

☐ *Suitable for online activities*

↑ *Suitable for in-person activities*

### Starters/on entry to the room/lecture theatre:

- ☐ ↑ **Thunks** – get students thinking outside the box with Thunks. For example 'If I borrow a million pounds, am I really a millionaire?'
- ☐ ↑ **Bingo** – what key words do you think are going to be used today?
- ☐ ↑ **What's the question?** - Give them something that is the answer – a picture, an equation, etc, and they have to come up with a suitable question.
- ☐ ↑ **How many things can...** a paperclip be used for? This can be substituted with countless things that are linked to talks in any subject.
- ☐ ↑ **Create an equation for...** This could be anything: '4104', 'climate change', 'a classical composition', etc.
- ☐ ↑ **Students write questions** - upon entry they can write a question asking something that they want to find out today.
- ☐ ↑ **'Would you rather...'** ...be able to change colour like a chameleon or run as fast as a cheetah? ...be a doctor or a dentist?...live in Antarctica or the Amazon? ...meet your great-great-great-grandparent or great-great-great-grandchild?
- ☐ ↑ **'Who would win in a fight...'**
- ☐ ↑ **5 degrees of separation** – show 2 images and the students have to work out 5 steps to get from one to the other.
- ↑ **Mystery objects** – most objects that are in Universities are alien and mysterious to school students, so anything will do. Pulling them out of a bag gives extra pizzazz!
- ☐ ↑ **Mis-matched phrases** - [Discovery Puzzlemaker](#) is useful for creating these.
- ☐ ↑ **Cryptogram** – [Discovery Puzzlemaker](#) can allow you to enter a hidden phrase and it turns it into a cryptogram for the students, who then have to break the code!
- ☐ ↑ **Odd one out** – get feedback from the students. This breaks the ice nicely.
- ☐ ↑ **An engaging image**, with a text box asking the students to come up with a caption.
- ↑ **Jigsaws** - If you've got the time/inclination, cut up jigsaws for the students.
- ☐ ↑ **X and Y** - ask students why X is an example of Y. E.g. why is an apple an example of a fruit?
- ☐ ↑ **Everything you know** - ask students to write down everything they know at the start of a session. Then at the end they can add anything else that they've learnt. Good for reflection and evaluation.
- ↑ **Find someone who...** Provide a table with a selection of statements describing things such as 'find someone who can name 3 chemical elements'. They write their name and/or answer in the table. A good ice-breaker, warm-up activity.
- ☐ ↑ **Answer the register with the name of... a Shakespeare play/element.** For those doing the register this one gets them engaged and hooked onto the topic at hand.
- ☐ ↑ **'Odd one out'** – group of words/phrases/pictures – students have to identify the odd one out and explain what the rest of the group have in common. E.g.:  
Carrot            Apple            Potato            Cabbage.  
Good for checking understanding, encouraging students to talk to one another.

## Mid-session/break-out/main activity:

- ☞ ↑ **Promote collaborative learning** – give students roles: ‘time keeper’, ‘resource manager’, ‘quality checker’, ‘team rep’ – most love being given a job to do.
- ☞ ↑ **Role-play** – students are given a stakeholder or a role to play and they discuss between themselves.
- ↑ **Jigsaws** - Laminating them and keeping the pieces fairly big can mean they are re-used in the future.
- ☞ ↑ **Flow-charts**
- ☞ ↑ **Competitions** – students love an element of competition, even if it’s just 2 members of the audiences. Or the class could be split in 2. The first to solve a problem, or come up with an answer, or
- ☞ ↑ [Clastools.net](https://www.clastools.net) – all sorts here! Random name generator; ‘Fakebook’ creator – could be good for creating historical figure profiles; countdown timers; timelines.
- ☞ ↑ **Group answers** – allows students to discuss and come up with an answer together.
- ☞ ↑ **Decision-making exercises (DME’s)**
- ☞ ↑ **Thumbs-up/Thumbs-down** – better for younger children to feedback their understanding about something.
- ↑ **A question box** – students put questions anonymously in the box to help them clarify anything that they need help with. This allows them to stretch their legs as well!
- ☞ ↑ **Mini white boards** – these can be used for all kinds of activities, and gives the students an opportunity to get involved. Write answers and show them, draw a picture of something, create a plan, etc.
- ☞ ↑ **Role-play** – age-dependent. Younger children can be good at acting out parts; sixth formers are good at empathising and exploring different stakeholder views. Don’t expect secondary school students to be up for ‘acting’! But they will be able to voice different viewpoints.
- ↑ **Rocks or relics!** – have you got anything that they can *touch*? School students need to use a variety of senses to learn, and touch helps them to explore and provides a good break from listening.
- ☞ ↑ **Matrix** - A Matrix is a chart with columns and rows used to compare and contrast two or more subjects.
- ↑ **Think-Pair-Share** - As the name implies, students think about a question individually, then pair up to discuss their ideas, and finally come together as one group to share their answers.
- ☞ ↑ **Informal quiz** - The leader asks students to write down their answers to questions given orally. The answers are short but are designed to stimulate a broad discussion.
- ☞ ↑ **Sequencing** – the leader scrambles material and students put it back in order (e.g. a timeline, a maths problem, a biological cycle). Could be done without speaking for added complication!
- ☞ ↑ **Reciprocal questioning** - The leader structures time to alternate between asking the students questions and the students asking the leader questions. S/he asks to track the types of questions asked (higher/lower order) and continues to redirect questions
- ☞ ↑ **Cornell note-taking** – (sixth form) students take notes on a subject and come up with key words and questions linked to their notes in a column at the side.

