

101 Games



[Type text]

1. Happy/sad faces

Reflect on part of the learning of a topic and discuss the positive and negative aspects of it. Draw a chart write positive comments under the happy faces, and negative comments under the sad faces, with a third column for the improvements needed.

Multiple Intelligence(s): Intra, V/S Emotional Intelligence(s): SA,M

2. Shimmering hands

If an activity or lesson was enjoyable or the class feel confident that they have understood the learning outcomes, students raise their hands above their heads and shake them gently. If it was not enjoyable or there is confusion they keep their hands by their sides and do not move them.

Multiple Intelligence(s): Intra, K Emotional Intelligence(s): SA,E,M

3. Continuum

Students stand in line according to how they feel about a topic. Those with positive feelings stand at one end of the line, those with neutral feelings in the middle, and those with negative feelings at the other end of the line. This can be used as the basis of a discussion on what needs to be done to improve the situation to allow people to move towards the positive end. A continuum can also be used to explore statements with extremes at either end, or with Always at one end; Sometimes in the middle, and Never at the other end.

Multiple Intelligence(s): Intra, K, L Emotional Intelligence(s): SS,SA

4. Double wheel

The class forms two circles of equal numbers, one inside the other. The circles rotate in opposite directions until the teacher says, 'Stop'. Then each person asks whoever is opposite them a question, e.g. about what they enjoyed or how involved they felt. This is repeated three times.

Multiple Intelligence(s): Intra, L, K Emotional Intelligence(s): SA,SS,E

5. Graffiti wall

A Graffiti wall can be used throughout the learning of a topic as a place to show how well the lessons are going. Flip-chart paper can be put on the wall, with a heading or question on each, e.g. Attention level, Do I really understand it? Ideas how this links with other topics!

Multiple Intelligence(s): Intra, V/S, Inter Emotional Intelligence(s): SA,SS

6. (Rubberized) Dart Game

Set up a rubberised dartboard in the room. Write a list of questions and post them on the wall or on a table top. Number your questions with the same number on the dartboard.

In class, let the learners throw darts at the dartboard and answer the question that corresponds with the number the dart lands on. This can be played individually, with partners, or in small teams.

If learners answer correctly, they get the same number of points as the number the dart lands on. Keep track of points on a flip chart.

After each question is answered, cross it off the list. Learners take turns throwing darts until all questions have been answered.

Multiple Intelligence(s): Intra, V/S,K,L Emotional Intelligence(s): SA,M

7. Problem Solving Circle

Tell all learners to form a circle. Throw a Koosh ball or bean bag to someone. The person catching it has to pose a problem or ask a question for the class to solve. This person can start by saying to the group something like, "What would you do if ...," completing the statement with the problem or situation.

The group then thinks out loud, generating ideas and collaboratively creating a solution. When the class has solved the problem, the person with the ball throws it to someone else. This person poses a different problem, and the process is repeated. Play continues as long as is appropriate.

Variation: Instead of learners generating problems, the teacher can pose scenarios (some suggested questions could be put on the OHP/Board) that the ball catcher has to answer. If the person does not know the answer, he or she can ask the group for help, or toss it to another learner to respond.

Multiple Intelligence(s): Intra,K,Inter,L Emotional Intelligence(s): SA,SS,M

8. Verbal football

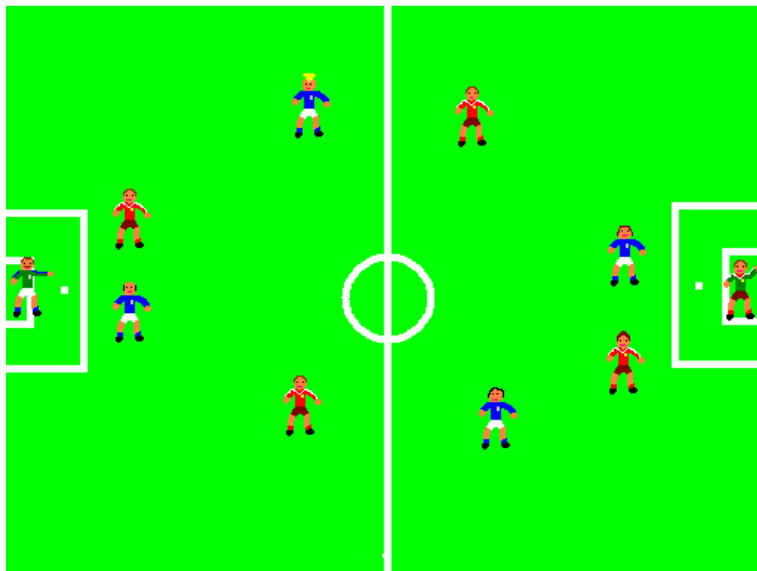
Play 'Verbal Football' with the class. Go through materials and either you or some students devise some questions. Split the class in half and have them sit facing each other. Each half will be asked questions arising from the activity by either the teacher or nominated student(s). When one half gets three questions in a row right they score a goal. If these fail to get three right the other team have to get three right to score a goal themselves! The team with the most goals wins. But all should remember more!

Multiple Intelligence(s): Intra,K,V/S,N Emotional Intelligence(s): SA,M,SS

9. Five a Side

Draw two teams of five stickmen (players) on a board or flipchart. Students then choose which side they are on (e.g. Everton v Liverpool). Try to make the sides as even as possible and physically divide the class. Get each side to elect a team captain. The answers are fed through the captain that can change throughout the game. Toss a coin to start then ask questions to each side. A correctly answered question leads to a pass to a teammate, a wrongly answered question means possession is lost to the nearest opposition player and so on. If a question is answered correctly when the furthest player forward is in possession it's a goal!

Multiple Intelligence(s): Intra,K,Inter,L Emotional Intelligence(s): SA,SS,M



10. Runaround

This Quiz will be based on the old children's TV show **Runaround**. Place TRUE and FALSE signs next to each other in the room or hall. After the teacher reads the question one member of each group, these can be alternated, listens to the question, huddles with team mates. Then when the word "Go" is issued by the teacher they have to run to stand under the TRUE or FALSE sign. If they are correct they get a token*.

