**Ideas for lesson starters and plenaries**

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**Tasks on arrival**

When incorporated routinely into lessons, tasks such as those below can set the pace of the lesson to follow through immediately engaging pupils in individual or paired work. They also afford teachers the opportunity to greet pupils individually, manage entry to the classroom and settle the class quickly. A more probing lesson starter activity can then follow.

* With exercises books already out on desks, ask pupils to read comments the teacher has made and write a response focussing on their next steps.
* Unscramble the key words on the board
* Pupils are asked to prepare two questions each they would like answering about the previous lesson.
* On the board are three answers from last lesson. What were the questions?
* With sheets already out on desks, pupils are asked to circle deliberate mistakes in the picture/diagram/text etc.

**The DfES guidance**

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**Starters**

Starters are about purposeful, whole-class, interactive teaching which involves all

pupils. They:

are essentially active in nature and get the lesson off to a flying start;

focus on an appropriately demanding pace in thinking and learning rather than on the business of activity;

provide thought-provoking and engaging beginnings to lessons;

are not 'compulsory' but can add greatly to a lesson's effectiveness;

can be used to create lively introductions and are the first stage in meeting the key lesson objectives;

can include brief, small-group activities prior to whole-class work;

can be used for 'little and often' teaching of skills;

can be planned as a sequence of discrete units to build knowledge, understanding and motivation over a series of lessons;

exploit prime learning time - pupils are often at their most receptive at the beginning of lessons and concentration levels are high, yet this time is often devoted to administrative and organisational tasks.

**Plenaries**

* Plan for the plenary as a distinct element of the lesson but specifically designed to help deliver the lesson's key objectives.
* Choose the type of plenary which best fits the lesson's purposes.
* Ensure that pupils feel confident and expect that they will all contribute to the session.
* Provide opportunities for pupils to review and clarify their learning.
* Allow and encourage reflection on **what** has been learned and **how.**

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* Use varied strategies rather than a repeated routine (remember the kinaesthetic learners).
* Extend pupils' feedback by probing and extending questioning. This is to avoid low- level reiteration.
* Synthesise in order to be explicit about big concepts and to aid transferability.
* View the plenary as a key means of delivering progression - make sure the plenary draws out the progress made in the current lesson and extends thinking further, particularly over a series of plenaries.
* Develop pupils' strategies to organise and remember what they have learned.
* Build up a 'meta-language'; a language to help pupils talk about their thinking and learning in a way which helps them with future challenges.
* Make sure the place of the plenary is secure (ensure time allocated is not swamped by other activity).

**Some generic starter activities**

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**Mindmapping**

On entry, pupils are given a sheet with the main concept of the lesson printed in the centre. They have one minute to produce as many key words relating to the topic as possible. Take feedback.

**Ordering**

Pupils arrive at their desks to find cards showing (in text or graphic form) key concepts relating to the topic to be covered in the lesson. They have to arrange them in order of importance/chronology/characteristics etc. Take feedback.

**Odd one out**

Pupils arrive to find a number of pictures (or statements) on the board. They are asked to discuss in pairs which is the odd one out and to be able to justify their conclusion. Take feedback

**Recall**

Once seated, pupils watch the teacher produce ten resources/tools/key words from a bag. The teacher names and describes each item and replaces them in the bag. Pupils are then asked to name as many as possible in thirty seconds.

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**English**

**Loop dominoes**

Groups or whole class. One ‘domino’ card is given to each pupil. Each ‘domino’ has a question on it and the answer to a different question. The answer to the last question leads back to the first. Pupils have to order the dominoes correctly.

**Pelmanism**

Cards with a dictionary definition and corresponding word are placed face down in front of pupils. They turn over two at a time trying to match the pairs.

**Continuum**

An imaginary line is made across the front of the room. The ends represent opposing points of view. Pupils place themselves at an appropriate point along this line, justifying their decision. This activity can be revisited as a plenary to see whether opinions have changed as a result of the lesson.

