

48 Ideas for Plenaries

The following are a list of possible plenaries for Design and Technology lessons.

Which ones would you consider using in your next lesson?

1. List 3 things you have learnt/found out today.
2. List 3 things your neighbour has learnt today.
3. Summarise this process/design idea/product/lesson in 5 bullet points.
4. Summarise today's topic in 5 sentences → reduce to 5 words → reduce to one word.
5. 60 second challenge - sum up knowledge of topic or write down all the words you can think of to describe....
6. Identify the key points of the lesson from the following anagrams...
7. Write 5 top tips/golden rules for...
8. Design your own help sheet to give advice to other students about....
9. Create a poster to illustrate the strategy you have learnt.
10. Create a mnemonic which reflects the meaning of a new word or term you have learnt today.
11. Write dictionary definitions for the new terms learnt today.
12. Identify missing words in a cloze summary of learning.
13. Word search containing key words or information learnt during the lesson - use clues/definitions to help you.
14. Process bingo - teacher reads/shows descriptive sentences. Pupils must spot technique/process and mark card.
15. If the aim of the lesson was set as a question, pupils answer question on mini-white boards. Give word limit to increase challenge.
16. Take 1 minute to compose two statements in your head to explain what you have learnt and how. Report to class.
17. In pairs, answer the question set on a "post-it" note. Stick on the board and review - did the class agree?
18. Where can you apply this skill in your homework/other subjects? Give 3 examples.

19. Choose from 5 statements on the board. Which best reflects....
20. In pairs, sequence the 5 factors/processes/techniques etc. - justify your choices.
21. Prediction - what will happen next (stage/outcome/lesson)? Why do you think this?
22. Brainstorm the properties of the materials used. Aim for 5 more.
23. Use the same style. In pairs or fours, present your product in the same style as... (designer, advert, manufacturer, design movement, product range).
24. Self-assessment/target setting. Choose from a list on an OHT or devise own.
25. Show work to peer - work in pairs to set targets for each other.
26. Teacher shows extract from the work of a pupil - class identify 3 strengths and 3 pieces of advice to develop/improve.
27. Answer teacher's questions without saying YES or NO.
28. Fist of Five - pupils assess the effectiveness or success of a process/technique by holding up the appropriate number of fingers (watch out for two). Select pupils to justify rating!
29. True or false - hold up a card/whiteboard to show whether statement on board/OHT is true or false.
30. Write a slogan for the product you are designing.
31. Write a short blurb for the front of the packaging of the product/range/item.
32. Jigsaw feedback - groups work on different parts of a task, and then re-join to share findings.
33. Envoying - representatives travel to other groups to share findings, then report back to "base".
34. Groups "show and comment" on what was learnt - on OHT.
35. Feedback to whole class by one or two groups only p according to rota, roll of dice or teacher selection.
36. Change role - pupil becomes teacher. What questions will you ask the class and why?
37. Groups of 3, numbered 1 to 3. Put three statements on the board which individuals must explain to the rest of their group.
38. Set "who wants to be a millionaire" questions for your neighbour or the rest of the class.
39. Quick-fire oral quiz to review learning.
40. Label a diagram, picture or illustration.

41. Brainstorm or mind map of what has been learnt during lesson/project or unit of work.
42. Graphic summary of lesson - e.g. steps, storyboard, flowchart.
43. Pictures/cartoons - which would you put with the day's learning and why? (Images to display problem solving, experimenting, working in groups, decisions etc).
44. Pictionary - draw the key word without speaking or writing.
45. Imagination chart - give a score out of 5 for imagination at various points in a project plan. Plot on a graph and review findings. (Could also be Problem, Designing, Developing, Evaluating etc.).
46. Devise a simple timeline of events in the project/module/unit.
47. Client Drama - act out various "freeze-frame" summaries to communicate their clients/specification needs to rest of class.
48. In-role answering. Hot-seat activity. Can be linked to theme of above, process, technique or topic of lesson.

List developed from original suggestions by Chris Marshall, Secondary Literacy/English Manager.



Starters Middles and Plenaries

Can think on the spot/ no preparation needed	Needs some thought/ minimum preparation	Needs Preparing
1. Shark	4. Blockbusters	2. Key Word Bingo
3. Constantinople	8. Just a Minute	12. Complete Cloze
5. Spelling Patterns/Roots	10. Change the Word	23. Washing Line
6. Key Word Pictionary	11. Sentence Expansion	24. Hidden Sentence
7. Memory Game	14. What's the Difference?	27. Ready Steady Teach
9. Missing Letter Note	15. Odd One Out	29. Cut-Ups
13. Anagrams	17. Venn Diagram	33. Living Photographs
16. Missing Vowels	18. Antonyms	36. Compare & Contrast
31. Topic Tennis	19. Synonyms	37. Conceal & Describe
34. Taking Sides	20. Mini Xword clues	38. Guess the question
39. Polygobbling	21. Key Word Swat	40. Maps from memory
41. Memory Sequence	22. Noughts and Crosses	51. Card Sorts
41. Classroom models	25. Twenty questions	51. Card Loop
42. 3-4-5	26. True or False	
43. Snowballing	28. Mystery Object	
46. 'The room is...'	30. Articulate	
47. Roving Reporter	32. Analogies	
48. Question Catch	35. Show Me	
49. Jigsaw	45. 4 Corners	
50. Card Loop	52. Post-it Note Groups	
55. KWL Grid	54. One Question Behind	
56. Heads Together		

Starters, Middles and Plenaries

1. Shark

Version of hangman. A volunteer from the class chooses to be the person walking the cliff. Draw them on the end of the cliff. Pupils call out letters, teacher writes correct letters into the word and notes incorrect ones on w/b as a reminder. For every incorrect letter, the person moves further along the cliff, finally falling into the shark's mouth. This can be made kinaesthetic by having a pupil move along an imaginary cliff.

2. Key Word Bingo

Pupils have key words on their bingo cards. The teacher reads out definitions, pupil crosses out matching key word. The first to cross out all their words shouts 'Bingo' and wins a prize.

3. Constantinople

Pupils have 5 minutes to make as many words as possible from the letters in a long word.

4. Blockbusters

Split the class in half and assign each half a colour, see below. The red team have to get from top to bottom and the blue team have to get from left to right, (not necessarily in a straight line). The teacher begins by asking a question for the letter in the middle of the grid, e.g. what 'S' is another term for 'taking away' or 'minus'?. Pupils *must* put hand up and not shout out answer (tell pupils that if they shout out, it will go straight to the other team to guess). The correct answer wins the team a blob of their colour in the square, that team then chooses the next letter. The first team to get from one side to the other wins (can be a zigzag line)

	Red			
	W	A	L	
Blue	M	S ●	P	Blue
	R	T	Y	
	Red			

Can be used to revise whole topics or key words.

5. Spelling Patterns and Spelling Roots

Teams find as many words as possible with the same spelling pattern or root, e.g.:

light, sight, bright automobile, autograph, autobiography

6. Key Word Pictionary

Split class into 2 teams and split the w/b in half by drawing a line down the middle. One member of each team comes to the w/b, the teacher shows them both the *same* word to be drawn. The students draw the word in their half of the w/b and the first team to call out the correct word wins a point (it doesn't matter if they are looking at both students' drawings). Repeat.

7. Memory Game

Write 15 words on the w/b or on flashcards. Give pupils a couple of minutes to memorise them then rub out / remove words. Pupils see how many they can remember. This should be differentiated by using words varying in difficulty, both in terms of meaning and spelling. Can be played in teams with more words.

