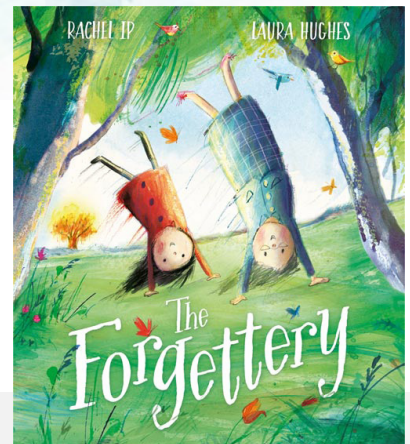


# The Forgettery

## EYES AND KS1 LESSON PACK

EXPLORE WHAT WE REMEMBER  
AND WHY WE FORGET WITH THIS  
BEAUTIFUL CHILDREN'S BOOK FROM  
RACHEL IP AND LAURA HUGHES



### WHAT THEY'LL DO:

- Enjoy a shared reading-for-pleasure experience
- Use the ideas in the book as a prompt for further explorations
- Look at text and pictures to extend their understanding
- Explore the nature of memories and remembering
- Explore the nature of forgetting
- Consider the emotional impact of forgetting and of recalling memories
- Derive ways to prompt remembering and not forgetting things
- Start to understand the idea of memory loss caused by dementia in old age



## GETTING STARTED

**Before reading, take some time to talk about memories. Ask questions.**

- Can anyone remember something we did last week?
- Was the memory of what you shared from last week a good memory?
- Can anyone share a good memory from outside of school?
- What makes a memory a good one?

**Show children the front cover of *The Forgettery*. Talk about it and ask questions.**



- What are the two characters on the front doing?
- How do you think the characters are feeling? Explain what makes you think this.
- How do you think the two people on the front cover might know each other or be related? What makes you think this?
- The title is *The Forgettery*. What short word is included in this long word?
- What do you think the story might be about?

**Now turn to and read the black text on the back cover. Ask questions.**

- What are the two characters doing now?
- How are the two characters related? Were you right?
- What is kept in The Forgettery?
- In what way are memories like butterflies?
- Do we all forget things?
- Can anyone tell me a time when they forgot to do something?







Read the book aloud, giving children plenty of time to enjoy the experience, reflect on it and share their responses. Hold a discussion and again ask questions.

**Was *The Forgettery* what you thought it was going to be?**

- Did you enjoy the story?
- Which part of the story did you enjoy the most? Can you give a reason for your answer?
- Which page of the book would you like to be able to step into, if you were only allowed to choose one?
- If you were telling someone at home about the story we just read, what would you say it was about?
- What feelings were you left with at the end of the story?

## PART 1 – LET’S TAKE ANOTHER LOOK

This adventure story is great to read and there is no doubt *The Forgettery* would be an interesting and exciting place to visit. Just imagine being able to see all those memories!

The story uses a little girl and her granny to explore the idea of memories and forgetting things. Our brains store our memories, although we cannot recall all our memories at the same time. Memories can be brought into focus as if we are in a library, choosing one book or memory to pick off the shelf to examine. However, as we get older and the library fills up with more memories, some of these books/memories end up stored in a place we can no longer reach.

**To help children consider memory further, ask them:**

- Where do lost memories go in this story? Why is Granny’s room in *The Forgettery* much bigger than Amelia’s room?
- Do you think *The Forgettery* looks a bit like a library? In what ways is it like a library? In what ways is it not like a library?



- The Forgettery has lost keys in it. When you lose something, do you always forget it?
- There are some things we need to remember to help keep us safe and to stop us getting into trouble. What did Amelia and Granny forget in the story that could have got them into trouble? (The way home or that it was time for dinner.) What stopped them from remembering this?
- Granny sometimes forgot little things like where she put the marmalade and sometimes she forgot special memories. What is not good about forgetting a special memory? What is not good about forgetting something like where you put the marmalade? What useful things do children sometimes forget to do (e.g. to tidy up, to say 'please' and 'thank you')?
- Does the story make you think that memories are a good thing or a bad thing? Can you explain your answer?