- ☐ ↑ **Divide and conquer** – the leader breaks up a large amount of material (usually a reading) into smaller segments, then the tutor assigns a segment to a student or group. The students then present their segment to the whole group.
- ☐ ↑ **One minute paper** - Students write for one minute on the topics given by the leader. Helpful to open, focus, or close the session.
- ☐ ↑ **Boardwalk model** - This is a template for board work that asks the group to list prerequisite information needed to solve a problem (example: formulas), record the mathematical steps of the solution, record the steps of the solution in narrative form, and construct a similar problem.
- ☐ ↑ **Ranking arguments** – give students four or five possible arguments that could be used to justify a decision, ask them to rank them from strongest to weakest and justify their sequence. Good for encouraging critical thinking.
- ☐ ↑ **Photographs** – can be used in many different ways – stick in the middle of a piece of sugar paper so that students can record their findings. E.g. answering a series of questions, each one about a different photo (groups of students move around the room), devising questions (each one starting with a different question starter) that would give them interesting info about the photo.
- ☐ ↑ **'Marketplace'** – similar to the sample lesson – in small groups, students make posters about their topic with restrictions on design (e.g. only three words allowed), using a source sheet to help. Groups then visit each others' stalls (one member stays behind as the stall holder) and learn about the other groups' work. Check understanding with a quiz at the end with a question about each group's topic. Good for communicating a large amount of information that they don't necessarily need to know in detail – e.g. for establishing context.
- ☐ ↑ **Storyboarding** – instead of writing a narrative, students select 6 or 8 important events from the story and illustrate them in a cartoon-strip manner. Good for getting a narrative down more quickly, checking understanding of the significance of key events.
- ☐ ↑ **'Think pair share'** – ask a question or set a task for students to individually think about, then talk about their ideas with a partner, and then share with another pair. Good for making sure everyone's ideas are heard (and everyone actually has an idea).
- ☐ ↑ **'Before, before before, after and after after'** – another use of photographs – what happened immediately before the photo was taken? What may have happened a week before the photo was taken? What about straight after the photo was taken? A week after? Good for prompting students to think more carefully about sources and the stories and context behind them.
- ☐ ↑ **Compare and contrast** – e.g. photographs of very different places (e.g. a street in London vs a street in Delhi, graphs of population growth of different countries) – ask students to identify similarities and differences (e.g. five of each). Good for encouraging close study of resources, challenging preconceptions.
- ☐ ↑ **Deconstruct extended pieces of writing** – use highlighters/different colours for facts vs opinions, different colours for information relating to different topics. Good for helping students to access large bodies of text (which can be very off-putting for those who are not used to reading pieces like this).
- ↑ **Card sorts** – can be useful for organising information (e.g. a political system with its definition and an example) – but can be time consuming to produce. Only make them if you know they are going to be re-used a number of times (and laminate so they last longer!). Get each set printed on a different colour card so they are easy to put back together once two or three sets have been mixed up (which will happen).

- ☐ ↑ **Collaborative writing** - With older students (year 9, 10, 11), use sugar paper and marker pens to produce collaborative writing to answer questions (e.g. in a critical thinking session). Students agree on a plan, then write the answer (possibly taking it in turn to write a paragraph each). Students then peer assess another group's work – positive comment and possible improvement (use post-it notes to stop students from writing on each other's work). Good for helping to structure extended writing, using the PEE structure (although no need to stick rigorously to this structure). Can be stuck up around the room for future reference (with permission from the teacher).

### Plenaries/to summarise/end of session:

- ☐ ↑ **A 'cool wall'** – ask the students to write something cool that they learnt today and stick it on the wall as they leave. There could be sections – ~~Red Hot~~, ICE COOL
- ☐ ↑ **'Beat the teacher'** – give them a handout of the session (or display a paragraph on the screen) but include a handful of mistakes. They spend ~10 minutes reading it looking for the obvious mistakes. Make sure they leave with a correct copy!
- ☐ ↑ **Pictionary** - Draw a picture of your learning.
- ↑ **Traffic light cards** - students have reusable green/amber/red cards on a key ring; they are asked questions and in response they hold up a colour depending on their level of understanding or confidence about a particular subject. Useful for evaluation as well.
- ☐ ↑ **Role-play cards** – students can do this in pairs or small groups. Allows them to explore opinions of different stakeholders. Briefly explain on each card who the person is and what their main views might be. Could include questions to prompt discussion.
- ☐ ↑ **Self-evaluation** – What really made you think? What did you find easy/difficult? What have you learnt about X? What can you take away?
- ↑ **Line up, line up!** Students are asked to evaluate their experience by placing themselves along a line (along the stairs in a lecture theatre?)
- ☐ ↑ **Tweenaries** – can they create a tweet about the session? What #'s would they use?
- ☐ ↑ **The EastEnders Finish** – why will they want to come back again?
- ☐ ↑ **Gameshow templates** – Blockbusters, Who Wants to be a Millionaire, Catchphrase – get in touch if you'd like any of these.
- ☐ ↑ **Boxing Match** – metaphorically, not physically! In pairs or 2 volunteers at the front of the class. They each take a different side of an argument and have to argue their way and the rest of the group votes for who had the most convincing arguments.
- ☐ ↑ **The Blob Tree** – students can reflect on where they are in terms of their learning/understanding.
- ☐ ↑ **Metacognitive questions:**
  - How are you going to remember this learning? What is the key aspect you will remember from this lesson? What has this lesson reminded you of? Which senses were most important? What did you learn that you didn't know before? What have you learnt that could be useful elsewhere? What have you learned elsewhere that is like this? How will you apply what you have learnt?