8. Just a Minute - or two

Put pupils in groups of 3-4 and give them a topic to talk about (this could be a revision topic or a means of introducing a new topic). The aim is for the group to talk for a minute (or 2) about the topic. One pupil is chosen to start talking, he/she will need a talking prop to pass round (e.g. a pencil case). As soon as the pupil runs out of things to say or begins pausing, he/she should pass the pencil case to another pupil to continue. Pupils in the group can offer to take the 'prop' and continue talking when they feel someone is drying up.

This can be done throughout a unit of work - the more pupils learn, the longer they should be able to talk about the topic. The repetition should consolidate pupils' learning, and by gradually extending the time, pupils will also see that their learning is 'extending'.

9. Missing letter Note

Ask pupils to rewrite a note without using a particular letter. E.g. rewrite "Your dinner is in the dog!" without using the letter 'd'.

Could also be done using key words and definitions.

10. Change the Word

Pupils try to change a word into another word in so many moves, by changing one letter each time. E.g. Warm - Cold: Warm Ward Word Cord Cold

11. Sentence Expansion

Pupils add words and phrases to a sentence to see how much longer they can make it. This can be done in teams as a competition.

'King.....was a bad king' can become, '.....King.....who.....in.....when.....was abad king because he.....andwhich meant.....'

' A vice can be dangerous' can become, A vice which is used to..... can bedangerous if.....
.....because it can.....which will cause.....'

The winner is the team with the most words in a grammatically correct and well punctuated sentence. It can be used to revise facts, events, cause and effect etc and also to produce creative writing.

12. Complete Cloze

Pupils recreate a completely blanked out text (short - 2 sentences max) which matches a picture or diagram. Write the sentence on the w/b in line form, i.e. one line for each word. Show the visual. Pupils call out words and the teacher writes correct ones in the spaces. If they call a word which appears more than once, write in all occurrences of the word. Pupils draw on their knowledge of grammar and understanding of the topic to complete the sentence. This can be done as a game by setting a time limit.

13. Anagrams

Write anagrams of 6-8 subject keywords, which have been previously introduced, on the board (revision). Pupils unscramble them. E.g. amsitg, menast, llopne, tapel, psael, ytset (Science: pollination)

14. What's the Difference?

Pupils explain the difference between two subject keywords which are closely related and may cause confusion., e.g. climate and weather.

Can be used as an introduction to a new unit/ to consolidate previous learning. Pupils may need dictionaries. Encourage pupils to use *whereas* to signal the difference - write a sentence frame on the w/b- '.....is.....whereas.....is.....'

15. Odd One Out

Write 2-4 triplets of subject keywords on the board. Pupils have to identify and explain which is the 'odd one out'. Encourage pupils to use the words *both* and *whereas*. Accept explanations that are logical/ convincingly explained, even though they may not be the intended distinctions.

- farming, drilling for oil, hairdressing
- Pacific, Atlantic, Asia
- hospital, block of flats, cinema

E.g. Both hospitals and cinemas provide a public service whereas a block of flats is a residence / place to live.

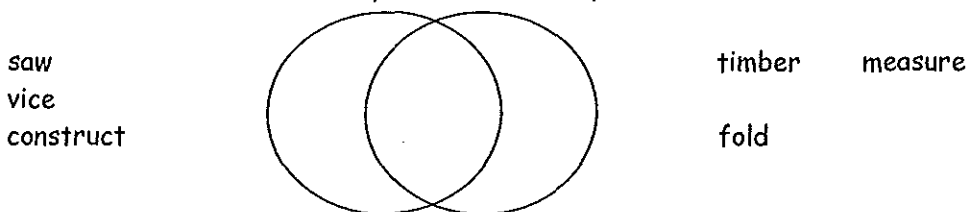
16. Missing Vowels

Write about 8 subject keywords on the board, omitting the vowels. Pupils work out what the vowels are. Use to consolidate previously taught vocabulary and spellings. Can extend by doing whole sentences.

E.g. frm, md, mtrls, txtr, clr (Art)

17. Venn Diagram

Write the nouns in one circle, verbs in another, and words which can be both in the middle. E.g. (D&T)



This can be made kinaesthetic by using areas of the room as parts of the venn diagram. Pupils move to stand in the correct area.

18. Antonyms

Write words on the board. Pupils match the opposite adjectives. Or, write only one of a pair and pupils supply its opposite.

E.g. shiny, flexible, smooth, inflexible / rigid, soluble, rough, insoluble etc.

Highlight prefixes where they appear (inflexible)

19. Synonyms

As above but for words with the same meaning.

E.g. wavy/ curly / curvy / undulating reflective / shiny / gleaming

20. Mini Xword Clues

Draw a completed mini crossword (with about 6 subject words) on w/b or have a prepared one on OHT. Pupils write clues in pairs.

21. Key Word Swat

Write items of subject vocabulary, which have previously been introduced, on the board (or, for more fun, use word cards on walls spread around room). Divide class in 2 teams. One pupil from each team stands at front. Give each a fly swat or long ruler. Orally, give definitions of the words. The teams call out the answer to their reps. The first pupil to swat the correct word claims it for their team.

22. Noughts and Crosses

Draw a noughts and crosses grid on the w/b and write a number in each - 1-9. Split class in half and label them noughts or crosses. Team 1 chooses a number from grid. Teacher reads previously prepared question/ definition/ task which corresponds with that number. If pupils respond correctly, they win their O or X. For incorrect answers, the other team wins the O or X. It is now team 2's turn. First team to get 3 Os or Xs in a line wins.

23. Washing Line

Pupils have to organise words according to criteria given by the teacher. E.g. Boiling Tepid Cold Freezing Humid Sultry Sweltering Roasting Ardent Nippy Aloof Hot

Pupils could:

- sequence words in a line from Hot - Cold
- Group words which can be used to describe the weather
- Group words which can describe water temperature
- Categorise words into formal and informal
- Identify words that describe emotions - ask what sort of text they may find them in.

The activity can be done in groups or as a whole class collaborative activity. As a whole class, give each pupil one card as they come in (differentiate word-pupil), give them a time limit to sequence themselves across the room. Could be done as a competition in 2 teams with cards on 2 different colours.

24. Hidden Sentence

Volunteers sit at the front of the class (any number from 2-4). Teacher gives them a topic to discuss or argue, (revision activity), and gives a card to each pupil. Each card should have a different sentence about the topic written on it. Pupils learn their sentence. At some point during the discussion, each pupil should say their sentence as naturally as possible (and without reading it!) The rest of the class have to guess which sentence was given to them by the teacher - they will need to make notes as a reminder. This can be used to try and get pupils to use subject specific vocabulary in discussion (otherwise their sentence will stick out like a sore thumb!). It is an excellent activity for English to highlight / practice formal language. It can also be fun if one joke sentence/ really posh sentence or 'street' slang sentence is used, especially if it totally contrasts with a pupil's speaking style.

25. Twenty Questions

Pupils have a word or name stuck to their forehead. They have to ask a partner questions to find out who or what they are. The partner can only answer yes or no. Can be used to revise key words or people in History/ English/ Art etc. Can be made kinaesthetic if pupils move around the room asking each pupil a different question.

Alternatively, split the class in half, on 2 sides of the room - label them A and B. Choose an object or person for each half to guess and write it on a piece of card. Show half A, who/what half B is, and show half B, who/what half A is, by holding up the pieces of card (without the other half seeing). Each half of the class then takes it in turns to ask a question which is answered by the other half. The first 'half' to guess wins. Pupils often take a while to think of appropriate questions when playing in pairs; playing in 'halves' speeds the game up as there are more people to ask questions and they can plagiarise good questions from each other. It could also be played in groups of 6, with 3 pupils on each side.

