

ADDA
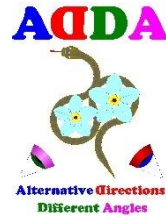
- **Observation**
- **Reading Effectively**
- **QWERTY®**

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 hadn't seen before. You can physically change your angle in **Observation** (or the direction you are coming from) or do so metaphorically in **Thinking** or **Reading Effectively**.

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 somehow (safely!!!) so you can look down on it (e.g. climb nearby stairs to look at it from higher up or find a balcony or rooftop terrace).

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

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 Gauls, or the Vandals) think of them, or compare ancient Rome with the modern city and way of life. Combining this with **Whose Views?** 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.

ANTICIPATE

Anticipate

- **Observation**
- **Reading Effectively**
- **QWERTY®**

'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 (both of these have their own entry in the Forget-Me-Not list) of what it is you are trying to do/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/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

Axes to Grind

Easy

Shallow ← Depth → Deep

Difficulty

Hard

- **Reading Effectively**

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

Depth – do you need deep mastery of a topic, or is a shallow understanding enough?

Difficulty – will you get what you need from an easy text or should you be looking in harder (i.e more complex) text(s)? **Reading Effectively** means selecting material from the right point on those axes.

You need to **Remember** what you know about a subject already and think about what you are trying to achieve. This might involve using **Anticipate**, too, 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.

ESSENCE

- **Observation**
- **Reading Effectively**
- **QWERTY®**

Essence

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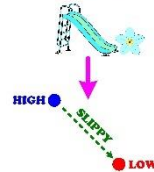
What must something have in order to be that particular object? It is the element(s) that everything in that class of objects would have in common.

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, the **Essence** is the 'lowest common denominator'.

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 also help you to see similarities in things that would otherwise appear quite different. You could also 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).

Give it a WhiRL!

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. 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**)? Or could you tweak it in some way, to improve it so that it works better (**enhance**). Or 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 acceptable, and what your preferences are, in order to help you rank your ideas.

When it comes to **YaY!**, you could use the variation **Gave it a WhiRL!** to look back at what you did. Did it **work**? Was it **right** (i.e. should you have done it?)? Did you **like** the result?

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/Gave it a WhiRL! also works with **Reading Effectively**. Use the tripartite system to consider what you are (or have been) reading/researching. Do/did the texts give you the information you need(ed)/want(ed)? Is/was it the right place to look? What is/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 **Give/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.

HOME

Home In

IN

- Observation
- Reading Effectively

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.

On the physical front, imagine you are 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? E.g. on a flat place (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

- Observation
- Reading Effectively
- QWERTY®

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

KEY

Features

- **Observation**
- **Reading Effectively**
- **QWERTY®**

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/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. **Weigh to Go** could come in useful here, too.

Key Features is a shortcut to success and saving time. The clearer you can be about key features, the more it will help you in the task at hand.

Look OUT

Look
OUT
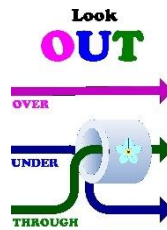
OVER →

UNDER →

THROUGH →

- **Observation**

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). It is a particularly useful reminder in **Observation** tasks. Combining it with **ADDA** helps you cover as many search areas as possible.

MORE Information

MORE
INFORMATION

Memory ⭐
Observation ⭐⭐
Research ⭐⭐⭐
Enquiry ⭐⭐⭐⭐

- **QWERTY®**
(Wonder)

MORE Information is particularly useful in 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?

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?

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.

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?

- **Observation**
- **Reading Effectively**
- **QWERTY®**

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®**)?

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

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 just gives you a helpful tool for judging or ranking what you have come up with.

Quizzical

- **Memory**
- **Reading Effectively**

This is a reminder to check your knowledge, understanding or **Memory** of something by quizzing yourself on a regular basis.

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 help it pass into long-term memory) and what you still need to work on.

Here are some things you could try:
- use the <ins>Six Honest Men</ins> 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
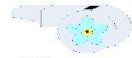
Once you know what you know, you'll know what still needs work, and the regular testing will help your memory. Self-testing can also act as reassurance, as you'll know how much you've actually learned and remembered, which can make official tests less stressful.

REF

REF

Review
Evaluate
Feedback

- **Memory**
- **Reading Effectively**
- **QWERTY® (YaY!)**

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, **REF** can help you evaluate your progress and improve on it.

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?

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. Also, **REF** 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, why not make a point of using it as a **Wrap and Remember** solution?

RRR

Remember, Research, Remember

Remember
Research
Remember

- **Reading for Understanding**
- **Memory**

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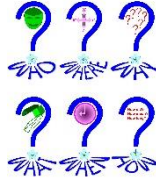
It's no accident that we start and finish with **remember** – not only does priming help you find the material you need quicker and more easily, remembering what you know already makes it far more likely that you will remember the new information.

Six Honest Men

6 Honest Men

- Memory
- Reading Effectively
- QWERTY®

"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**

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 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 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.

Weigh to Go

- **Reading Effectively**
- **QWERTY® (Rank)**

This Forget-Me-Not 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/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/interesting result? What if it's not in balance? Will your idea fail?

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.

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?

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 Information** 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

WRAP

&

REMEMBER

- **Remember**
- **Observation**
- **Reading Effectively**
- **QWERTY®**

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 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 (e.g. using a Problem Letter List, particular gender colours or characters, or visualisation), use **Wrap and Remember** to remind you of them next time you come across something similar – i.e. 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 to them 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.

When we're doing a thinking task such as **QWERTY®,** 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 **Wonder**, giving you realistic benchmarks for what will work/ not work in **Explore**, reminding you of useful criteria for the **Ranking** process. When you get to **YaY!**, 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.