**Who am I?**

Pupils stick the name of a character from a book on their forehead. They ask a partner questions about an element of this character to find out who they are. This can be done in pairs or by mingling throughout the classroom.

**Follow on**

A pupil gives a statement or sentence. Another pupil has to come up with a statement or sentence related to the same topic which begins with the last letter of the previous offering which develops the argument/discussion.

**Pupils in role**

Pupils work in groups to physically recreate a picture (e.g. of politicians campaigning, or fox hunters meeting demonstrators). In role, pupils answer questions from their peers about what has happened, how they feel and why they feel this way. Pupils go on to frame their positions through persuasive writing.

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# Maths

**Show me**

Pupils are each given a whiteboard pack (mini whiteboard, pen and wipe) and are asked to show their responses to a series of mental arithmetic questions from the teacher.

**Algebra dominoes**

In small groups, pupils play dominoes using pre-prepared algebraic cards. Pupils have to solve the problem on the cards and agree this solution with their peers in order to play the game.

**Question sort**

Sets of questions on a topic are printed on cards increasing in difficulty. Pupils individually sort these cards into ‘can do’, ‘can’t do’ and ‘not sure’ piles. In pairs, they then discuss why the cards are in particular piles and try to support each other in understanding how to tackle those questions in the latter two piles. The teacher is able to move around the room to support the process and get a feeling for difficulties uncovered, particularly those common to large numbers of pupils.

**Odd one out**

Pupils are given a sheet with sets of terms and/or vocabulary related to the topic. In groups, they identify which is the odd one out and justify their decisions. This may relate, for example, to categorising length/weight/mass etc. The teacher is able to move around the room challenging the reasoning, or allowing groups to feed back to the whole class.

**List, group, label**

Pupils list all terms relevant to a topic, or brainstorm them onto the board/OHT. In pairs, they sort and group them, devising their own title for each group. Providing post-it notes helps pupils to physically move the terms and helps maintain clarity. The feedback allows the teacher to see how pupils justify their groupings and, thus, the level of understanding of individual pupils.

**Science**

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**Verbal tennis**

In pairs, pupils take turns to come up with associated words (for example, names of metals, or lab safety precautions). Hesitation or failure to follow on loses a point in the game. This can also be done in groups of three, including a referee, or as a whole class activity.

**Back to back**

Pupils are in pairs, sitting back to back or side by side. One pupil has a picture (which is concealed from the other) and describes it to the other who must reproduce and identify it. This is particularly useful for basic apparatus assemblies, and works well with specific diagrams, for example, the digestive system/electrolysis experiment.

**Visual stimulus**

The teacher provides an artefact but without any explanation. This might be a simple pinhole camera and resultant image, for example. Pupils individually list three questions they would like answering about the artefact. Working in pairs, pupils try to answer and/or speculate on each other’s questions, identifying what other information they might need to form an answer. The questions can then be revisited as a plenary to ensure that pupils are able to answer the questions they devised.

**Odd one out**

Pupils are given a sheet with sets of scientific terms and/or vocabulary related to the topic. In groups, they identify which is the odd one out and justify their decisions. This may involve identifying groups/categories, such as solids, liquids, gasses, metals etc. The teacher is able to move around the room challenging the reasoning, or allowing groups to feed back to the whole class.

**Sequencing**

Diagrams are cut up into steps/stages (e.g. an experiment undertaken in a previous lesson). Pupils are given a stage each and their group has to put themselves in the correct sequence. The original, complete diagram can be used for summarising, and teachers can use a variety of questions to maintain interest and challenge pupils.

**ICT**

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**Question sort**

Sets of questions on a topic are printed on cards increasing in difficulty. Pupils individually sort these cards into ‘can do’, ‘can’t do’ and ‘not sure’ piles. In pairs, they then discuss why the cards are in particular piles and try to support each other in understanding how to tackle those questions in the latter two piles. The teacher is able to move around the room to support the process and get a feeling for difficulties uncovered, particularly those common to large numbers of pupils.