* This could be a piece of coloured paper or something like a marble, counter.

Multiple Intelligence(s): K,L Emotional Intelligence(s): SA,SS,M

11. Press Conference

Set up a podium or a table and post a sign that says "Press Conference". You could also use a microphone as a prop if desired.

Tell learners that for the presentation of a specific topic they are going to be journalists asking questions of an "expert" at a press conference. Tell them what the topic is and give them a few minutes to prepare questions. If desired, give learners resources or a list of terms or concepts that will be covered in the press conference.

Start the press conference. Set a time limit beforehand. Ell learners to raise their hands when they want to ask a question, and you will call on them. Award small prizes to questioners, if you wish. Encourage learners to take notes

Variation: Give each learner a card with a question on it to ask during the press conference.

Multiple Intelligence(s): Intra, L, Inter Emotional Intelligence(s): SS,SC

12. Quick sentence

For this activity ask a student to come up with a number between say, 5 and 10, then ask the whole class to individually write a sentence with the amount of words that was volunteered. So if someone says 7, the teacher says "Okay, write a 7 word sentence about what you have learnt so far today" .

Number between 10 and 20 please! "12" okay write down the first/last twelve words that Hitler/Atticus/Marie Curie wrote in his/her diary at the end of that day.

Multiple Intelligence(s): Intra, L, M/L Emotional Intelligence(s): E,SC

13. Mnemonics

This could be varied by asking someone to give a favourite name, band, film star. Turn the answer into a Mnemonic and see if groups can find a word that is associated with the topic under review. So if Brad Pitt comes up the class can work in small groups then work as a whole class to find associations B is for ... etc.

Multiple Intelligence(s): L, Inter Emotional Intelligence(s): SS,E

14. Pictionary

Use a whiteboard or a flipchart to get students to review concepts, facts or definitions by drawing a picture. The picture should visually represent the information. Each volunteer at the board should have two minutes. This could be done as one side of the class against another!

Multiple Intelligence(s): V/S,L, Inter Emotional Intelligence(s): SC,M

15. Rapidough

A 3-dimensional version of pictionary. Use playdo to shape an answer to a question. This is better achieved in smaller groups or even pairs. A representative of each group could go to the front to get a 'card' from the teacher to make their shape.

Multiple Intelligence(s): K, V/S, L Emotional Intelligence(s): SC,M

16. Charades

Students come to the front and are given a time limit to 'mime' the fact, concept or piece of information.

Multiple Intelligence(s): Intra, V/S, K Emotional Intelligence(s): SA,M

17. Crosswords

Crosswords could be devised by the teacher to review a topic or subject. Learners could also be encouraged to devise their own crosswords. The clue construction develops better understanding about the topic under review.

Multiple Intelligence(s): M/L, V/S, L Emotional Intelligence(s): SC,SS

18. Hot-seating

Hot seating is a role play activity during which pupils answer questions from the group "in character". It is useful at the end of a series of lessons on a particular story, for instance, and gives students the opportunity to demonstrate new understanding by acting out. Alternatively, it gives them the opportunity that they would like clarifying in a non-threatening situation.

This activity offers children the opportunity to ask questions to peers instead of the adult teacher. It consolidates previous learning.

One pupil sits in the hot seat and selects a character from a selection offered by the teacher. The group interviews the character about his/her situation.

The person in the hot seat must be a willing volunteer. He/she needs to be audible and visible to the rest of the group. Remind them that they must behave in character. Questions need to relate to the character or topic. The group can ask questions of the person starting with factual ones such as Name and Age then moving on to questions about their feelings.

Multiple Intelligence(s): L, K, Intra, V/S Emotional Intelligence(s): SS,M, E

19. Magazine programme

This can be in the form of a *Richard and Judy* style magazine programme. They will answer some questions from presenters and some from a 'phone in'. Someone in the class could pretend to be a 'guest' such as someone that is being studied.

Two students will need to play the presenters (preferably one male and one female). They can use pre-prepared Presenter Cards to help them know what questions to ask.

The rest of the class will play the role of the audience at home. They will write questions on pieces of card which can be passed to the class teacher. He/she will decide which questions will get asked. These questions will then be read out from the back of the room or behind a screen in the room. The guests will then answer these questions as if they had come over the telephone.

Multiple Intelligence(s): L, K, Intra, V/S Emotional Intelligence(s): SS,M, E

20. Newspaper Headlines

Get the class into small groups. Challenge each small group to invent a newspaper headline about the topic or subject. They should try to get across the key issue and draw people's attention to their story. You can limit them to a maximum of 10 words.

Once they have worked out what the key information should be, and have devised their headline, they should write it up in large letters on flip chart paper and be prepared to shout it out like a newspaper seller.

Multiple Intelligence(s): L, Inter, V/S Emotional Intelligence(s): SS,M, E

21. Marketplace activity

This traditionally finishes with a quiz but it is a great activity for using both parts of the brain and giving the class confidence about a topic by seeing how quickly you can improve knowledge.

Stage 1 – Preparation: Organise students into groups of three. Explain the activity that is to take place. **(5 minutes)**

Give out the information about the topic on paper or use textbooks (one per group – note there can be more than one group researching the same issue). Each group will have to research an aspect of the topic. They will also need a large piece of sugar paper/flipchart paper and a variety of thick coloured pens. **(5 minutes)**

Write up the sequence and timing of stages on the board or OHP. This exercise is conducted through a series of strictly timed stages. Making the timings explicit will help the students:

Stage 1 – Preparation – 10 minutes.

Stage 2 – Research – 20 minutes.

Stage 3 – Peer Teaching – 10 minutes.

Stage 4 – Quiz – 10 minutes

Stage 5 – Review – 10 minutes.

Stage 2 – Research: Each group is to research the chosen area and is given a time limit for this **(20 minutes)**. The group should use the sugar paper and are told that they can only use a maximum of 10 words on the page and can have as many drawings, symbols, numbers, cartoons, diagrams etc. This will help the pupils to translate written information from the leaflets into visual information on their page. All of the group should play a part in producing the poster.