### Activity 1 - Different types of remembering

In the story there are different kinds of things that are forgotten. There are the things we forget that are nice memories, like the ones Granny discovered in *The Forgettery*, and there are things we forget to do that it would be good to remember, like saying 'please' and 'thank you'. To think about these differences, ask children to complete **Activity Sheet 1, Different types of remembering**.

## PART 2 - FORGETTING THINGS

**Everyone can forget things. We can forget:**

- memories
- how to do something
- where we put something
- something we were meant to do







In the book, in both the story and the pictures, there are things that Granny, Amelia and other people have forgotten.



As a class, see how many of these you can remember and then go through the book and list them all (e.g. to go home for dinner, keys, the smell of fresh bread).



Now sort each of the things that have been forgotten into the four categories listed above. Which of these things do children think would be the worst to forget?

In the story, Amelia forgets things because she is daydreaming and exploring. Can you think of a time when that has happened to you? Why do you think Granny is forgetful?

Discuss with the children that, when some people get older like Granny in the book, their brains can sometimes become ill and not work as well as they once did - in the same way as bodies can become ill. When this happens, the person can become more and more forgetful. They can forget memories as well as things that are useful to remember and this can be quite confusing for the person. It can also be difficult for those people who know and love the person.

## Activity 2 - Forgetting things – and trying not to!

It's easy to forget things, especially if we didn't really want to do them. When we don't want to do them, we might need help understanding why they are important. Sometimes we actually forget how to do something and sometimes we just need a reminder. Children can complete [Activity Sheet 2, Forgetting things – and trying not to!](#), with the adults at home to explore this topic.

The things that can help us remember how to do things, can help other forgetful people remember how to do things. Some of the things that are discussed could help Granny too.

Forgetting things - AND TRYING NOT TO!

Children and adults can forget to do lots of things. This might be because they get distracted, they forget how to do it, or it's something they would prefer to forget! Complete this table with your child to prompt discussion about forgetting and how someone could be helped to remember.

What you might forget	Do you forget to do this?	How could someone be helped to remember?
To tidy up after you have made a mess		
How to spell some words		
Saying names and places you		
What else?		

A question for the child: Which of these things would you most like to always remember?

A question for the adult: Can you find and share a memory about your child that they have forgotten, or still have them remembered? (e.g. something funny they did when they started walking, the day they were born, etc.)

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## PART 3 - WHAT MAKES SOMETHING MEMORABLE?

The Forgettery would be an exciting place to visit and it would make a very special memory in itself. Ask the children:

- What would make it so memorable?
- What would they say to an adult at home when they got back from an imaginary school trip to The Forgettery?

At the end of the story, Amelia receives some memory making advice that says:

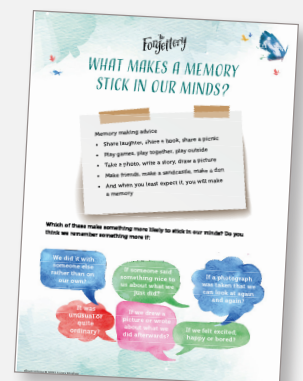
- Share laughter, share a book, share a picnic
- Play games, play together, play outside
- Take a photo, write a story, draw a picture
- Make friends, make a sandcastle, make a den
- And when you least expect it, you will make a memory

Read through the memory making advice once. Then before reading it a second time, ask the children to see if any memories come into their mind as you re-read the advice. Ask if anyone wants to share these memories.

### Activity 3 - What makes a memory stick in our minds?

Some things we remember more than others. Ask children to complete **Activity Sheet 3, What makes a memory stick in our minds?** with an adult at home to consider what can make a memory more memorable. Can they create their own memory making advice?

Let children know that what makes something memorable for us can also make things memorable or have a positive impact on people living with memory loss.