26. True or False

Divide class into 2. At one end of the room, stick 2 cards to the wall, one saying 'true' the other saying 'false'. One person from each team comes and stands at the other end of the classroom. The teacher reads out a statement and the 2 pupils have to decide if it is true or false. They run to the other end of the room and stand in front of the correct card. Each correct answer scores a point for their team. Health warning: this can get very rough so only do it if pupils are reasonably sensible! Match the pupils according to size *and* personality- you don't want a short, skinny, timid girl paired with a male version of a barn door on Ritalin!

27. Ready Steady Teach

Provide groups with a shopping bag of ingredients (for example, modelling clay, string, lollypop sticks, empty toilet rolls, et.). Tell them they have 5 minutes to plan an activity in which they use the ingredients to 'teach' something. E.g. how the coastal features, arches stacks and stumps are formed.

28. Mystery Object

The class are shown a mystery object. They are asked to write down five questions that, if answered, might help them to suggest what the object is.

29. Cut-Ups

Draw up a list of sentences (about 12) that revise a topic or grammatical point. Sentences should ideally be no longer than 10 words. Ensure they vary in length and difficulty. Number each sentence. Starting with sentence 1, write each word in the sentence on a small piece of card (10 words = 10 cards). Put them in an envelope and write the number 1 on the envelope (it also helps to note the number of words in the sentence on the envelope so pupils can count them back in). Do the same for all sentences. Pupils should be in groups of 3-4. Ask pupils to write numbers 1-12 (depends on number of sentences) in their exercise book.

Put the envelopes on a table at the front of the room. One person from each group takes 1 envelope only back to their group. They sequence the sentence and write it in the corresponding number in their book. They then replace the word cards very carefully, counting them back in (nominate a counter), take the envelope back and take another one etc. Winning group is first to finish, providing sentences are correct.

Excellent for revising a particular grammar structure, e.g. the passive (English / Science / History) or for revising a topic.

30. Articulate

Put pupils into groups of 3-4 and give each group an envelope containing at least 25 words or phrases. Taking it in turns, pupils have 45 seconds each to explain as many words/phrases as possible without using any derivations of the word(s) (they should take one word/phrase at a time from the envelope, not a handful). The *explainer* scores a point for every word/phrase they describe that is guessed

correctly, (the skill is in the explaining). Pupils also score a point every time they correctly guess a word/ phrase. Good for practising subject specific terminology and for revising whole topics.

31. Topic Tennis (a fun form of brainstorming)

Pupils should be in threes. The teacher names a topic. 2 pupils take it in turns to say words relating to the topic (like word association except words don't have to directly associate to each other, just to the topic), they keep going until one person can't go. The third pupil notes down the words. These are then fed back as a whole class. This can introduce an new unit or be used as revision. It can also be scored (out loud by the third pupil) as a game of tennis, hence the name - good for PE.

32. Analogies

Pupils develop understanding by exploring relationships between words.

E.g. metal: car / _____: furniture. Pupils guess missing word

Metal is to car as *wood* is to furniture.

Pupils can produce their own 'puzzle' analogies for homework.

33 Living Photographs

Provide 1 or more photographs (containing people, e.g. a war photograph. If more than one, they should be linked in theme). In groups, pupils choose one to recreate as a freeze frame. Teacher then asks for suggestions as to what the 'bigger picture' might be - what is going on that we can't see? Pupils then create the 'bigger picture'. Ask them to be ready to speak their thoughts as the person in the photograph.

34. Taking Sides

Teacher writes statements on OHT or w/b. In pairs, pupils discuss if they agree or disagree with them. Feedback. Can be made kinaesthetic if *Agree, Disagree and Don't Know* are displayed on opposite walls - pupils move into position and should be prepared to justify their responses.

35. Show Me

Teacher writes a sentence in which there are 3-4 words to choose from to make a correct sentence. Pupils write what they consider to be the correct word on a mini whiteboard and hold up. Enables teacher to identify which pupils need further support / intervention.

E.g. The pupil *what / who / which* gets the most correct answers will win a prize.

36. Compare and Contrast

Pupils identify differences between 2 pictures or photographs. They then have to explain what has changed and why it has changed.

E.g. 2 pictures showing differences in an environment - a supermarket where there was once a park.

37. Conceal and Describe

In pairs, one pupil describes a picture or photograph to their partner who draws it. The partner should ask questions if anything is unclear. Teacher then asks what was hard to describe, how it was overcome, what sort of questions helped to clarify. It enables pupils to reflect on, and improve, their explanations. It can also help pupils to see the value of knowing the correct terminology as well as giving them an opportunity to practise using it.

38. Guess the Question

Write about 6 words on individual pieces of card. The words should be connected by topic or theme. Put them in an envelope (you will need several sets). In groups, pupils take 1 word from the envelope

and, orally, ask as many questions as they can think of with that word being the answer. When they can think of no more, they take out the next word. As they go along, they should try and identify the topic or theme that links the words. Having asked questions for the last word, and hopefully identified the topic, they then identify and write down just one question for each word. This time the question should be related to the topic.

For Example:

Africa / Ship / Drowned / Triangle / Route : The Slave Trade Triangle is the topic.

The final questions could therefore be:

- Where did the slaves who were part of the trade triangle come from?
- How were the slaves transported to America?
- What did they do to slaves if food supplies on the ship were running low?

39. Polygobbling

This works best in practical subjects. It is similar to the game 'Twenty Questions' but uses verbs rather than people. In groups, 1 pupil chooses an action (verb) that is commonly done in that subject area. The others have to try and guess the action by asking questions in which they substitute the action for the word 'polygobble' and all tense variations of it. The pupil can only answer Yes or No and can include never, rarely, occasionally, sometimes, often always. They should answer in full sentences. The aim is to guess by asking as few questions as possible. E.g., in Food Technology:

Q: Do you ever polygobble in water?	No, you never polygobble in water.
Q: Is polygobbling done on a hob?	Yes, polygobbling is always done on a hob.
Q: Would you polygobble peas?	No, you would rarely polygobble peas.
Q: Would you polygobble eggs?	Yes, you would often polygobble eggs.
Q: Did we polygobble yesterday?	Yes, we did.
Q: Is polygobbling frying?	Yes, it is.

40. Maps from Memory - thinking skills activity

In groups of 3-4, pupils have to memorise and collectively reproduce a map, diagram or chart that is on the teacher's desk. All pupils should be numbered from 1-4. The teacher then calls out number ones, pupils come to the teacher's desk to look at the map/diagram/ chart for 20 seconds (without making any notes). The teacher signals the end of 20 seconds and pupils return to their groups to reproduce what they have memorised on sugar paper. Wait for about 30 seconds before calling out number twos, this gives groups a chance to organise themselves. Repeat as many times as necessary.

As they are completing the activity, pupils should be constantly asking each other the following questions (note on w/b before beginning activity):

- What strategies are you using for remembering the diagram and the text?
- How are you organising yourselves to work effectively?
- What are you finding easiest/ most difficult about the task?

Debrief - it is the debrief that fully develops thinking skills. Ask pupils to feed back their responses to the questions and try to ensure that discussion mentions the following memorising strategies:

Using headings / subheadings

Remembering key words

Remembering the first letter of each phrase or sentence

Using a mnemonic

Remembering by rote

Seeing the parts of the diagram or text on the page (photographic memory)

The aim is for pupils to share strategies - it doesn't matter about a pupil's level of ability, all pupils will have some strategies for memorising. It is also an inclusive activity as all pupils will be able to reproduce some elements of the chart/ diagram.

What pupils notice first will differ and will depend on their learning style - use of colour, pictures, shapes, layout, headings, key words and phrases etc. It is therefore an excellent activity to do before an exam as it can help pupils identify useful revision strategies - key words on cards / notes in diagrammatic form, using shapes etc / colour coding notes/ including images etc.