**Odd one out**

Pupils are given a sheet with sets of terms and/or vocabulary related to the topic. In groups, they identify which is the odd one out and justify their decisions. This may relate, for example, to the processes involved in saving a scanned image and sending it as an email attachment. The teacher is able to move around the room challenging the reasoning, or allowing groups to feed back to the whole class.

**List, group, label**

Pupils list all terms relevant to a topic, or brainstorm them onto the board/OHT. In pairs, they sort and group them, devising their own title for each group. This may include processes peculiar to word processing/spreadsheets/databases etc. Providing post-it notes helps pupils to physically move the terms and helps maintain clarity. The feedback allows the teacher to see how pupils justify their groupings and, thus, the level of understanding of individual pupils.

**Sequencing**

Processes are cut up into steps/stages (for example, producing a graph from a spreadsheet). Pupils are given a stage each and their group has to put themselves in the correct sequence. An original, complete diagram can be used for summarising, and teachers can use a variety of questions to maintain interest and challenge pupils. This can be done in groups or as a whole class, depending on the nature of the topic and resultant number of stages in the process being explored.

**Geography**

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**Show me**

Pupils are each given a whiteboard pack (mini whiteboard, pen and wipe) and are asked to show their responses in words or drawing to a series of questions from the teacher. Pupils might be asked to draw Ordnance Survey map symbols, write capital cities, list the environmental causes of …….. etc

**Think, pair, share**

This helps focus pupils on their prior learning and allows the teacher to move around the classroom to scan responses and thus identify what reinforcement needs to take place.

Using whiteboard packs, pupils individually note two things learned last lesson (for example, types of rock; ways in which people damage the environment). They then pair up to discuss and develop their list of four things. Two pairs next combine to list eight items.

**Visual stimulus**

The teacher provides an artefact but without any explanation. This might be a picture of flooding, or a piece of volcanic rock, for example. Pupils individually list three questions they would like answering about the artefact. Working in pairs, pupils try to answer and/or speculate on each other’s questions, identifying what other information they might need to form an answer. The questions can then be revisited as a plenary to ensure that pupils are able to answer the questions they devised.

**Odd one out**

Pupils are given a sheet with sets of geographical terms and/or vocabulary related to the topic. In groups, they identify which is the odd one out and justify their decisions. The teacher is able to move around the room challenging the reasoning, or allowing groups to feed back to the whole class.

**Sequencing**

Diagrams are cut up into steps/stages (e.g. the water cycle, layers of rock). Pupils are given a stage each and their group has to put themselves in the correct sequence. The original, complete diagram can be used for summarising, and teachers can use a variety of questions to maintain interest and challenge pupils. This can be done in groups or as a whole class, depending on the nature of the topic and resultant number of stages in the process being explored.

**Pupils in role**

Pupils work in groups to physically recreate a picture (e.g. of people begging on a street in Manchester or Madras, or of people waist deep in flood water in New Orleans or Gloucester). In role, pupils answer questions from their peers about what has happened, how they feel, what could be done to prevent the situation happening again etc.

**History**

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**Show me**

Pupils are each given a whiteboard pack (mini whiteboard, pen and wipe) and are asked to show their responses in words or drawing to a series of questions from the teacher, for example “What was the name of ……”, “When was……”, “Where did……”, “Who led……” etc

**Think, pair, share**

This helps focus pupils on their prior learning and allows the teacher to move around the classroom to scan responses and thus identify what reinforcement needs to take place.

Using whiteboard packs, pupils individually note two things learned last lesson (for example, why Harold lost the battle of Hastings, key points in Hitler’s rise to power). They then pair up to discuss and develop their list of four things. Two pairs next combine to list eight items.