## PART 4 - DEVELOPING EMOTIONAL LITERACY

**There is an emotional aspect to remembering and forgetting things. Use the following questions to help children consider this:**

- When Granny forgets which drawer she puts her socks in, how do you think she feels?
- When Amelia realised she had forgotten to go home for dinner, how do you think she felt?

**It doesn't usually feel very enjoyable to forget things. With memories, though, we often do not know we have forgotten them and therefore don't feel anything about the loss. Sometimes though, a photograph, a smell or a piece of music can make a memory that we thought we had forgotten come back to us.**

- How do you think Granny felt when all her lovely memories came flooding back when she was in The Forgettery?
- How do you think Amelia felt when she saw her Granny really enjoying her memories?
- What does it feel like when you remember something that you had forgotten?

**At the end of the book, Amelia says she will always love her granny.**

**A person does not have to use memories to feel loved.**

- What kind of things can you do to show a person that you love them?

### Activity 4 – Memories and emotions

Memories and emotions are strongly linked. Simply remembering something can trigger emotions. Ask the children to imagine they are walking into a room full of their memories – but not ones they had forgotten. Which enjoyable memories come into their heads? Ask them to choose three of these memories and place them in order from the memory that made them most happy to the least.



You could then ask the children to think about what put the happiest memory in first place. Was it because they achieved something, was it because they were with someone they really like, or was it because it was really exciting etc?

## PART 5 - A FINAL WORD

**This book can be used to gently introduce young children to the idea of memory loss and dementia. The book does this through different key messages. Talk about these messages with your children.**

1. We all forget things but Amelia forgets them because she is distracted, likes to daydream and it's easy to forget things you don't really want to do! But Granny forgets things because her brain is ill. Does Granny's forgetful brain mean she can't still enjoy being with Amelia?
2. When Granny walked into her room in *The Forgettery*, she was delighted. Lovely memories from the past can instantly cheer us up. There are tools that can help us to remember memories. What are these tools?
3. Most of all, Granny and Amelia really enjoyed their adventure together. They were mostly just spending time together. Can Amelia still show Granny that she loves her?





# DIFFERENT TYPES OF REMEMBERING

Draw pictures of the different things you can remember.



## Happy memories

Something you did with a friend

Something you did when you were really little

Your favourite meal

Something you're good at

## Things that are good to remember

Something that keeps you safe or healthy

Something that is helpful or polite



# FORGETTING THINGS – AND TRYING NOT TO!

Children and adults can forget to do lots of things. This might be because they get distracted, they forget how to do it, or it's something they would prefer to forget!

Complete this table with your child to prompt discussions about forgetting and how someone could be helped to remember.

What you might forget	Do you forget to do this?	How could you help yourself (or someone else) remember?
To tidy up after you have made a mess		
How to spell some words		
Saying please and thank you		
What else?		

**A question for the child:** What is your favourite memory?

**A question for the adult:** Can you find and share a memory about your child that they have forgotten, or will never have remembered? E.g. something funny they did when they started walking, the day they were born, etc.



# WHAT MAKES A MEMORY STICK IN OUR MINDS?

## Memory making advice

- Share laughter, share a book, share a picnic
- Play games, play together, play outside
- Take a photo, write a story, draw a picture
- Make friends, make a sandcastle, make a den
- And when you least expect it, you will make a memory

Which of these make something more likely to stick in our minds? Do you think we remember something more if:

We did it with someone else rather than on our own?