The activity serves two purposes, in addition to developing thinking skills and enabling pupils to share strategies, it is also a useful means of revising a topic.

Possible applications in different subject areas:

Technology - pupils could be asked to reproduce an item of packaging

English - the 'chart' could be a cartoon version of a scene from a Shakespeare play.

Geography - the water cycle or a map of a city

History - a map annotated with key events in a war or an army's route through a country.

Drama - A story board

Dance - a dance sequence - images and explanation of each step

PE - instructions and pictures explaining how to play a particular sport.

Art - a painting

Maths and Science - a graph

44. Memory Sequence - adaptation of 'When I went on my holiday, I put in my suitcase...'

Could be played in any subject where pupils follow a sequence, e.g. in technology. Pupil 1 - 'When I made my box, first I' Pupil 2 - 'When I made my box, first I then I' etc.

Good for consolidating sequences and practising time sequencing words - first, next, then, finally etc.

42. Classroom Object Models

Pupils recreate maps, diagrams and models using objects in the classroom. For example:

- reproduce the outline of a country or continent using a tie
- reproduce a battle scene from History or represent an army's route through a country
- represent the digestive process - show the route of a piece of food as it travels through the body

43. 3-4-5

In this activity, pupils have 4 minutes to tell the 3 main points of the lesson to 5 people. This is a fast and effective plenary activity. It can also be used as a starter but with questions instead of main points: pupils have 4 minutes to tell 5 people the 3 questions they would like answered on a particular topic.

44. Snowballing

In this activity, pupils combine ideas to find as many examples of something as possible. They begin by writing down 2 ideas of their own. They combine ideas in pairs then in 4s, by joining another pair, and then in 8s etc.

45. 4 Corners

4 words, headings or categories are stuck on the wall in each corner of the room - 1 in each corner. The teacher calls out a word or sentence and pupils move to the correct area of the room, the last one to get there is out.

This can be done as a whole class activity, (rowdy and can get too physical), or in teams by numbering each person - 1 person from each team plays, e.g all the ones, then the twos etc. The first person to the correct corner scores a point for their team. **Examples:**

Ways of cooking / Cooking implements/ Weights/ Liquid Measures

Verbs / Nouns / Adjectives / Adverbs

Words that describe texture/ pattern/ tone/ shape

Metal/ Plastic/ Wood/ Textile

It can of course be played with 3 or just 2 corners of the room. The teacher reads statements and pupils move to:

Agree / Disagree

True / False

Cause/ Effect

For / Against

Natural/ Man made

46. "The Room is...."

The teacher tells the pupils what the room is, pointing out or labelling key areas.

For example:

- The room is a grid square labelled with letters and/or numbers. The teacher reads out co-ordinates or map references, pupils move to the correct place.
- The room is Australia, pupils are the population. They move to areas of the room to represent the density of the population.
- The room is the human body, the head is here, feet are here... Pupils represent parts of the body or internal organs.

47. Roving Reporter

ANY information can be turned into a news report, e.g. a news report of the water cycle. It can be done individually or in pairs or groups. For example, in 4s:

- 1 pupil announces the day's main headlines providing the 'dong' of a bell sound effect between each one.
- 1 pupil is a newsreader in the television studio. He/she summarises the main news story.
- 1 pupil is the roving reporter. He/she provides the details of the story.
- 1 pupil is a witness who is interviewed by the roving reporter.

48. Question Catch

The teacher throws a bean bag when asking questions. This makes questioning a kinaesthetic activity and can engage pupils who don't normally volunteer to answer. You can give the pupil the option of throwing the ball to someone else if they don't know the answer. It can also be played in teams. The teacher throws the bean bag to each team in turn. If the person who catches it can answer the question, they score 3 points for their team. If they can't, they throw it to another team to score 2 points, if they can't answer it is thrown again for 1 point.

It is important to lay down rules about how the bean bag is thrown. If it is thrown too hard or at someone's head for example, the thrower loses points for their team.

49. Jigsaw

Pupils are asked to cut up a text/ image or diagram. They then give it to someone else to reproduce/sequence. It is important to tell pupils how many pieces should be in the jigsaw, otherwise some pupils will cut it into 150 tiny weeny pieces that will end up all over the floor!

50. Card Sorts

In card sorting, pupils classify, categorise, sequence, prioritise or rank order information. This requires pupils to make connections between ideas and see patterns. Card sorting is an excellent means of developing pupils ability to: structure writing in a logical way; support their ideas with evidence; identify what is relevant and irrelevant. Particularly useful in English, History, Geography, RE and PSHE

An example from a History lesson on slavery:

- Give each group an envelope containing the cards and a piece of sugar paper. Explain that on cards in the envelope are points which answer the following question:

What was life like for slaves?

Some are 'big' points and some are 'little' supporting points. There are also 2-3 points which are about slavery (topic relevant), but which are *not* relevant to the question.

Differentiation/ Extension

C) The 'big' points are in bold, the 'little' points are not. Pupils match little supporting points to the big points.

B) As above but include more cards than for group C

A) Pupils devise their own way of grouping the points and write their own headings on blank cards provided

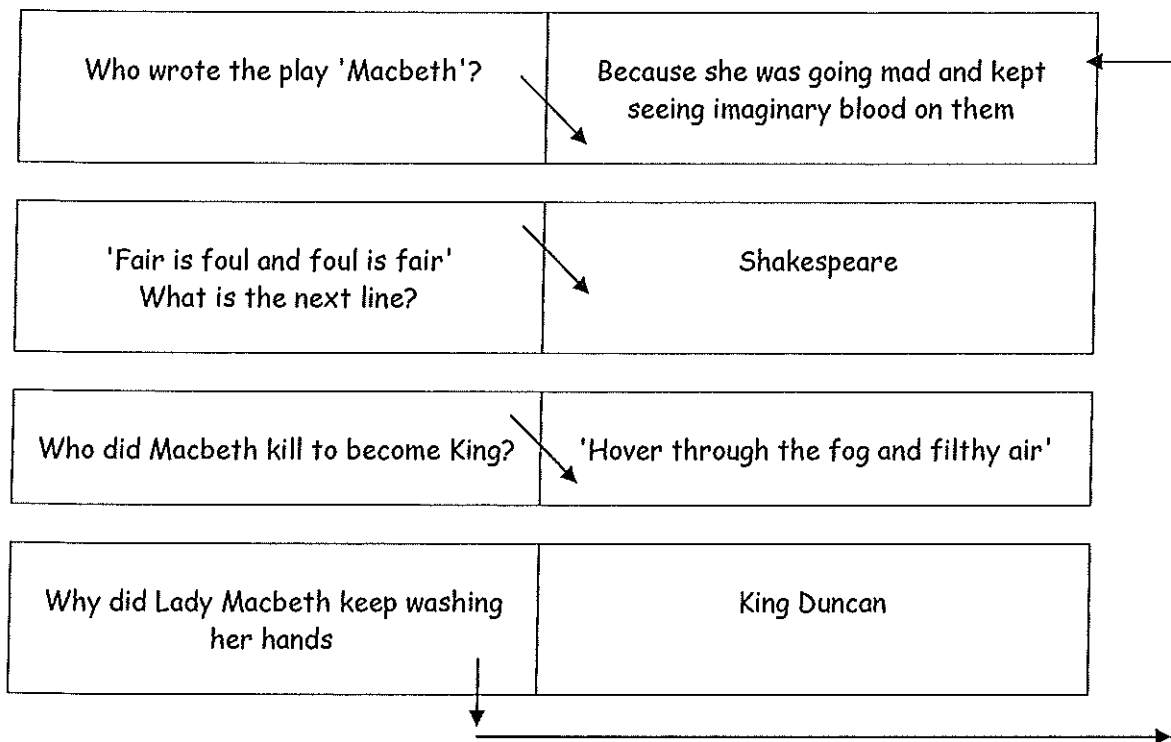
- Pupils try and identify the irrelevant points and put these outside the 'zone of relevance', i.e. outside the sugar paper.
- Pupils rank order big points so the 'biggest big' point comes first. They then rank order the little supporting points.
- A further extension task can be to add an extra little point of your own to each big point. Pupils write these on blank cards provided.
- Pupils can be asked to note only the **key word** from each point onto a 'Big Points - Little Points' grid. Later, pupils use their key word note grid to reproduce the essay, 'What was life like for slaves?'