**Visual stimulus**

The teacher provides an artefact but without any explanation. This might be old photographs, or artefacts used in the slave trade, for example. Pupils individually list three questions they would like answering about the artefact. Working in pairs, pupils try to answer and/or speculate on each other’s questions, identifying what other information they might need to form an answer. The questions can then be revisited as a plenary to ensure that pupils are able to answer the questions they devised.

**Odd one out**

Pupils are given a sheet with sets of historical terms and/or vocabulary related to the topic. In groups, they identify which is the odd one out and justify their decisions. The teacher is able to move around the room challenging the reasoning, or allowing groups to feed back to the whole class.

**Sequencing**

A series of pictures of people working are sorted by pairs/threes into chronological order. Pairs/groups then combine, explain their decisions and reorder as necessary. This approach can help pupils remember patterns and ‘stories’, and is useful in reinforcing prior learning.

**Pupils in role**

Pupils prepare questions for a character (e.g. Hitler, Cromwell, King John). Pupils assume roles and answer the questions. This may require initial modelling from the teacher and steering questions beyond stereotypes to a deeper understanding of motivation etc.

**RE**

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**Blockbusters**

Use OHP and lay it out like a Blockbusters board. Pupils divided into red and green teams. Each team has a captain – only the captain speaks. Greens form line top-bottom, red - right to left. Ask what ‘K’ is? etc according to appropriate question on topic. Cover up with Red or Green card when answered correctly.

**Think, pair, share**

This helps focus pupils on their prior learning and allows the teacher to move around the classroom to scan responses and thus identify what reinforcement needs to take place.

Using whiteboard packs, pupils individually note two things learned last lesson (for example, traditions of Diwali; reasons for different groups of people visiting Israel). They then pair up to discuss and develop their list of four things. Two pairs next combine to list eight items.

**Lucky dip**

Revise a topic by getting the pupils to prepare questions for others to answer. Have cards with numbers written on - "One to however many pupils there are in the class". Give pupils their numbers orally. Shuffle cards. First pupil picks one. That number pupil asks question. The number card at the bottom of the pack answers.

**Odd one out**

Pupils are given a sheet with sets of terms and/or vocabulary related to the topic. In groups, they identify which is the odd one out and justify their decisions. The teacher is able to move around the room challenging the reasoning, or allowing groups to feed back to the whole class.

**Opinions**

Cards produced with issues on, for example, ‘capital punishment’, ‘abortion’, ‘euthanasia’, ‘nuclear war’. Pupils draw a card out of a bag. They then pick one of two cards ‘for’ or ‘against’**.** They are given 5 minutes to prepare an argument to support their position. They then present to the class and take questions.

**Pupils in role**

The teacher shares a photograph of the scene following a bombing in (for example) Jerusalem. In small groups, pupils recreate the scene. In role, pupils prepare statements about how they feel, who they blame etc. In debriefing, the teacher looks at the issues surrounding conflict and belief.

**PSHE**

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**Show me**

Pupils are each given a whiteboard pack (mini whiteboard, pen and wipe) and are asked to show their responses in words or drawing to a series of questions from the teacher. Pupils might be asked to name people who have influence over different age groups, list common forms of peer pressure etc.

**Think, pair, share**

This helps focus pupils on their prior learning and allows the teacher to move around the classroom to scan responses and thus identify what reinforcement needs to take place.

Using whiteboard packs, pupils individually note two things learned last lesson (for example, definitions of happiness; ways in which people can take responsibility for their own health). They then pair up to discuss and develop their list of four things. Two pairs next combine to list eight items.

**Visual stimulus**

The teacher provides an artefact but without any explanation. This might be pictures of different parliaments, or local environmental concerns, for example. Pupils individually list three questions they would like answering about the artefact. Working in pairs, pupils try to answer and/or speculate on each other’s questions, identifying what other information they might need to form an answer. The questions can then be revisited as a plenary to ensure that pupils are able to answer the questions they devised.

**Odd one out**

Pupils are given a sheet with sets of subject/topic specific vocabulary. In groups, they identify which is the odd one out and justify their decisions. The teacher is able to move around the room challenging the reasoning, or allowing groups to feed back to the whole class.