Stage 3 – Peer Teaching: When the time limit is up, one member of the group will stay with their 'poster' and be the market trader. They will have to convey the information from their poster to other students in the class, mainly by verbal communication (they should stand to do this). All of the other members of the group will then go and visit other market traders who have information on the different issues around child labour and they are allowed to write down the information they receive on a piece of A4 paper. **(5 minutes)**.

Each group then comes back together and they feedback what they have learned from the other market traders to the rest of the group. This encourages verbal communication skills between the group - **(5 minutes)**.

Stage 4 – Quiz: To assess their knowledge in the group you could then have a quiz where each team is competing with other. If the market trader is able to answer a question without having to confer with the other group members they will receive more points than if a group member has to help. This will also increase competition between the different groups and hopefully encourage better communication in the feedback of the information about the different aspects of child labour.

The group may NOT use their notes at this stage and posters should be put away.

Variation: Give the students quiz questions at the beginning of the lesson and see how much they have improved by working collaboratively at the end.

Multiple Intelligence(s): L, K, Inter, V/S Emotional Intelligence(s): SS,M, E

22. Diamond Ranking

Set a question and have nine ideas for people to prioritise. Write each idea on a post-it note and ask each group to arrange their nine ideas in a diamond shape with their top priority (or best solution) at the top, two in second place, three in third place, two in fourth place and the lowest priority (or worst solution) at the bottom. They need to get consensus as a group and can move the ideas around until they reach an order with which they all agree.

Multiple Intelligence(s): L, K, Intra, V/S Emotional Intelligence(s): SA,SC, E

23. Sentence Structuring (Jigsaw)

Take a model exam answer, say, and key the sentences on to a set of cards. Some other less well written sentences/deliberate errors could also be types in as red herrings. Make the introduction and conclusion obvious to help the students.

The aim of the activity is then to get the students to put the card strips together so that the answer is as coherent as possible – i.e. an answer that gets the best marks. This activity could be completed in pairs or small groups. The teacher could give the suggested answer using an OHP at the end. This could be repeated a few times at the end of the session for different exam questions.

Multiple Intelligence(s): L, K, Intra, V/S Emotional Intelligence(s): SC,M,

24. Suggestions ...

Speculation is not only a good way of raising curiosity (according to Dr. Ged Lombard of the Independent Psychological Service this is a significant factor in triggering intrinsic motivation) but also previews what is to come next.

Ask students to suggest what might/could happen next or where do they think it's going from here.

Multiple Intelligence(s): L, Intra, Inter Emotional Intelligence(s): SS,M, E

25. Quizzes

Different types of quizzes can be an enjoyable way to review topics. Quiz formats that the students are all aware of such as Who Wants to be a Millionaire, Blockbusters, Weakest Link could be used for groups or individuals. Whiteboards could come in useful here for students to record answers – A,B etc.

Multiple Intelligence(s): L, Inter, V/S Emotional Intelligence(s): SS,M, E

26. Freeze Frame

Form students into small groups. Ask the groups to take up a particular pose that would represent a concept, fact or subject. The rest of the class have to try to guess what they are representing. Clues can be given if the class is really stuck .

Multiple Intelligence(s): L, K, Inter, V/S Emotional Intelligence(s): SS,M,SC

27. Football Commentary/Match report

Give students some reminders about the topics over a period of time. Then ask students to write it up as if they were feeding back about a football match. Some of the class could tape record the commentary (John Motson style) then these could be played back at the end. Who scored (did well in the topic), any own goals? What about the manager's (teacher) position/tactics?

Multiple Intelligence(s): L, K, V/S Emotional Intelligence(s): SS,M,E

28. Slam Dunk

A toy basket ball hoop could be placed on a wall. When someone gets a particular answer right they can be asked to 'slam dunk' the ball in the hoop or the teacher could do it for them! The teacher could keep a running total of all the right answers that the class has got this term. This could encourage 'beating the current record' by how many we can get right in two minutes, how many in a lesson/week etc.

Multiple Intelligence(s): L, K, V/S Emotional Intelligence(s): SS,M,E

29. Musical Review

Here we are talking about music in its broadest sense. It could range from scriptong and performing a musical about the rainforests to rapping the criteria for the relocation of industry, to chanting out scientific principles like football chants.

Even swapping the words of well known songs or nursery rhymes with the information that needs learning can be effective.

Learning Style(s): V,A Multiple Intelligence(s): M, L Emotional Intelligence(s): SS,M,E

30. Maths Solutions!

A very creative way of using mathematical/logical intelligence is to apply it in areas where students are unfamiliar. How would someone like Einstein turn a story into an equation, say. He may take Macbeth and turn it into a series of formulae written on a huge board in chalk.

e.g. Macbeth would be M, Lady Macbeth could be LM. So $M + LM = \text{Dangerous Power}$. Try this one:

$$M - KD = (KM)$$

(Macbeth minus King Duncan equals King Macbeth – but not for long, so put in brackets.)

Multiple Intelligence(s): M/L, L, V/S Emotional Intelligence(s): SS,M,SC

31. Feelings ..

Ask questions to students that get them to empathise with a character or even with an object or collection of atoms! This could range from 'How would you feel if you were Lady Macbeth?' to 'How would you feel if you were a tree being cut down in the Amazon?'

These review activities could be brief diary entries from the character or even writing up the results of an experiment from the point of view of one of the things you were experimenting on. One way I have heard about involves writing up the results of dropping lithium into a pot of water from the point of view of the lithium in the form of a letter home. 'Dear Mum, yesterday I fell into a pot of water and you'll never guess what happened ...'

Multiple Intelligence(s): Intra, L Emotional Intelligence(s): SA,E

32. Answering the question before last...

This review activity involves the students playing a game at the end of the lesson in two large teams. The teacher reads out the questions (end of topic/lesson review) and the students attempt to answer the question before last. So the first question will not require an answer the second question will require the answer to the first and so on.

Multiple Intelligence(s): Inter, L Emotional Intelligence(s): SA,SS

33. Describing pictures

Pupils use descriptions that they have generated about some photographs (e.g. geography context). One pupil volunteers to read out their description; others have to **guess which picture** they are describing. Repeat the process. You can then ask the pupils to write down three rules for good geographical descriptions.