Other sorting ideas. Points which are:

For	Against
Cause	Effect
Relevant	Irrelevant
Similarities	Differences
Description	Explanation

51. Card Loop

The teacher writes a list of questions and answers and transfers these onto card, putting the answer to the first question on the second card, for example:



Give one card to each pupil, making sure you know who has the first question, ask that person to read their question. Pupils have to listen carefully and be ready to call out if they have the answer - they read the answer and then read their question etc etc. The last question is on the first person's card so you know when the activity is finished. If you have too many cards, give more than 1 card to higher attainers. If you have more pupils than questions, pair some pupils.

This is an excellent activity for end of unit revision. The same Card Loop activity can be used several times as a means of review and revision - pupils will get a different question and answer card each time.

Alternative ways of using the activity/ to speed up the activity:

- split the class into 2 groups to do the activity separately (means you need $\frac{1}{2}$ the number of questions)
- do it as a mingling activity - pupils move around the room trying to find the person with the answer to their card - they will end up in a line in a domino effect.
- Get the pupils to write the questions:

Ask pupils to write 5-8 questions and answers on a given topic for homework. When marking their books, circle questions which are appropriate for this activity, ensuring that you don't circle the same question more than once. In the next lesson, give each pupil a blank piece of card and ask them to fold it in half. Ask them to write the question circled in their book in the first half of the piece of card. Take in the cards and give them back out again, (if any pupil receives their question again, they should tell you so you can swap cards with someone else), pupils then write the answer to their own *previous* question in the second half of the new card. You now have a prepared loop game.

52. Post-it Note Groups

- On 4 sheets of A3 paper, stick, write or place a different question/ statement/ picture/ painting /diagram or object.
- Put pupils into 4 groups.
- Give each group A, B, C or D one of the sheets so each group has a different one
- Also give some post-it notes to each group.
- Pupils have 2 minutes to respond to the question/ describe the visual/ annotate the diagram etc. They write their responses on post-its, legibly and stick on the A3 paper.
- Now, group A moves to group B's table, B to C's table, C to D's table and D to A's.
- They read the previous post-it notes and add to the responses - they cannot repeat ideas.
- Groups move around again and repeat. Each time their thinking will be extended as they cannot repeat ideas.
- Pupils move back to original table to read their post -its.
- Groups feed back to the class.

This activity is: visual; auditory; kinaesthetic; differentiated to support weaker pupils; an excellent means of extending pupils; quick to resource (it may sound complicated but it isn't!); an excellent way of getting pupils to 'see the details' as preparation for written work, essay, evaluation, design notes, and it can be applied in almost all subject areas.

Examples:

- A product is placed on the paper and pupils write annotations - e.g. in Food Tech, it could be an item of food to taste- pupils write descriptions of taste, texture, smell etc. In Tech, it could be a lamp, pupils write annotations to describe what each part is made of, colour, texture, how it is put together etc
- A diagram/ chart is placed on the paper - pupils annotate it.
- A picture or photograph is placed on the paper - pupils annotate or describe features of the picture/photo or write questions based on the picture/photo:
In Art: they could be given headings to help them - colour, texture, tone, line, perspective, medium etc
- A question is written on the paper for pupils to answer- In what way was King John a good King? - Who was to blame for Romeo's death and why? - What are the features of Buddhism? - What are the rules for volleyball? - What are the rules for writing a recipe? - What presentation and layout features do you need to consider when producing an advertisement? - What methods are there for doing mental addition? Obviously it needs to be a 'big' question that has a variety of answers.
- To develop pupil questioning: provide an image or diagram and write the following WH/H questions on each sheet: What/ When/ Why/ Where/ Which/ Who/How . Pupils have to ask the questions. Their thinking can be further extended by modelling higher order questions, e.g. what would happen if...? If the ... was changed to what effect would it have?

This could be done at the beginning of a unit and the questions displayed and used as learning objectives and a means of pupils monitoring their own progress.

This activity is really only limited by imagination. It can be applied in many different ways, in many subjects and can be organised in many different ways.

54. One Question Behind

Give pupils a list of 8-12 questions on a particular topic, or as a whole class, get pupils to come up with the questions and write them on the w/b.

The aim of the game is to answer each question with the previous question's answer.

Demonstrate to pupils: get one pupil to ask you the first question but respond with a 'Mmmm'. When they ask the second question, you give the answer to the first question and so on. The combinations can be quite amusing. Give out the list of questions or use ones written on the board, pairs then have a go. You could give a prize to the first pair to get through the whole list.

This is a good activity for end of unit revision and regular reviews, as the fun and game element means pupils will be willing to ask and answer the questions on many different occasions. It can be made 'new' again by having the same questions in a different order.

55. KWL Grid

This is a 3 column grid with the headings: What I already Know/ What I Want to know/ What I have Learned.

When beginning a topic, pupils brainstorm everything they already know about it and write notes in the K column

They then write some questions that they would like to have answered throughout the unit in the W column.

At the end of a lesson or unit, pupils complete the L column.

This is an excellent means of scaffolding a lesson or unit of work.

56. Heads Together.

This activity is a means of ensuring all pupils are involved in Question and Answer routines.

Put pupils into groups of 4 and ask them to number themselves 1-4. Tell them you will ask a series of progressively more challenging questions that all pupils will be expected to answer - in fact they will not know who will be called on to answer the question.

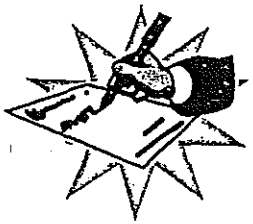
Ask the first question and say 'Heads Together' - pupils have to discuss the answer to the question and ALL must be able to verbalise it. Call out a number between 1-4. If you call number 3, all number 3s must put up their hand, you then choose one of them to answer the question. Ask the other number 3s if they agree with the answer and if they would like to add anything further. Ask the next question and repeat. If pupils do not put up their hands when you call a number, it will show that they need more discussion time. This is an excellent plenary activity. It could also be turned into a competition if scoring is used.

50 dead easy starters for any subject ...

These starters can be used in any subject and take no time at all to prepare. Many are entirely verbal while the written ones only require the usual classroom equipment.

Easy Words

1. Odd one out - give pupils four words and ask them to identify which is the odd one out and why.
2. Post-it notes with key words stuck on foreheads - pupils work out the word by asking other students questions. Yes / no answers only.
3. As above but with the word written on the whiteboard. A student stands in front and has to guess the word.



4. Taboo - describe a word / concept / character / event without saying the taboo words.
5. Match word and definition cards. Can be done as snap or card sort.

6. Write mnemonics for key words.

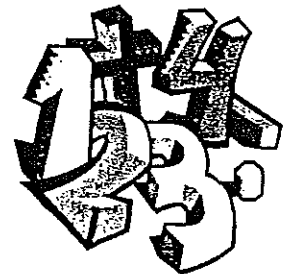
7. The Countdown Conundrum - students work out the key word from the anagram.

8. Pictionary - draw the key word without speaking or writing.

9. Wordsearch containing key words. Can use clues / definitions to activate prior knowledge. (www.puzzlemaker.com)

10. Hangman using key words.

11. Concentration. Two sets of cards face down on table. One set with key words, one set with definition. Pupils take turns to turn up two cards to find pairs and have to memorise positions of cards.