**Pupils in role**

Pupils work in groups to physically recreate a picture (e.g. older people being confronted by ‘hoodies’, or of people suffering the effects of poor diet or smoking in later life). In role, pupils answer questions from their peers about what is happening, how they feel, what could be done to alleviate the issues etc.

**MFL**

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**Show me**

Pupils are each given a whiteboard pack (mini whiteboard, pen and wipe) and are asked to show their responses in words or drawing to a series of questions from the teacher. For example, the teacher might hold up a series of flashcards showing ‘family’ or ‘clothing’, and pupils are required to write the words in the target language.

**Think, pair, share**

This helps focus pupils on their prior learning and allows the teacher to move around the classroom to scan responses and thus identify what reinforcement needs to take place.

Using whiteboard packs, pupils individually note two things learned last lesson (for example, vocabulary for pets, houses, furniture). They then pair up to discuss and develop their list of four things. Two pairs next combine to list eight items.

**Follow on**

A pupil gives a word or sentence. Another pupil has to come up with a word or sentence which begins with the last letter of the previous offering. For example; “*Wie komme ich am besten zum Bahnhof?*” – “*Frankfurt ist in Deutschland…*”

**Odd one out**

Pupils are given a sheet with sets of vocabulary related to the topic. In groups, they identify which is the odd one out and justify their decisions. The teacher is able to move around the room challenging the reasoning, or allowing groups to feed back to the whole class.

**Spot the word**

On the board, the teacher prepares a sentence in the target language, but without any spaces between the words. Pupils have to write the sentence out correctly. For example;

“*jesuisalleenvilleavecmesamisnousavonsachetedescassettesetdeslivresnousnoussommesbienamuse*s” becomes: “*Je suis alle en ville avec mes amis. Nous avons achete des cassettes et des livres. Nous nous sommes bien amuses*.”

**Pupils in role**

Pupils prepare questions for a character (e.g. teacher, doctor, child). Pupils assume roles and answer the questions in the target language. This may require initial modelling from the teacher and steering questions to ensure challenge in the questioning.

**Music**

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**Show me**

Pupils are each given a whiteboard pack (mini whiteboard, pen and wipe) and are asked to show their responses in words or drawing to a series of questions from the teacher. Pupils could draw a staff and might be asked to draw Middle C; a crotchet/quaver etc.

**Think, pair, share**

This helps focus pupils on their prior learning and allows the teacher to move around the classroom to scan responses and thus identify what reinforcement needs to take place.

Using whiteboard packs, pupils individually note two things learned last lesson (for example, methods of conveying tension or joy in compositions, or musical form). They then pair up to discuss and develop their list of four things. Two pairs next combine to list eight items.

**Visual stimulus**

The teacher provides an artefact but without any explanation. This might be an unfamiliar instrument or an extract of a piece of Programme music, for example. Pupils individually list three questions they would like answering about the artefact. Working in pairs, pupils try to answer and/or speculate on each other’s questions, identifying what other information they might need to form an answer. The questions can then be revisited as a plenary to ensure that pupils are able to answer the questions they devised.

**Odd one out**

Pupils are given a sheet with sets of italian terms and/or vocabulary related to the topic. In groups, they identify which is the odd one out and justify their decisions. The teacher is able to move around the room challenging the reasoning, or allowing groups to feed back to the whole class.

**Sequencing**

Part of a score of a familiar piece is cut up into bars. Pupils have to use their ability to read music to put them into the correct order. This can be done in groups or as a whole class, depending on the nature of the piece and resultant number of bars in the process being explored.

**Rhythm clock**

A clock face is drawn on the board, but with short rhythms notated in place of numbers. The teacher first claps one rhythm to represent the minute hand, followed by another rhythm to represent the hour hand. Pupils have to tell the teacher what ‘time’ has been clapped. This can be led by suitably proficient pupils also.