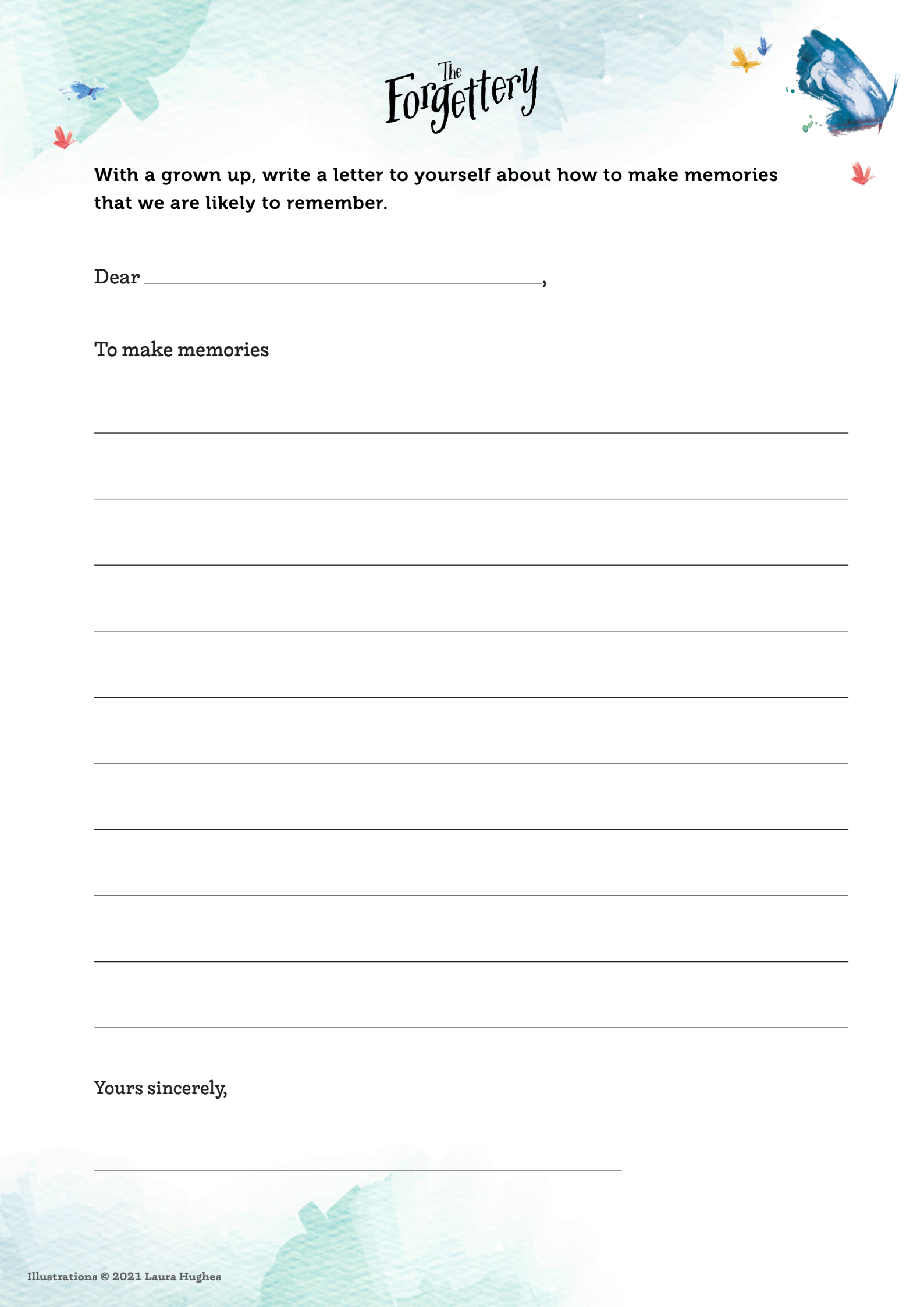
If someone said something nice to us about what we just did?

If a photograph was taken that we can look at again and again?

It was unusual or quite ordinary?

If we drew a picture or wrote about what we did afterwards?

If we felt excited, happy or bored?



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# MEMORIES AND EMOTIONS

Imagine you have just walked into a room full of your memories. Which happy memories do you think you would see first? Choose three happy memories.

Now draw them in order from the happiest to the least happy.

**1st place**

**2nd place**

**3rd place**

What do you think makes a happy memory?

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