12. Give us a clue - students have to act out the key word (number of syllables, sounds like, acting out the action).

13. Verbal tennis - divide class into two teams who take turns to say a word related to the current topic. No words can be repeated. Scored as tennis.

14. Syllable challenge. Students have to think of a subject related word with one syllable, then two, then three and so on. Winner is the one who gets the word with most syllables.



15. Acrostic poems for key words - all words in the poem must relate to the topic.

16. Key word crosswords. Give students a blank 10 by 10 grid. They create their own crossword based on the key words and clues. Can be swapped around and completed by another student as a plenary.

17. I know with my little toe a key word beginning with Like I spy. Students guess the key word.

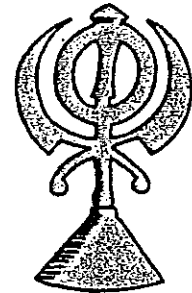
18. Key word pick and mix - students write a key word on a piece of paper. Put them in a bag or box then get students to pick one out and define it.

19. Bingo. As the teacher reads the key words students must spot the corresponding definition / symbol and mark cards. E.g. in French match the number with the digit.

New Topic

20. 60 second challenge - students write down all the words they can think of to do with a new topic.

21. Draw a picture of current understanding of a topic (e.g. biology - the digestive system). Redraw at the end of the lesson / unit.



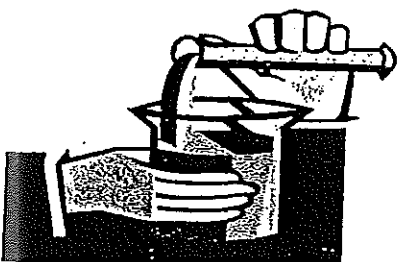
22. Concept cartoon. Choose from speech bubbles opinions of different characters (e.g. physics - what will happen to a rocket (pictured) that has run out of fuel).

23. Objects. Pupils are given a range of objects and are asked to sort / imagine / describe / predict / explain / plan an activity.

24. Key question / statement snowball. Pairs discuss their answer to a question / response to a statement. They then share ideas with another pair, four join another four and then eight join another eight.

25. Prediction - what will happen if we ...? Why do you think this? One minute to compose an answer before replying.

26. Categorising terms. Sort words into related groups with a pile for not understood yet.



27. Stimulus (a painting, music, video clip etc). Pupils respond to a brief exposure and shape an initial response in words, drawing or orally.

28. New topic carousel - clues about the topic are placed around the room - pictures, objects, words etc. Students work in teams to try to make sense of a topic from the clues.

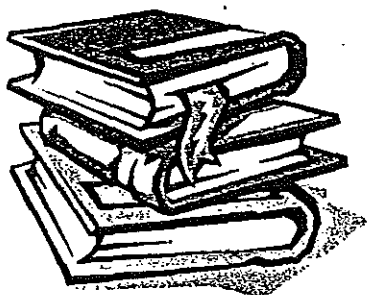
29. Ask a question related to the topic - students write a possible answer on a post it note that is then stuck on the whiteboard. Students retrieve post it notes at the end and modify their answer based on what they have learnt.



Recap

30. List on mini whiteboards three things you learnt last lesson.

31. Summarise what you know about a topic in five bullet points. Reduce to five words then reduce to one word.



32. Beat the teacher - students work in pairs to devise tricky questions. They then take turns to ask the teacher.

33. Student starter. A group of students spend the last five minutes of a lesson devising a starter for the next lesson. Good G & T extension activity.

34. Multiple choice - groups devise multiple choice questions designed to catch out other groups.

35. Toilet roll challenge. Students tear off pieces of toilet paper - up to five pieces. They then have to come to the front and tell the class a fact for each piece.

36. Cloze summary of topic - fill in missing words.

37. The answer is ... / the word is ... / what is Students write the question.



38. I went to (science / RE etc) and I learnt ... (like I went to market and I bought ...). One student starts with one concept / key word etc. The next student carries on the chain.

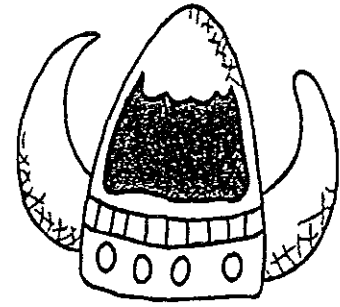
39. Draw a simple timeline of events covered so far.

40. Answer teacher's questions without saying yes or no.

41. Just a minute - students talk on a topic for one minute without hesitation, repetition etc.

42. Selection of pictures / words / objects. Which relate to the last lesson? How might the rest tie in later?

43. True or false. Cards / whiteboard to show whether a statement is true or false. Alternatively, students can stand up if it is true, waggle their tongue if it is false etc.



44. Question time - students devise a question relating to the last lesson in their books. Select a student to come to the front, they ask a student of their choice the question.

45. Card loops. Cards have unrelated question and answer on either side. Pupils read the question and the person who has the answer responds. They then ask their question.

46. Label or annotate a diagram or illustration relating to the last lesson.

47. Marking - give students a quick test as a plenary. At the start of the next lesson swap books so students can mark each other's answers.

48. Draw a graphic summary of knowledge so far - flow chart, mind map, diagram etc.



49. Pick and mix - as a plenary in the previous lesson ask students to write a question on a scrap of paper and put all them in a bag. On their way in to the next lesson they pick a question and write their answer when they sit down.



50. Chain reaction. Students sit in groups of four. The first group asks the second group a question related to the topic. Someone in the second group answers. They then ask a question to the next group and so on. Give them a minute to prepare questions first.

Loads of Kinesthetic Activities....

It is important to vary the activities in lessons so that you cater for students with different learning styles and help students to develop each style of learning. Kinesthetic learners have a preference for information that is learned through experience, example, practice or simulation. The following activities and information are taken either from our experience/resources or the internet.

General: 45!!

- ☺ Giant diagrams out of masking tape on wall or floor to interact with. (example: keyboard)
- ☺ Huge floor/wall puzzles
- ☺ Large Maps on wall or floor to interact with.
- ☺ Round Robin using chart paper posted on wall.
- ☺ Charades.
- ☺ Overheads projected on wall so students can move to them for games – e.g. cloze test, crossword, anagrams. Can be used for team games to get to the teacher first with the answer, filled in with different colours to represent the different teams.
- ☺ Acting.
- ☺ Interviewing.
- ☺ Peer coaching.
- ☺ Role Playing.
- ☺ Big hand/fist of five (show me a scale of 0-5, indicating if you have understood what I have talked about).
- ☺ Circle games: a la 'Persuasion game', e.g. mental maths, vocab etc.
- ☺ Grouping games/systems: e.g. animal noises, families of vocabulary, concept connection.
- ☺ Ordering of cards.
- ☺ Matching cards.
- ☺ 'Theatre of Learning' interactive corner/table/display encouraging investigation and exploration of objects.
- ☺ Individuals or groups being objects/elements/people in story/recreation.
- ☺ 'living' plan of place of worship in classroom/walk in models.
- ☺ Connect a plan/diagram of something by linking with ribbon/string on a handy display board.
- ☺ 'This is your Life' – perform understanding of an important person.
- ☺ 'Splat' – physically choosing opposites.
- ☺ 'Ruler game' – as splat but vocab (shout meanings), mental maths etc.
- ☺ Making things – stained 'glass' windows (symbolism), modelling an artefact.

