



Review Games

Team Tournaments

1. Prepare cards with short answers, definitions, or concepts written on each.
2. Assign students to groups of 3-5
3. One student is the Player, another is the Challenger, and another is the Checker. These roles rotate with each turn.
4. The Player draws a card and shows the other team members. Each member writes their own answer to the question (1 minute).
5. Once the minute is up, the Player answers the question, while the Checker looks in his/her notes or text for the correct answer.
6. The Player answers the question, and if the Challenger disagrees, he/she challenges the Player.
7. If the Player is correct, he/she gets a point.
8. If the Challenger is correct, he/she get a point.
9. If both are wrong (the Checker lets them know), the card goes to the end of the deck and the roles switch.

Boggle

1. After a lecture, reading, or end of a unit, give students two minutes to review their notes.
2. Give them 2 minutes to "fact storm" by retrieving and writing down as many ideas and details as they can remember (this is without notes).
3. Have students meet with a review team of 3-4 other students. Students share their lists and add any information they did not have on their lists.
4. Students leave their teams to Boggle (compare their list against their opponent's list) with other students. Students can Boggle in pairs or trios, earning points for any idea they have on their list that their Boggle competitor doesn't have.
5. Students return to their review teams and compute their team score by adding all their Boggle scores together. The team with the most points wins.

Skits

After a passive learning activity, have the students act out the information, system, process or skill they just learned. They play inanimate objects or abstract concepts as well as people,



animals, and others. With a little creativity, almost any information, skill or process can be acted out.

Draw It!

Students select a card with a word and draw pictures until their teammates guess what's on the card.

Steps: Blank paper or 3x5 cards for each team

1. Teacher or students create cards with a word or number on one side, relating to the curriculum
2. If students create the cards, they trade with another team.
3. Cards are stacked, shuffled, and placed face-down in the center of the table.
4. Student one picks the top card and reads it silently. On the opposite side of the card or on paper the student draws a picture(s) to communicate the content.
5. Teammates guess the content. Student continues elaborating his drawing until a teammate guesses correctly.
6. The process is repeated until everyone has a change or all the cards are used.

This can be played whole class with the class divided in two teams. Each team has one guess. If they get it wrong, the guess goes to the other team. If the team is correct, they draw another card.

Jot Thoughts

This game works well to access prior knowledge or to review concepts already learned. Teammates cover the table with ideas they generate using Think Pad Brainstorming.

1. Teacher names a topic and sets a time limit.
2. Going clockwise, one student at a time, students announce one idea to the group and then write it on a post-it. The next student does the same with another detail, idea, or fact about that topic. Students are to write as many ideas they can in allotted time, one idea per slip of paper.
3. Students attempt to "cover the table" with their post-its
4. The group to have generated the most ideas in the allotted time wins.

Variation: Students determine categories for the ideas they have generated and classify them according to their own classification system. Groups share ideas and classifications of ideas.

Team Interview

Students are interviewed, each in turn, by their teammates.



1. Teacher assigns a topic and sets time limit.
2. On each team, one student stands ready to be interviewed by teammates.
3. Teammates interview student asking critical questions about the topic for designated amount of time.
4. Students take turns being interviewed.

Trading Cards

Students use trading cards to form discussion groups of two or four.

1. Students each write down their assigned number (1-4) on cards.
2. Students stand.
3. Teacher plays upbeat music.
4. Students walk around the room.
5. Teacher stops music; students stop and listen.
6. Teacher gives two clues: size of group and who (using the numbers) is in the group.
7. Teacher gives discussion topic.
8. Students interact, using...
 - a. Timed pair share
 - b. Rally robin
 - c. Round robin

Stand Up, Hand Up, Pair Up

Students stand up, put their hands up, and quickly find a partner.

1. Teacher says stand up, hand up, pair up
2. Students stand up and keep one hand in the air until they find a partner who's not a teammate.
3. Teacher gives question or topic
4. Partners share.

Commercial Breaks

This activity is great for review.

1. Each student team (or pair) is assigned or chooses a review topic
2. After 10 minutes of prep time and rehearsal, they act out a commercial for the material that they have been learning.
3. Give them 30 seconds to be funny, bizarre, cute, sappy or exciting—whatever it takes to “sell” the “product” of knowledge and get everyone else to remember it.



Add-ons

1. Invite one person to come up to the front of the room and act out or pose as some idea or concept that they have learned from the lesson.
2. Have another student come up and join the impromptu living sculpture until they form one giant human representation of what they've been learning.

Snowball Fight

This activity can be used as an introduction at the beginning of the year, as a review, or any time you want student to get up and pair up.

1. Divide the class in half.
2. As an introduction activity, have the class write 3 interesting things about themselves on a piece of paper.
3. They then wad up their paper and throw it across the room (the snowball fight part).
4. Each student picks up a paper ball and finds the person who wrote it.
5. The students interview each other based on the details written on the paper.
6. They then introduce each other to the class.

Variations: This activity can be used for anything. One half of the class can write vocabulary words, the other half writes the definitions. Students then match the word with the appropriate definition.

People Search

This is an interviewing technique that helps students find out what they already know about a topic before the topic has been taught. This activity can also be re-visited after the unit to correct, review, and/or reinforce student learning.

1. Develop 10 – 20 key questions about the topic to be studied.
2. Rewrite the questions using the following format: Find someone who can name....Find someone who knows....who can explain...
3. Create a sheet with these statements followed by a space for the answer and another space for the responder's name.
4. Have the students interview their classmates to find someone who can respond to the questions. The responder should sign the interviewer's sheet in the space provided.
5. The responder can sign the interviewer's sheet only once.



- 6. Limit the search to 10 or 15 minutes; have the class share.

Content BINGO

This is another type of interviewing technique based on the game of BINGO. This activity helps to activate prior knowledge and build background before a concept is taught; this activity can be used for review, as well.

- 1. Develop 24 questions about the topic to be introduced and place them on a BINGO card format. Remember to leave the center square free.
- 2. Students are to interview classmates to find correct answers to the questions.
- 3. The responder tells what he/she believes to be the correct answer to the interviewer, and if the interviewer believes it to be the correct response, the responder initials the card. Only one set of responder’s initials per card.
- 4. The first student to have a BINGO wins the game.
- 5. If the concept is difficult and I know the students will not know the answer, I allow them to use classroom resources.

Variation: For review, students can create their own blank Bingo cards by writing responses that correspond to the questions posed by teachers. Teach high level question writing by giving the answer and have student write the question in the blanks.

ABC Preview/Review

- 1. Give each student (or pair of students) an ABC chart (see example below).
- 2. Students write terms or associations related to the desired topic that begin with each letter of the alphabet. They should fill in as many boxes as possible.
- 3. Begin study of the topic. Revisit the chart during the unit to add to the chart.
- 4. Use as a review at the end of the unit.

A	B	C	D	E	F	G
H	I	J	K	L	M	N
O	P	Q	R	S	T	U
V	W	X	Y	Z		