

# NDHS Student Engagement



## Embrace the Power of Review Games

"Play is the highest form of research". - Albert Einstein



### Review Baseball

1. Prepare questions ranging in difficulty from a single (easiest) to a home-run (most difficult). For example:  
Single- easiest  
Double- somewhat easy  
Triple- somewhat difficult  
Home-run- difficult
2. Set up your bases (1st, 2nd, 3rd and home) within your classroom.
3. Divide the class into two teams. Use a coin flip to determine which team is at bat first, and which will take the field.
4. The batter determines the difficulty of the question. If they answer correctly, they will go to the corresponding base (e.g. double=2nd base).
5. Teams may not help the batter. If the batter's teammate gives the answer or calls out, the question becomes a fly ball to be answered by the team in the field for an extra run.
6. The team with the most points wins!

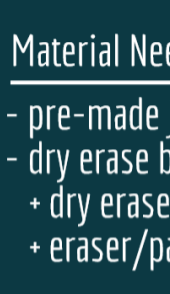


#### Material Needs

- baseball score sheet
- baseball bases
- pre-made review questions

#### Recommendations

- Establish a 2 strike rule.
- Establish a 5 run rule.
- Enforce the 'pop fly' rule.



### Material Needs

- pre-made jeopardy slideshow
- dry erase boards
- + dry erase markers
- + eraser/papertowel

### Recommendations

- bypass the 'who is... what is...' responses from traditional jeopardy.
- utilize images to break up the typical question answer format.
- have students prepare with a study guide the day/night before.



### Modified Jeopardy



1. Prepare questions ranging in difficulty using a jeopardy PowerPoint template, or an available online template.
2. Assign students into groups of 2-4 students.
3. Provide each group with a dry erase board, dry erase marker and an eraser.
4. Review the rules:
  - The team with the correct answer presented on their white board first will win the points.
  - Students are not permitted to shout out!**
  - Selection of categories and amounts will be conducted in a rotation by group.
  - The white board for each group must be rotated to a new member for each new question presented.
  - Do not permit the use of notes, textbooks or study guides to identify the answer.
5. The team with the most accumulated points wins!



### Independent Monopoly

1. Each student plays on their own, receiving the same amount of money.
2. Students are to wager their money based on how confident they feel about answering the review question.
3. If a student answers the review question correctly, they may keep their money.
4. If a student answers the review question incorrectly, their money goes to the next person who gets the answer correct.
5. At the end of the game students can cash their money in for prizes.

#### Material Needs

- pre-made review questions
- play money/monopoly money
- prize system
- pre-made game board/room layout (team version)

#### Recommendations

- Ensure your prize system is in alignment with the country grading policy.
- utilize white boards to ensure each student presents their answer.
- for larger classes have students compete in pairs/teams.

### Team Monopoly

Click the embedded link for a valuable online resource!

1. Arrange your desks to create a game board within your classroom, on which each stop poses a review question or action. Split the class into teams of 4:
  - Pawn - the student who moves around the room/board
  - Die roller- self explanatory
  - Decision maker/team leader- spokesperson for the team
  - Treasurer- keeper and collector of "bucks"
2. Distribute 10 "bucks" to each team to start off with.
3. The pawn will move around the board. If a team lands on a unit space, they must correctly answer to be eligible to purchase the space as a 'property'.
4. If a team lands on an 'owned' property, they must pay the owner the amount it is worth. If they answer the review question incorrectly, they must pay an additional \$1.
5. If a team lands in jail, they must roll a 6 to move out of the jail. If they fail to roll a 6 by their third try, they must pay \$2 to get out of jail.



### Around the World

1. Align your desks into two columns side by side. Students compete in pairs against each other.
2. Ask the pair a review question, and the first to answer correctly wins.
3. The winner stands up and moves to the next contestant in the line with the goal of moving through all of their classmates to the finish line by making it back to their original seat.
4. If a student answers the question incorrectly they must take the seat of the student that beat them.
5. The winner must make it back to their original seat, or if you run out of time, the person who travels the farthest wins!



#### Material Needs

- pre-made review questions
- desks & chairs

#### Recommendations

- have desks lined up in 2 columns.
- put a time limit on responses
- require the answer be written down and no shouted out.



### Material Needs

- identify the # of groups and the topics you need to address.
- post-its
- white board/chart paper

### Recommendations

- have groups present their findings before conducting a gallery walk to generate more ideas.

### Brainstorm Race

1. Divide the class into teams of 4 students. Assign each team a topic.
2. Set a timer (30 seconds-1 minute) and have students brainstorm or list the main ideas related to their assigned topic using chart paper or post-its.
- THE CATCH: THEY CANNOT SPEAK!**
3. The team with the most ideas related to their topic wins!



#### Want to amp things up a bit?

Use a gallery walk for teams to add or remove concepts to the topic.

If you have the space, have students connect concepts with yarn across the various topics.

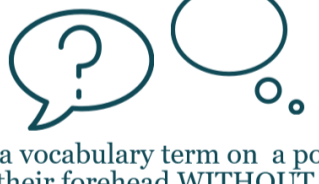


### Material Needs

- pre-made vocabulary post-its

### Recommendations

- restrict the number of questions a student can ask a single peer.
- establish parameters around the structure of their clue questions.



### Headbands

1. Write a vocabulary term on a post-it note and have students place a note on their forehead WITHOUT looking at it.
2. They must circulate around the room and ask questions to determine which vocabulary term they have using clues from definitions only.
3. When the student has identified their correct term, have them place their post-it next to a provided definition (projected on screen/chart paper).



#### Looking for a twist?

Have students find the person that has their definition to create a human word-sort.

### Observation Checklist

- ✓ Utilizes student assessments congruent with learning outcomes
- ✓ Demonstrates understanding of student interests, background, and needs
- ✓ Demonstrates knowledge of content to plan appropriate instruction + demonstrates accurate content knowledge
- ✓ Engages students in learning activities
- ✓ Uses effective questioning and discussion techniques
- ✓ Monitors student learning throughout lesson
- ✓ Establishes, communicates and maintains rules and procedures

### Quick Tips

- 👍 ALWAYS, ALWAYS have your review questions prepared prior to the game.
- 👍 Create more questions than you think you will have time for, so you do not have to think on the spot.
- 👍 If utilizing the group approach, ensure everyone has a clear role to play that provides a contribution, to the teams success.
- 👍 Save your records, once you have designed the game once, you have a guide for future lessons!
- 👍 Be certain to display and review the rules and expectations prior to starting the game.

### Bloom's Taxonomy Verbs



### Resources

- <http://teach4theheart.com/2014/05/15/7-review-games-that-wont-waste-your-time/>
- <http://www.teachhub.com/fun-review-activities-classroom-games-do-now>
- <https://mpiedrasclassroom.blogspot.com/2013/10/monopoly-multi-unit-review-game.html>

Please let me know if you try one of these engagement activities, I would love to hear how it goes or any suggested modifications you have found that may help others!

If you decide to give one of these activities or resources a try I am happy to help you plan, co-teach or simply provide informal feedback on a lesson.



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