**Art & Design**

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**Show me**

Pupils are each given a whiteboard pack (mini whiteboard, pen and wipe) and are asked to show their responses in words or drawing to a series of questions from the teacher. Pupils might be asked to show which colours mix to produce another colour, or how to draw particular shapes, etc

**Think, pair, share**

This helps focus pupils on their prior learning and allows the teacher to move around the classroom to scan responses and thus identify what reinforcement needs to take place.

Using whiteboard packs, pupils individually note two things learned last lesson (for example, words for shades of blue and green; links between the work of Monet and Matisse). They then pair up to discuss and develop their list of four things. Two pairs next combine to list eight items.

**Visual stimulus**

The teacher provides an artefact but without any explanation. This might be a piece of sculpture or work in an unusual medium. Pupils individually list three questions they would like answering about the artefact. Working in pairs, pupils try to answer and/or speculate on each other’s questions, identifying what other information they might need to form an answer. The questions can then be revisited as a plenary to ensure that pupils are able to answer the questions they devised.

**Odd one out**

Pupils are given a sheet with sets of terms and/or vocabulary related to the topic. In groups, they identify which is the odd one out and justify their decisions. The teacher is able to move around the room challenging the reasoning, or allowing groups to feed back to the whole class.

**Sequencing**

As part of a sequence of lessons on perspective, a series of paintings from the thirteenth to the twentieth century is ordered by pairs or groups of pupils. Having fed back their reasons to the class, the groups then identify similarities and differences, and question each other’s decisions.

**Pupils in role**

A class is studying portraiture. The teacher prepares a collection of portraits. In pairs, pupils recreate/sculpt their partner into the pose of one of the portraits. Other pupils try to identify the portrait and choose appropriate vocabulary to describe expressions etc.

**Technology**

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**Show me**

Pupils are each given a whiteboard pack (mini whiteboard, pen and wipe) and are asked to show their responses in words or drawing to a series of questions from the teacher. Pupils might be asked about tool and material selection for particular projects, for example.

**Think, pair, share**

This helps focus pupils on their prior learning and allows the teacher to move around the classroom to scan responses and thus identify what reinforcement needs to take place.

Using whiteboard packs, pupils individually note two things learned last lesson (this can prove particularly useful in product analysis). They then pair up to discuss and develop their list of four things. Two pairs next combine to list eight items.

**Visual stimulus**

The teacher provides an artefact but without any explanation. This might be an unusual kitchen gadget or tool, for example. Pupils individually list three questions they would like answering about the artefact. Working in pairs, pupils try to answer and/or speculate on each other’s questions, identifying what other information they might need to form an answer. The questions can then be revisited as a plenary to ensure that pupils are able to answer the questions they devised.

**Odd one out**

Pupils are given a sheet with sets of design terms and/or vocabulary related to the topic. In groups, they identify which is the odd one out and justify their decisions. The teacher is able to move around the room challenging the reasoning, or allowing groups to feed back to the whole class.

**Sequencing**

Elements of the production process, seen as a flow diagram in a previous lesson, are put on cards. Pupils hold cards as a ‘washing line’ at the front of the classroom. Other pupils direct them to move until an appropriate sequence is agreed. The teacher then asks the class to consider any problems if key elements were switched around.

**PE**

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**Show me**

Pupils are each given a whiteboard pack (mini whiteboard, pen and wipe) and are asked to show their responses in words or drawing to a series of questions from the teacher. Pupils might be asked to show quadriceps; triceps; hamstring – do a warm-up/stretch for that muscle, etc.

**Think, pair, share**

This helps focus pupils on their prior learning and allows the teacher to move around the classroom to scan responses and thus identify what reinforcement needs to take place.

Using whiteboard packs, pupils individually note two things learned last lesson (for example, ways to warm-up a particular muscle group; rules for hockey). They then pair up to discuss and develop their list of four things. Two pairs next combine to list eight items.