- ☺ Students creating a display themselves to perform understanding.
- ☺ Card discussion starters, e.g. Diamond nine approach (Order cards according to relative importance).
- ☺ Hot seating.
- ☺ 'Piece of string' – string across classroom, students place their name at either end of the string to signal agree/disagree or in the middle for 'unsure'.
- ☺ Physical problem solving/walk in models, e.g. where to site a new mosque, plan out part of the body using objects/themselves.
- ☺ Thought tracking/freeze frame/still images.
- ☺ Making board games.
- ☺ 'Silhouettes' life size sugar paper cut outs of students, filled with words/symbols to articulate themselves/the group, empathise with others etc.
- ☺ Puppet shows.
- ☺ Artefacts box (put their hands into the box 'blind' and aim to guess the artefact through the sensation of touch, can describe to class to get help).
- ☺ Dance.
- ☺ Visits.
- ☺ IT.
- ☺ Videoing students, playback etc.
- ☺ 'Instant' brainstorm – whole class write on board to brainstorm (could then be organised into mindmaps)
- ☺ Jigsaw research groups with a 'home' group and an 'expert' group which encourages students to move around the room/mix/share information/focus.
- ☺ Envoying – reps travel to other groups to share ideas and then report back to base.
- ☺ Presentations.
- ☺ Mime.
- ☺ Freeze frame summary.
- ☺ Living discussion – students stand in an area of the room according to their opinion, object is to encourage/persuade other students to move to your area.
- ☺ Whiteboard relay – Relay to write on the board in groups e.g. five pieces of vocab on a topic, a sequence of numbers, emotions connected to a concept etc.

Maths (from the Internet)

Relay maths, to give encouragement to whole class interaction and teamwork. For example, write a fraction on the board. Give out four board pens and ask students to run to the board and write an equivalent fraction. They then return the pen to me and I give the pen out again to someone

else. This lasts for four minutes and can be used for a number of exercises in maths.

Students can always nominate a friend if they are stumbling on the answer or ask the 'audience'. **Throw a soft, small ball** to the volunteer who then could throw it back if they had forgotten their answer or throw it to someone who could help.

Brain gym as a learning tool. For example, when introducing a symbol or notation in maths for students to draw it in the air with their right hand, then their left and then both hands together. This connects both the right and the left sides of the brain and is good for motor co-ordination. It also helps the students to remember the symbol or keyword. If the answer was ever eight then the students had to draw a 'lazy 8' in the air at any time. A 'lazy 8' is a circular movement in the shape of an eight using both right and left hands together. Ask students to produce a double doodle using both right and left hands to write the key word. This helps to focus the students on the keyword.

Transformations Students are the shapes and play this game in pairs. A pair can reflect, rotate or translate. Have a pack of hand-made cards with the words reflect, rotate and translate written on them. When the teacher picks a card, if it matched the actions that the students were doing, they were asked to sit down. The winners were the pair left standing. With transformations you can make up dance routines and descriptions about the routines and the type of movements used. Also, looking at sports videos to see the different movement that takes place. Every so often go for a translation around the classroom.

Running game Using the OHP, put up 15 expanding bracket questions and 15 factorising questions. They are pairs to each other but the students do not notice this until the end of the exercise. Every student is given a number and in one minute they have to decide the answer to their question. They can discuss it with fellow students. They then race to the board as a relay and

ABC of Active Learning Ideas

These activities are designed to promote co-operative learning in a classroom atmosphere which involves the pupils and allows them to express their ideas and values. Some teachers may be used to a more formal approach. Teachers and children who are not familiar with this type of model may need to approach it gradually. For example, the idea of a 'brainstorm' is a very easy action to begin with. Often teachers who become used to working in this way devise new methods for themselves. They see the value of this approach and are pleasantly surprised by the positive engagement that results from this work.

AGENDAS May be offered to structure the way in which groups think through a set of issues. It is useful to list them. It is valuable for the group to have ownership of its own agenda. This can lead to prioritisation.

AHA! Each pupil may have an individual 'AHA' book. Their purpose is to enable pupils to record in writing (or pictures) specific moments of learning. They could also be used to record questions that spring to mind.

ALL CHANGE This is a quick activity to enable the pupils to work in new groups. The class should be sitting in a circle. The teacher asks the class to stand up, then asks those who are wearing a particular colour to change places with another. This may be followed by any other criteria for changing places. This activity can also be used to encourage children to reflect on their feelings about a particular session, eg 'All change if you enjoyed something about this session', followed by 'What did you enjoy?'. This activity should only last for a few minutes.

BRAINSTORMS Brainstorms are triggered by questions. They allow the pupil to suggest anything at all that is associated with the question without any discussion at that point in time. All ideas are publicly recorded. The purpose of this activity is to allow the group to 'wander free' with their ideas. Lots of lateral thinking emerges if brainstorms are used correctly. The discussion of ideas follows a brainstorm. Again, this is a quick activity. Try to set targets or time limits.

BUZZ GROUP Buzz groups are small groups formed from the large group. This enables all participants to contribute. Buzz groups are given short, timed tasks to do, eg Discuss a particular issue being tackled by the whole group and then feedback to the whole group.

CAROUSEL Pupils sit in two concentric circles, each facing a partner in the opposite circle. A subject for discussion is provided. One pupil now becomes a speaker and is given a time limit to get his/her point across to the partner/listener sat opposite. The roles are then reversed. The pupils in the outer circle then move one place to the right so that they are facing a new partner. A new topic is then introduced.

CASE STUDIES These are a useful way to develop discussions. Small groups may be presented with a short piece of writing which describes people's behaviour in certain situations. The group reads this together. Trigger questions may be offered to encourage them to reflect and present their ideas to each other. The group could be asked to write case studies and trigger questions for each other. Case studies which present a 'diff hanger' type of situation are particularly valuable to initiate discussion.

As with many active learning approaches this encourages pupils to see the world from another's

perspective.

CONCH SHELL DISCUSSION Pupils sit in a circle. A precious object (conch shell) is passed around the circle. Only the pupil holding the shell is allowed to speak. If they have nothing to say, the shell is passed on to the next pupil.

CHECKLIST to provide guidance through an activity. It reminds pupils of what they should be doing or looking out for. It can be written on the board or given out as a hand-out. For example, if the class is preparing to receive a visitor the checklist might say:

How will the room be arranged?
Who will welcome the visitor?
Who will ask the first question?

Checklists can be devised by the pupils themselves.

CONTRACTS The idea of establishing contracts or ground rules is one way of ensuring that the class has responsibility for its own behaviour. The process can be started by brainstorming, e.g. 'What rules do we need in order to work as a class?'

DATA COLLECTION This may involve compiling and using questionnaires. In constructing the agenda for the data the pupils should be made aware of the rights of others to privacy and of the need to have, as far as possible, value free approaches. Information may be recorded in a variety of forms, a data base, reports or graphs and pie charts.

DEBRIEFS These are important: without them much of the learning will be lost. By debriefing the activity the pupils are encouraged to reflect on what they understood or on how they felt about the experience. Debriefs may be organised to involve small group discussions or individual responses, eg.

What did you learn?
How are you feeling now?
What are the 3 most important facts that you remember?
How will you use what you have learned today?

DIAMOND NINES This is a prioritising activity. Small groups are asked to rank 9 statements about a particular subject in order of importance. This enables the pupils to consider their personal view about any issue and encourages them to share these views and argue their importance. The statements are arranged in a diamond shape with the most important at the top and the least important at the bottom.

	*				=	most important statement
	*	*			=	next two most important
*	*	*	*		=	next three most important
	*	*			=	next two most important
	*				=	least important

Debrief questions for this activity may include:

'Did you agree about the most important?' 'If not, why not?' 'Which statements caused the most discussion for you?'

FEEDBACK This is an essential part of any lesson, whereby people working in smaller groups are enabled to report on what they did or learned to the larger group.