Multiple Intelligence(s): Intra, V/S, L Emotional Intelligence(s): SC, M

34. Photomania

Use a large photograph your board to either generate questions (quantity should be encouraged) or links between that question and a concept/topic. You choose who wins e.g. most questions generated or finds most links/best explained link.

Multiple Intelligence(s): Intra, V/S, L Emotional Intelligence(s): SC, M

35. Blue Label

Example: How a volcano works

Project a large diagram of the cross-section of a volcano onto a board. Pupils are given cards with the names of different parts of the volcano. Pupils take it in turns to come out and **blue-tak labels** in the correct place on the diagram. This exercise could be done with an interactive white board.

Multiple Intelligence(s): K, L, N, M/L Emotional Intelligence(s): M

36. Sentence string

Start off a series of sentences and then choose a pupil to repeat what you have said and then add another section. This continues around the room.

Multiple Intelligence(s): Inter, L Emotional Intelligence(s): E, M, SC

37. Human graph

Get students to reproduce a bar graph on line graph (string may help) by using their bodies. Different groups can direct the class accordingly. Lots of space and a digital camera may be needed for this one.

Multiple Intelligence(s): Intra, L, K Emotional Intelligence(s): E, M

38. Hangman

Review key terms used in a topic or the course with this traditional game. A derivative of this could be Team Hangman to add some competitiveness. Having some of the students take the role of scribe will add variety.

Multiple Intelligence(s): Inter, L, V/S Emotional Intelligence(s): M, E, SS

39. Anagrams of key words

The anagrams could be devised by the teacher or the class to test other groups/partners. A possible way of making this more tactile is blue-tak the anagram up on a board and see how long it takes teams to move the letters around. Some clues could be given if students are stuck after a few minutes but not before they have had some good thinking time!

Multiple Intelligence(s): Inter, L, K Emotional Intelligence(s): M, SC

40. Odd one out

Pictures or words could be put on board for students to compare and contrast. Again, a points system would be good to use for competitiveness.

Multiple Intelligence(s): V/S, Inter, L Emotional Intelligence(s): M

41. Single question (Like what's my line)

e.g. who / what am I? (by you or pupils)

e.g. I have 4 sides
I have one pair of parallel sides
I have no lines of symmetry
What am I?

Multiple Intelligence(s): Inter, L, V/S Emotional Intelligence(s): M, E, SS

42. Question / Answer Chain

Aim to complete a question chain – like The Weakest Link. See if the class can beat their own record. This could be an excellent way of reviewing questions from previous topics as well as the one being studied.

Multiple Intelligence(s): L, M/L Emotional Intelligence(s): SC, M

43. Bingo

Put answers or questions in squares e.g. on a 4 by 4 grid. These could be characters in a play, theorists etc.

Maths application - Number of lines of symmetry etc.

Multiple Intelligence(s): Inter, L, M/L Emotional Intelligence(s): M

44. Whiteboard Wipe-out

This is to be used with the use of the interactive whiteboard. The pupils are given a summary of the lesson in word processed format on the board. They will each be asked to fill in the blank spaces using a variety of words that are listed underneath. Students could come to the front to complete this.

Multiple Intelligence(s): K, L Emotional Intelligence(s): M, SC

45. Chinese whispers

This is done to reinforce that concept that too many people involved in an organisation can produce a garbled message. This can also be useful to explain the importance of communication, review and listening.

Multiple Intelligence(s): L, Intra Emotional Intelligence(s): SS, SA, SC

46. Slogan Challenge

This is where the students are taught a lesson in the traditional manner and at the end of the lesson the students will be asked to create a "trendy" slogan to help them remember what the lesson was about in the future.

For example a lesson to teach the calculation of Average Rate of Return on an investment can be given the slogan to help reinforce learning "Things that make you go ARR"

Multiple Intelligence(s): Inter, L Emotional Intelligence(s): M, SS

47. You're out of order!

Sequence game with students (e.g. 6 in a group.)

Students work in groups - arrange events/sequence - stand in order (holding card/POST-IT which represents their word). Students could be given first and last statement and then fill the blanks in between.

Multiple Intelligence(s): K, L, V/S Emotional Intelligence(s): M, SA

48. A - Z subject

26 questions - aligned next to the letter it begins with!

E.g. A _____ INCREASING SPEED.

Multiple Intelligence(s): L, V/S Emotional Intelligence(s): SA, M

49. Acting out dialogue - in pairs.

Ask pairs or groups to role play a situation and have a discussion or act it out.

Multiple Intelligence(s): K, L Emotional Intelligence(s): M, SA

50. Dialogue circle

5 people ask and answer questions in turns. Students could find interesting ways of finding the order of questions e.g. largest/smallest hands/feet start. This ensures that everyone stays involved.

Multiple Intelligence(s): L, Inter Emotional Intelligence(s): M, SS

51. String me along

Discussion based plenary which can be run either standing up or sitting down. A ball of wall or string is needed. The person who starts the discussion holds the string and passes it to the next person who wants to speak. This is good for getting students to encourage others to speak and ensures the whole group is involved.

Multiple Intelligence(s): K, L, V/S, Inter Emotional Intelligence(s): M, SC

52. Spot the Mistake (Beat the teacher)

Teacher summarises a topic or lesson with a number of deliberate mistakes, say 5. The students have to spot the mistakes and indicate what the actual answer is.

Multiple Intelligence(s): V/S, L Emotional Intelligence(s): M, SA

53. Text message

Students to review the learning in the form of a text message. They can then write these on POST-Its and 'text' each other by going to others in the class. They get 200 points from each person who fully understands their text or 100 points if it is partially understood.

Multiple Intelligence(s): K, L, V/S Emotional Intelligence(s): M, SA

54. Postcards

Bring in some blank or actual picture postcards. The students review the lesson by writing a postcard to a friend/family member – they could be real or fictional. Some could be read out at the end or exchanged between class members.

Multiple Intelligence(s): K, L Emotional Intelligence(s): M, SA

55. Thinking ABC's

Use numbers and letters to stimulate thought and memory. For instance:

26 = L _____ in the A _____

Teachers could create some subject specific Thinking ABC's. Students could be asked to produce some as well!