**Visual stimulus**

The teacher provides an artefact but without any explanation. This might be a video clip of unusual technique/piece of dance, for example. Pupils individually list three questions they would like answering about the artefact. Working in pairs, pupils try to answer and/or speculate on each other’s questions, identifying what other information they might need to form an answer. The questions can then be revisited as a plenary to ensure that pupils are able to answer the questions they devised.

**Odd one out**

Pupils are given a sheet with sets of terms and/or vocabulary related to the topic. In groups, they identify which is the odd one out and justify their decisions. The teacher is able to move around the room challenging the reasoning, or allowing groups to feed back to the whole class.

**Sequencing**

Following a lesson on the body system, the teacher wants to consolidate what was learned. Cards are prepared carrying the key terms – e.g. heart, lungs, red blood cell. Pupils organise themselves into appropriate sequence, one child moves around representing oxygen, while other pupils describe what happens at each stage.

**Pupils in role**

In dance, twelve task cards describing different movements are spread around the room. Pupils throw two dice five times. They then go to the appropriately numbered cards and put the movements into a sequence.

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# Some generic plenary activities

**Gimme 5**

In pairs, pupils agree on five things they have learned during the lesson.

Alternatively, they generate five questions they now want answering or devise five questions which would test their understanding of what they have learnt.

**Envoys**

Once groups have carried out a task, one person from each group is selected as an 'envoy' and then moves to a new group to explain and summarise, and then to find out what the new group thought, decided or achieved. The teacher can ‘eavesdrop’ on these conversations. The envoy then returns to the original group and feeds back.

**Lucky dip**

At an appropriate point in the lesson pupils have to write a question based on the topic or issue studied. Questions are placed in a box - at the end of the lesson each pupil draws a question out one by one and answers it.

**Hot seating**

Put a pupil in the ‘hot seat’ as an expert or character, and invite the class to ask questions. The teacher can sit in the pupil’s place and help the questioning along as required.

**Splat**

Write ten key words from the lesson on the board, and put pupils into two teams. Pupils (or teacher) make up questions for which the words on the board are the answers. One member of each team stands by the board. They race to ‘splat’ the correct answer when one of the team reads out the question. The loser sits down.

**Glossary**

Pupils write definitions of today’s key words.

**Bingo**

Provide a blank grid and a list of key words – more than needed for the grid. Pupils choose which words to include on their grid and mark them off as the teacher reads clues/questions.

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**Stand up – sit down**

Provide a theme (for example, acids, the solar system, mammals). Each pupil thinks of one answer and secretly writes it down. All pupils stand up. The teacher calls out possible answers and pupils sit down as they hear theirs. The last one standing is the winner.

**Move cube**

The cube has pictures/words on each face. The teacher throws the cube to a pupil who must then provide some information about the picture/word facing them before passing the cube on.

**In short**

Pupils are asked to summarise the lesson in five sentences, then five words.

**DIY pairs**

Ask pupils in pairs to make a set of cards drawing on the key vocabulary used in the lesson, putting words on one card and definitions on another. The cards can then be used to play Pelmanism as a starter activity next lesson.

**Memory master**

A number of key terms/vocabulary are written on the board/OHT, and pupils are given a minute to remember the list. When time is up, rub them off or switch off the OHP. Pupils have to write out *definitions* of terms, remembering as many as they can, in a specified time.

**Call my bluff**

Pupils write a definition of a key word and challenge others to say if they are right or wrong.

**Soft ball**

A soft ball is thrown from one pupil to another named pupil in class. Pupil states one concept/key word - next one explains it. Next one chooses a word which links to it.

**Tree of knowledge**

A sketch of a bare tree is drawn over two sheets of sugar paper. Each pupil has a leaf shaped piece of paper. On it they write as briefly as possible what has been the most important thing they have learnt in the lesson – preferably one word. Pupils in turn stick their leaf on the tree and say what is on the leaf. Pupils then reflect on everyone's answers as they look at the tree.

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