FISHBOWL Set up two circles of seating; an outer circle for the observers and an inner one for the fishbowl. The fishbowl should consist of roughly ten people. The fishbowl is divided into two groups. One group is to speak in favour of a topic and the other against. Set a time limit of up to 10 minutes for each group.

One group goes into the fishbowl to present its position. The other group remain observers until it is their turn. Members of each group present their points without debate or argument.

After both teams have presented their position the fishbowl is thrown open. This means that the observers can join the fishbowl by tapping one of the fishbowl members on the shoulder and taking that place. At this time individuals can put their points of view, discuss and argue the issues.

GRAFFITI WALL This method of evaluation can be used at the end of a lesson or at the end of the day. Large sheets are prepared to look like brick walls and the pupils are asked to write comments about the activity they have just completed.

ICEBREAKER This is an activity at the beginning of a session which encourages people to begin thinking or moving. It is a good idea to use this activity with groups who do not know each other very well. Even if the people do know each other, it is an excellent method for ensuring that they behave in a co-operative manner, e.g. introductions - the group sits in a circle. Everyone says his/her name plus where he/she would rather be now or what he/she hopes to gain from the session.

INTERVIEW In this activity the pupils decide whom they would like to interview, why they want them to come and what they are going to ask them. The idea is to involve the whole class so that as many pupils as possible will suggest questions to ask, i.e. the more we OWN something the more we will obtain from it.

INTRODUCTION It may seem obvious but we need to remember to give an overview of what a session is about. It helps to demystify the learning process. An introduction will enable the class to know the purpose and in what ways they will be working in the time allocated.

JIGSAW STATEMENTS This activity is for forming groups. A set of written instructions or piece of information is cut into segments (jigsaw). The number of segments into which the 'trigger' is cut will determine the size of the group.

A piece of jigsaw is given to each pupil. They must then seek out others to form a whole. They will then be given a task relating to the statement on the card.

LINE UPS This activity involves pupils forming lines in particular patterns, e.g. in order of birthdays or surname. (obviously qualities that are 'sensitive' e.g. skin colour, should not be used as the basis of ordering). Line ups may be done in silence so that the children have to invent a code of communication. Once lined up the class can be divided into new groups according to where they are standing.

MATCHING This is a way of forming pairs or small groups. The teacher distributes a variety of pictures and asks pupils who have the same pictures to form groups. Other methods might be paper of different colours or half of a song or film title. Ensure you select popular songs and film titles!

MILL AND GRAB The class must be standing up. The teacher asks pupils to form groups very quickly according to a variety of criteria e.g. 'Join up with someone who likes your favourite TV programme'.

This process is useful for reforming groups, enabling pupils to work with people whom they would not necessarily choose for themselves. By doing this, it is possible for them to appreciate other people's qualities. The process can also lead to a heightened awareness of others.

NUMBERING OFF One way to group pupils is to number them off around the class. If you want five groups, number them off in turn 1-2-3-4-5 and 1-2-3-4-5. Then ask all the 1s, 2s etc to form groups.

PASS In group activities, where everyone in turn says something, it can be worrying or even frightening for some pupils to be put on the spot. You need to establish at the beginning that everyone has the right to pass and the s/he will be given the chance to make a contribution at the end of the round.

PUBLIC RECORDING when the sharing of ideas is being encouraged and where everyone's contribution is valued, everything that comes out of a session should be recorded in a way which can be seen and acknowledged by everyone. It vastly improves listening and writing skills!

QUESTIONS Some questions will encourage pupils to think in a creative way, whilst others will not. For instance, questions with the words **HOW/ WHY?** and **IN WHAT WAYS** are open ended. Whereas questions beginning with **WHAT?** or **WHEN?** are closed and tend to produce simple responses that do not develop or facilitate discussion.

When two or more questions are being considered by small groups it is a good idea to list them.

ROLE-PLAY This is an educational technique which allows participants to play themselves in a different or unknown situation, such as preparing for a job interview. Alternatively they can play the part of another person in a known situation such as reversing roles so that pupils become teachers or parents. Finally, they may play other people in unknown situation e.g. fantasy games or historical re-enactments. Role-play allows emotions, reactions, thoughts, behaviours, attitudes and values to be explored. At the end of a role-play participants can reflect on the experience and gain a greater understanding of given situations.

When using role-play, have clear and well defined objectives. Involve everyone, as participants with a role, or as an observer.

Allow about one fifth of the total session time for preparing the group. This is essential to create the mood and encourage participants to feel relaxed. Use movement activities which stimulate imagination and creativity.

Ask participants to volunteer for the various roles but never force people into roles they don't want to play.

Encourage participants to identify with the characters they have chosen e.g. ask them to respond in the way they think that person would.

Stage management is required. Encourage the players to remain in role and **FULLY** explore the situation. Prepare observers by handing out observations sheets with questions such as:

'What sort of people were they?'

- 'What feelings were expressed?'
- 'What happened? Why did it happen?'
- 'How did the others react?'

Deroling

Deroling is as important as role preparation. At the end of a role-play, before any discussion, give all the players an opportunity to express their feelings about the characters and situations that they portrayed. Then all the role-players shed their characters by removing any identifying symbols. It may also reinforce the deroling process if they change seats and or identify themselves with their real names.

Do not underestimate the need for deroling

Once deroling is complete players should no longer be referred to in character either by reference or name. Debriefing, (see page 2) is the period when valuable reflection and evaluation occurs. As themselves, the players discuss what they learned from the experience. Ask observers to contribute to the analysis of the role-play and encourage general discussion about the relevance of the situation to their lives.

VALUE CLARIFICATION People are constantly bombarded with conflicting messages about what to do, to think and feel. Uncertainty can arise about which message is right. Ultimately young people need to decide this for themselves.

Value clarification is a technique which creates a process whereby young people can learn the skill of deciding what they value and making choices and decisions. Once this skill has been learned, it can be applied throughout life. Examples of values which could be clarified in sex education include; trust, love, honesty, chastity, independence, integrity, belonging and respect.

The following process consists of seven sub processes.

Choosing one's beliefs and behaviour:

1. Choosing from alternatives
2. Choosing after considering the consequences
3. Choosing freely

Prizing one's beliefs and behaviours:

4. Prizing and cherishing
5. Publicly affirming (when appropriate)

Acting on one's beliefs:

6. Acting
- and
7. Acting with a pattern consistently and with repetition

Sometimes when using value clarification it is necessary to play the role of devil's advocate. A group may be so homogenous that they fail to consider all the aspects available to them during a value clarification activity. In this situation the teacher could openly state, "I think I could put a case for ..." and thus broaden the options open to the class.

Value clarification is best used with activities which raise issues enabling people to sort out their own personal values at their own pace.

VERBAL TENNIS This activity encourages pupils to come up with 'quick-fire' associated words. They need to work in pairs. The teacher gives a category, eg boys' names. One of the pair starts by giving a word which fits into the category. His/her partner then has to say another word that fits into the given category. At intervals the teacher should change the category.

Verbal tennis is useful to trigger off discussions e.g. the given category could be female or male jobs which could lead to a discussion on stereotyping.

You might use it to recap on words related to the subject of the lesson.

It is also a good evaluation tool. You may offer the category, 'Words which describe the activities we have just taken part in.'

VIDEOS or FILMS These are useful triggers for a variety of follow-up activities;

1. After viewing a video, arrange the room to allow face to face participation in group discussion.

2. At the end of the video/film and before any discussion, ask individuals to write down their reactions and feelings about it; then ask the class to form small groups to share their feelings and reactions. Allow time for total group sharing if appropriate.

3. Role-play can be used to complement or expand a video. have the groups act out a range of possible alternative endings.

4. Prepare a questionnaire that reviews the content of the video.