Multiple Intelligence(s): V/S, Ling Emotional Intelligence(s): M, SC

56. SCAMPER

SCAMPER is an acronym for Substitute (use or do instead?); Combine (join or put together?); Adapt (change or do differently?); Magnify/Minify (make larger or smaller?); Put to other uses (another way/purpose?); Eliminate (take away or do without?); Reverse/rearrange (different order or view?).

The SCAMPER thinking skills technique can be used to generate creative solutions or problems! For instance, redesigning products such as mobile phones, alternative endings to stories or suggested sequels, re-visiting historical situations and exploring alternative scenarios.

Multiple Intelligence(s): V/S, Ling Emotional Intelligence(s): M, SC

57. Exit jeopardy

Give the answers key points that the pupils should have learned that lesson. Pupils have to raise their hands to give the question (as in the TV series jeopardy). If they are correct they get to leave.

If not they are frozen out for the next question.

With lessons that have been skills-based rather than content driven, one right answer gets the table/row that the pupil is sitting with on the road to freedom!

Multiple Intelligence(s): K, L Emotional Intelligence(s): M, E

58. Mind blowing

Write the topic for the lesson in the centre bubble of a mindmap on the board. Pupils must volunteer to add to the mindmap and are given the board pen to write their suggestions. If it is acceptable they can pack away their belongings but must not leave until the mindmap is completed by everyone in the group adding a suggestion.

This can be left on the board for the recap next lesson to aid the starter.

It gets hard towards the end so the pupils are usually pretty keen to volunteer early next time!

Multiple Intelligence(s): K, V/S, Intra Emotional Intelligence(s): M, SA

59. How well did we do?

This can be useful for product evaluation at the end of a practical session. Groups can display products and field a Q/A session about the process and results. This would be verbal preparation for written evaluation (homework).

Multiple Intelligence(s): Intra, L Emotional Intelligence(s): SC, SA

60. Call my bluff

In 3s, students are given a key word and have to come up with the correct meaning and two false meanings. The other groups have to spot the right answer.

Multiple Intelligence(s): L Emotional Intelligence(s): M, SA

61. Bloomin Jungle

Plan a series of questions. Start with a knowledge type question, then understanding, through to application, analysis, synthesis and evaluation. Display on board/OHP/cut up cards and jumble them up. Students then put them in order of difficulty and have to justify their choices. The students then write the objectives of the lesson based on questions.

Multiple Intelligence(s): K, L, Intra, V/S Emotional Intelligence(s): M, SA, SC

62. Explain it!

Write a key word/term on a wipe clean card. Pupils write an explanation of it and then pass it to the next pupil who adds anything that is missing. The class decide if the description is complete. The same thing could be done as a game of consequences with each pupil giving a description without seeing the previous one. After 4-5 entries the paper is read and the class decide which is the best explanation.

Some of these activities could be played as a game with points scored and a prize given. Others may be kept to a small group of pupils and exchange of ideas/information shared. This may be more appropriate for lower ability pupils and could be a way of peers helping each other.

Multiple Intelligence(s): K, L, Intra Emotional Intelligence(s): M, SA

63. Twisters

A plenary which uses paper folded into squares and triangles. Instead of asking for favourite colour etc. students can write review questions and test each other on a topic.

Multiple Intelligence(s): K, L, Intra Emotional Intelligence(s): M, SC

64. Eyes wide shut!

Students close eyes and visualize 5 key words or concepts from the lesson (2 minutes). After the allotted time the student should discuss their thoughts with a partner.

Multiple Intelligence(s): L, Intra Emotional Intelligence(s): SC, SA

65. Write, write, write

Write the key words from the session a number of times while a piece of music plays. The teacher should choose the piece of music carefully and use the same piece for the same topic review weeks or months later. Note: This piece of music may become a useful memory trigger in the exam hall!

Multiple Intelligence(s): K, L, M Emotional Intelligence(s): M, SC

66. Wrong hand

Write the key words from a topic using the hand that you do not usually write with. This could be repeated a number of times as above. Encourage students to use this method for revising the same topic.

Multiple Intelligence(s): K, L, Emotional Intelligence(s): SC, SA

67. Mind Movies

Pupils close eyes. Read part of a short story or passage to class. Tell them to imagine what is happening in their mind. When you have finished reading, tell pupils to keep their eyes closed and continue to 'run the movie' in their minds for one minute. Take feedback from class about what happened in their mind movies.

Multiple Intelligence(s): V/S, Intra Emotional Intelligence(s): SC, M

68. Snowball

This is like 'teaching by asking' above. Instead of starting by 'teaching by telling', you ask a question that leads to what you want students to learn. Then:

- (1) each individual writes down their thoughts without reference to others,
- (2) students then share what they have written in pairs or threes
- (3) Optionally the pairs or threes combine to create larger groups which again compares their answers, and then agrees a group answer.
- (4) The teacher asks each big group in turn for one idea they have had, and writes the useful ideas on the board, perhaps saying a little in support of each idea.

This can be done physically by actually throwing around bits of paper.

Multiple Intelligence(s): Ling, Inter, Intra Emotional Intelligence(s): SS, E

69. Transformation

Students are given text in one format and are asked to present it in another. For example a health leaflet could be turned into a newspaper report, or a set of instructions could be turned into a statement about how the device works and when it would be useful. A chronological account could be reformulated under given, non-chronological headings etc.

Multiple Intelligence(s): V/S, Ling Emotional Intelligence(s): SC, M

70. Headings

Students are given a handout with no headings or subheadings, but with space for these. Students read the handout and decide headings *that summarise what follows in that section of text in the form of a statement*. This produces headings such as 'The heart is a blood pump'; 'The heart has four chambers'; 'Arteries take blood from the heart'. Etc.

You can of course adapt an existing handout by removing existing headings, and or by asking students to write a 'heading' for each paragraph in the margin.

You can do this activity the other way round, that is provide the headings and ask students to find out about each heading and then write a short section on this. This is a good way of structuring independent learning.

Multiple Intelligence(s): V/S, Ling Emotional Intelligence(s): M, SC

71. Decisions-Decisions

Students, working in pairs are given a text or watch a video etc, along with:

- 'Summary cards' which purport to summarise key points from the text, some of which are true and some of which are false: e.g.
 - The left ventricle feeds the lung
 - Heart rate is measured in beats per minute, and if you are very fit your heart rate will probably be lower than average.
- 'Consequences cards' which state consequences of the facts given in the text. These consequences are not actually stated in the text itself. Again some are true and some false E.g.
 - If you blocked the left ventricle no blood would get to the head
 - Furring of the arteries would usually raise blood pressure.

The pairs of students must decide which cards are correct, and what is wrong with the incorrect ones. This is a greatly enjoyed activity with the atmosphere of a game.

Multiple Intelligence(s): V/S, Ling Emotional Intelligence(s): M, SC

72. Student Presentation

Students prepare a presentation on a topic in groups. It helps if the topic being studied can be divided up so each group presents a different sub-topic. Don't tell students what their subtopic is until after they have studied the topic as a whole, to ensure they do not overspecialise. Students could study the material using one of the other strategies described here.

Multiple Intelligence(s): V/S, Ling Emotional Intelligence(s): M, SC

73. Explaining Exemplars (Carroll 1994) – For skills teaching

An exemplar is a model of good practice or worked example. This strategy can be used in almost any subject from mathematics to craft catering. Try it with calculations, written work, exam question answers, case studies, assignments, essays, craft artefacts etc.

1. Give pairs or small groups of students examples of good practice, and perhaps some examples of bad practice or examples containing a few common errors. They may have the same, or different exemplars.
2. After examining and discussing it, each group critically appraises the exemplar to the rest of the class. This might focus on the methods used to create the exemplar as well as its quality. They could 'mark' the work, either informally or against agreed criteria.
3. Get the students to summarise general statements of good practice.

Exemplars in pairs:

This strategy will be explained by example. It could be used with any subject:

1. Each pair of mathematics students is given the same four worked examples. The examples solve slightly different problems or use slightly different methods, and are correct in each case.
2. Each individual student takes two of the four worked examples. They study these, and prepare to explain and justify the method to their partner.
3. Students explain and justify their examples to their partners
4. Together the pairs agree 'How to do it' advice.
5. Class discussion to agree 'how to do it'.
6. Students do some similar questions themselves.

You can of course give students worked examples including common errors, and ask them to find these. This works well as a follow up activity.

Carroll's Research into teaching algebra suggests that showing students a large number of varied worked examples can work better than the more common strategy of 'showing them a couple on the board and then getting them to do lots themselves'. This is true even if the amount of time spent doing examples is reduced to make time to look at the worked examples. Low achievers make particularly good achievements.

Examples of work with common errors are instructive and good fun.

Asking students to examine exemplar essays or assignments immediately after completing one of their own with the same tasks is also very instructive.

This strategy is underused, and is particularly helpful for right brain students because it gives students an holistic 'feel' for the characteristics of good work.

Multiple Intelligence(s): V/S, Ling Emotional Intelligence(s): M, SC

74. Peer Teaching – For skills teaching

Explaining: Students explain to each other how they did something, for example, solving a problem. It has been found that students who explain their method to each other learn mathematics much faster than those who do not.

By explaining conceptual relationships to others, tutors define their own understanding.

Question Pairs: Learners prepare for the activity by reading an agreed text, and generating questions and answers focused on the major points or issues raised. At the next class meeting pairs are randomly assigned. Partners alternately ask their questions of each other, and provide corrective feedback on the answers.

Learning Cells: Each learner reads different selections and then teaches the essence of the material to his or her randomly assigned partner.

Multiple Intelligence(s): V/S, Ling Emotional Intelligence(s): M, SC

75. Snowballing questions

Students are given resources on the topic to be learned along with past paper questions or multiple choice tests. The questions should require more than just copying answers from the resources.

Students work on the resources and the questions individually or in pairs. It sometimes helps curiosity and focus of the student's reading if they read the questions before studying the resources.

Students combine individuals into pairs, or pairs into fours. They compare answers to the questions and combine their work to produce a 'best answer' without further consultation of the reading unless really necessary. This promotes discussion, requires student to justify their points of view, which encourages good learning.

Students are shown the answers with any reasoning or working made clear, and then mark or score themselves.

Multiple Intelligence(s): V/S, Ling Emotional Intelligence(s): M, SC

76. Out Loud!

Ask students to work in pairs or small teams to reconstruct a model of a system or process while talking out loud what they are doing, why, and how everything works. (The teacher should facilitate by asking questions to draw them out while this is going on). Components of the system could be magnetic-backed on a whiteboard, Velcro-backed on fabric, flat on a table top or floor, or 3-dimensional on a table top.

Multiple Intelligence(s): V/S, Ling Emotional Intelligence(s): M, SC

77. Compare and Contrast

Comparing and contrasting has been found to improve students understanding of the topics compared by much more than one grade. It is a preferred method for helping students to clarify concepts that are often confused, or poorly understood.

Students are put in pairs or small groups, and are given a grid like the one below (only much bigger!) on flip chart or A3 paper. They work in groups to make a bullet pointed list of important similarities and differences between the two concepts. They can work from previously unseen, or from other notes to do this. Clearly this could be used in any subject to help teach almost any pair of similar concepts. For example:

- Fractions and Percentages
- Charles I and Charles II relations with Parliament
- Osmosis and diffusion
- Shares and Bonds
- Commas and semicolons
- Etc

	Similarities			
Comparing Kinetic Energy and Momentum	They both:			
	Differences			
	Kinetic energy...	But Momentum...	Momentum...	But Kinetic energy...

Multiple Intelligence(s): V/S, Ling Emotional Intelligence(s): M, SC

78. Art Contest

Students can be placed into pairs or teams to create works of art to review learning material. These can be in the form of some of the pictograms described earlier in this booklet. Of course the teacher has some great display materials that arise out of this.

Multiple Intelligence(s): V/S, Nat, Emotional Intelligence(s): M, SC

79. Acting out a System

Assign people roles to play in a system or process and have them act the whole process out. This can be useful for teaching students about the human body, computer concepts, geographical terms etc.

Multiple Intelligence(s): Kin, Nat Emotional Intelligence(s): M, SS

80. Concentration

Put students in pairs. Give each pair a deck of cards, half of which contain terms and half of which contain associated definitions of those terms. Have the partners shuffle the deck, place the cards face down in a matrix, and play *Concentration*. The person with the most matching pairs “wins”.

Multiple Intelligence(s): V/S, Ling Emotional Intelligence(s): M, SC

81. Musical Questions

Give students each a card. Ask them to print on the card a question they have about the materials just covered and to not sign their name. While music plays, ask them to keep passing the question cards to the right until the music stops. Then give them a set amount of time to research the question that they are holding at that point, using any person or document in the room as a resource. Then debrief.

Multiple Intelligence(s): Kin, Ling Emotional Intelligence(s): SA, SC, SS

82. Question & Move

After or during a teacher presentation part of a lesson, have each person write down three or more questions they have about what was just covered. Then ask students to get up and wander around the room, ask each other questions until they find the answers (to ensure that all students are involved ask students to initially find people near to them in the register). Then debrief.

Multiple Intelligence(s): Kin, Ling Emotional Intelligence(s): M, SS, SA

83. Questions Only

Pairs of students ask only quick fire questions to each other. Points are lost for hesitation, repetition or answering a question.

Multiple Intelligence(s): Ling Emotional Intelligence(s): M, SS, SA

84. Physical Jerks or Physical Theatre

Get students to demonstrate a moving concept (e.g. how blood flows in and out of the heart, the movement of a river or rotational symmetry) by working as a group to reproduce that movement. Physical theatre!

Multiple Intelligence(s): Kin, Ling Emotional Intelligence(s): M, SS, SA

85. Speed dating

Players are lined up against a partner. They each have a minute to say what they know about the topic or raise any questions. After a minute a bell or other signal will mean that the players on one side move to a new partner to their left or right and so on. This game can also be used as an icebreaker where players start by introducing themselves.

Multiple Intelligence(s): Kin, Ling Emotional Intelligence(s): M, SS, SA

86. Karate Maths (or English ...)

Ask students to demonstrate mathematical concepts with their arms using loud Karate moves. This game is at its best when the teacher gets in role. This can be equally as good for remembering different forms of punctuation with appropriate sound effects.

Multiple Intelligence(s): Kin, Ling Emotional Intelligence(s): M, SS, SA

87. Post- It Head

Stick post-IT notes on students' heads and get them to guess who they are by asking questions. It's a bit like what's my line. But more visual and also improves memory. The only answers possible are "YES" and "NO". Examples could be "what character am I?" etc.

Multiple Intelligence(s): Kin, Ling Emotional Intelligence(s): M, SS, SA

88. Verbal Tennis

Students sit facing each other and try to score points based on tennis scoring by coming up with words within a topic e.g. film titles. As soon as hesitation or repetition occurs the opponent gets the points.

Multiple Intelligence(s): Ling Emotional Intelligence(s): M, SS, SA

89. Venn Diagrams

Ask the class to use a Venn Diagram as a thinking tool. Each circle can be labelled to force confusion e.g. Sport and war, genetic and environmental etc.

Multiple Intelligence(s): Ling Emotional Intelligence(s): M, SS, SA

90. Get Shirty

Students wear T shirts or sugar paper tabards in this game. They have to reposition themselves to demonstrate understanding e.g. get yourselves in order of largest to smallest number, what happens when this number is multiplied by 10 etc.

Multiple Intelligence(s): Kin, Ling Emotional Intelligence(s): M, SS, SA

91. Back to Back

This is a great game to explore how listening can be improved. Students work with a partner and are instructed to start back to back with a partner, then hands to hands, elbows to elbows etc.

Multiple Intelligence(s): Kin, Ling Emotional Intelligence(s): M, SS, SA

92. The Uninvited Guest

Give a student the challenge of demonstrating a concept through the way they behave. For instance a student can be asked to leave the class and return with the secret message that they are now magnetic. The rest of the class have to guess what they are trying to demonstrate.

Multiple Intelligence(s): Kin, Ling Emotional Intelligence(s): M, SS, SA

93. Pictograms

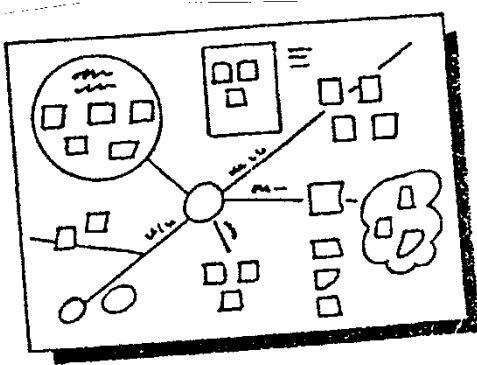
Pictograms of all kinds can be used in the latter stages of lessons. They can take many forms, but they all have in common the use of colour and embedded graphics (pictures, doodles, and visuals of all kinds used alongside verbal information). Pictograms can be produced on plain white paper, on flipcharts, on large wall murals, or on 3-dimensional objects.

Types of Pictograms

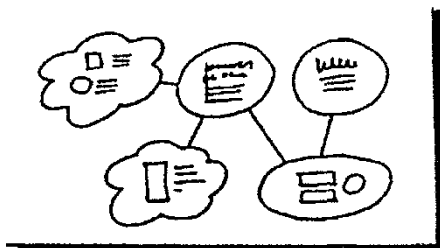
(a) Mindmap – this is a very popular and widely promoted form of information graph. It's an embellishment of an old technique known as the spider graph. The idea is to start in the middle of a piece of paper with a topic name or key idea and radiate out from it. Tony Buzan suggested enhancing this form by adding colour and images. To show sequence, the mindmap can start at one o'clock and proceed clockwise. Connections and relationships are easy to spot in this form, and can be added at any time anywhere on the mindmap.



(b) Notemap – this can take the spider graph form like mindmaps, but with post-it notes or “stickums” that can be moved around when trying to decide where ideas fit. You can make your own post-it notes in any shape, add the information (using colour and graphics where appropriate), and post it on the notemap. Permanent categories and other information and graphics not subject to being moved around can be written and drawn directly on the notemap background.



(c) Clustergram – when appropriate, ideas can be clustered in separate categories using clouds, balloons or oval shapes. The clusters can then be related to each other by connecting lines. Subordinate clusters can be connected to the main clusters. Different colours can be used to distinguish different clusters or to distinguish related information in each cluster.



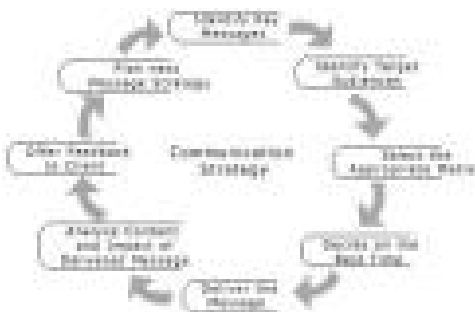
(d) Column Graph – this may be appropriate for those situations where the information is in careful sequence. One drawback is that it is difficult to show interconnections and branching possibilities in this format. Nonetheless, colour, embedded graphics, pictures, and icons can make this appealing.



(e) Flowchart – this format can be useful for determining and displaying processes and procedures. Computer programming symbols can be used, enhanced with colour and images.



(f) Circle Graph – processes and components can be displayed in a circle. Interrelationships and branching capabilities can be indicated by connecting lines.



(g) Window Graph – you can divide a paper into 4,6,9 or 12 “panes” and put appropriate verbal and graphical information in each pane. This may be useful for showing sequential information (read the panes left to right like writing) or information that is not sequentially dependent.

Multiple Intelligence(s): V/S, L, Intra Emotional Intelligence(s): SA,M

94. PMI

An Edward De Bono created method of decision making.

Plus	Minus	Interesting

Spend exactly one minute on:

Plus – what went well, positives.

Minus – what went badly, what’s wrong.

Interesting – any interesting questions or thoughts that have popped into your head.

Multiple Intelligence(s): K, L, V/S Emotional Intelligence(s): M, SA

95. Box Me In.

This is a silent activity. Sit as close together as possible. You may have to move a chair and use one desk between you for this game. You each need a pencil; you need one piece of paper between you.

Put four dots across the page about an inch/2.5 cm apart, then put four dots going down, then fill in the square. You will have 16 dots altogether. **Model on board: a 4-by-4 square made up of dots.**

Here’s the game. Decide who will start. **Wait until they decide.**

Starter connects any two dots to make a straight line. Then the other person connects two dots, and so on. Here’s the trick. The boxes represent little jails. You want to stay out of them. That means you do **NOT** want to be forced to draw the last line that completes a box. If you do, you must put your initial **IN** that box—go to jail—and take another turn. The person with the **LEAST** number of initials in boxes is the winner, because he/she has been to jail the least number of times.

Multiple Intelligence(s): V/S Emotional Intelligence(s): M, E, SC

96. Never-ending Line

Each pair of you should have one sheet of unlined paper and one pencil. You and your partner are to create an interesting picture—but there’s a catch. Once you put the pencil on the paper, you cannot lift the pencil again until I give the Stop cue.

Your picture will be made from one continuous, never-ending line, and you’ll take turns making it.

Every time you hear my cue, exchange the pencil. The person receiving the pencil picks up where the partner stopped and keeps going.

But there’s another catch. You can’t discuss what you are making. **Model or give an example using students’ names.**

Cue to start. Cue every five seconds or so, for up to two minutes.

Now you and your partner have 20 seconds to decide what your picture is. Then we’ll quickly share.

Multiple Intelligence(s): V/S Emotional Intelligence(s): M, E, SC

97. Shared Pen Stories

Pair students and provide a single piece of blank paper per pair; consider pairing heterogeneously (not always “the person next to you”).

You are going to write a (story, sentence) together, but you cannot talk about what you are going to write.

I will give you a topic, then partner A will start writing whatever comes to mind.

When (I provide the stop cue; e.g., clap, whistle) partner B will take the pen and continue on from where A left off.

Remember----- no talking. You just have to guess what your partner might have been going to say.

When a thought is finished, put a period after it and continue writing until the cue.

Provide the cue approximately every ten seconds. (This may need to be adjusted according to the students’ age.)

When I tell you to stop, you will read over what you have written together and be prepared to share.

Debrief: Share your sentence/story with another pair (or whole class). How good were you at figuring out what your partner was thinking?

Writing ideas - Pet peeves, Sisters or Brothers, Homework, Friends

Multiple Intelligence(s): V/S Emotional Intelligence(s): M, E , SC

98. 5,4,3,2,1

Get students to sit with their back to the board. On the board is a list of five key terms. The students are given a topic (related to the terms on the board) to talk about for sixty seconds. Each time they mention one of the key terms listed they score a point. The class can be divided into two teams to add a competitive edge and they could give advice if the student in the hot seat is struggling. Alternatively the whole class can be given whiteboards and they can compete individually.

Multiple Intelligence(s): Ling Emotional Intelligence(s): M, SS, SA

99. You say we pay

Two students play the role of Richard and Judy with their backs to the board. The teacher puts a key term on the board and the students have to guess it from the clues that the clues give them.

Multiple Intelligence(s): Ling Emotional Intelligence(s): M, SS, SA

100. Family Fortunes

The class are divided into two teams of five students. After a game of dual to determine who goes first the two teams try to get the answers that can be revealed on the whiteboard or by the teacher. Each team take it in turns to get the list and they have three lives. When their lives are up the opportunity to get what is on the list goes to the other team.

Multiple Intelligence(s): Ling Emotional Intelligence(s): M, SS, SA

101. Blankety Blank

Showing our age this one! A great game to play with whiteboards. The students complete a sentence on their boards. As a 3 Minute Motivator this could be scored out of five. For example, “what BLANK is the name of the top part of an equation?” etc.

Multiple Intelligence(s): Ling Emotional Intelligence(s): M, SS, SA