

PAL Activity Generator

Find an Activity



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Activity Types

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Starter Activities	Maths and Stats
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Starter Activities

Use these activities at the start of your sessions to help students get to know their fellow attendees, to feel able participating in group activities or to introduce the topic of the session.



Pick a Side

Aim: To get students moving and talking to each other. To develop networking skills.

Group Size: 4+

Time: 10 mins

Resources: No resources needed

Preparation: A few A or B questions and follow up questions.

Instructions:

1. Divide the room in half – one side is Option A and one side is Option B – and ask the question e.g. “do you prefer cats or dogs?”
2. Tell the students to move to the side of the room based on their answer to the question
3. Ask a follow up question based on the first question e.g. “why are cats/dogs better?” Each side to discuss the question.
4. Each side feeds back ideas to the other side to try and convince them to change sides.

Variations:

- Try making the questions specific to your course.
- Try using more options if you have a bigger group.
- Try turning Step 4 into a debate as a main activity for languages.

Memory Match

Aim: To get students discussing and working together as well as testing their memory.

Group Size: 2+

Time: 10 mins

Resources: 12+ note cards with vocabulary and definitions

Preparation: Write out vocabulary and definitions before session

Instructions:

1. Shuffle the memory cards and place them face down.
2. One by one, ask the students to come up and try matching a pair.
3. Encourage each student to discuss the matches and where the correct card is placed with the rest of the group.
4. The game ends when the students match all of the cards!

Variations:

- You can use websites such as Quizlet and Kahoot to create 'online' versions of this memory match game.
- Languages students can use this to test new vocabulary words, particularly when languages are being learned 'from scratch'.

K. W. L (Know, Want, Learned)

Aim: To provide a structure to the PAL session that encourages reflection

Group Size: 1+

Time: Varies

Resources:

Whiteboard/
flipchart paper, pens

Preparation:

Instructions:

1. Draw three columns on the paper/board with the titles **What I Know**, **What I Want to Know** and **What I Learned**.
2. Ask students to fill out the first two columns.
3. You can use the content of the first two columns as the basis for your session or future sessions.
4. The final column could be used a plenary at the end of the session to evaluate whether you have covered what they 'want to know'.

Variations:

- Try...

Clapstorm

Aim: To get students energised for the PAL session to come.

Group Size: 4+

Time: 5 mins

Resources:
Yourselves!

Preparation:

Instructions:

1. Students and leaders should stand in a circle.
2. The leaders should start the clap and inform the students of the session's topic.
3. Each individual should take turns clapping and facing the person to their right.
4. As they clap, they should shout out a word associated with the topic.
5. At a desired point, the facilitator can shout 'NOW', meaning the claps can be aimed at anyone (not just the people to their right) – meaning everyone has to play close attention.



Kahoot quizzes (starter or plenary)

Aim: To ease students into the session or serve as a recap for the end of a session

Group Size: 4+
(though could be done with fewer)

Time: 5-10 minutes

Resources: You will need some starter/recap questions, access to a Kahoot account

Preparation: You will (potentially) need to make a Kahoot account and create a Kahoot quiz

Instructions:

1. Once the Kahoot quiz has been made and before the session, check that it works with other PAL leaders.
2. During the session, make sure that the computer's volume is on to hear the Kahoot music.
3. Explain to students how to join the Kahoot quiz (go to www.kahoot.it and enter the PIN) on screen.
4. As the quiz goes along, add some commentary as to how it is going and elaborate on answers and announce the winners at the end.

Variations:

- You could have a prize for first place at the end of the quiz
- Whilst going through the questions and answers, you could try asking more questions about why the answer is correct (especially if not many students got it right)



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Maths and Stats

Use these activities in more maths-based or statistics led sessions, where the way you have to approach activities differs slightly from more essay-based subjects.



Relay Race

Aim: To help students consolidate information and see how questions link.

Group Size: 4+

Time: 10 – 15 mins

Resources: Question paper, pens

Preparation: Prepare a question – question should be linked

Instructions:

1. Divide the group up into smaller groups or individuals depending on whole group size.
2. Hand out the question papers and explain the rules: **they have to complete a question paper bit by bit with each person tackling a different part in order.** For example, Student A would complete Part I and pass to Student B who would complete Part II.
3. Whoever gets to the end first wins a prize!
4. Afterwards, have students come together as a whole and share their answers.

Variations:

- You could do the same with creating plans for more writing-focused work such as lab reports.



The Proof is in the Puzzle

Aim: To help students understand the steps that need to be taken to solve a problem.

Group Size: 1+

Time: 10+ mins

Resources: Cut up strips of steps to a proof

Preparation: Find a step by step breakdown of data/ a problem

Instructions:

1. Give the group an opportunity to solve the equation by putting the pieces in order.
2. Give them a chance to explain why they've chosen this order.
3. After the activity, hide the pieces and just give the first line (or step) of the problem and ask students to write the rest from memory (or their notes)

Understanding Statistics

Aim: To encourage students to evaluate statistics and interpret statistics.

Group Size: 1+

Time: 10+ mins

Resources: Sets of data from course or internet

Preparation: Find the data you wish to use

Instructions:

1. Take a set of data (could be one graph or a whole document) and before starting, ask students what would be important to get out of the data.
2. Using the data, split attendees into pairs to create graphs, perhaps giving each group a focus (e.g. on a specific piece of data)
3. Bring the group together to evaluate the different graphs.
4. Ask a set of questions to get students to use their graph and apply that information to the area (e.g. number of deaths, etc.)

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Languages

Use these activities for PAL sessions focusing on Modern Languages to help students with vocabulary terms and speaking a new language.



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Vocabulary Development

Aim: To help students group terms and vocabulary in meaningful ways.

Group Size: 1+

Time: 10–15 mins

Resources: Several sets of vocabulary

Preparation:
Selecting key terms

Instructions:

1. If you have a group of more than four, create some subgroups.
2. Hand out your packs of key vocabulary terms.
3. Ask each group to arrange them into meaningful categories.
4. Ask each subgroup to feed back to the main group a whole, explaining their rationale behind their categorisation.

Language Karaoke

Aim: To help students gain skills in listening, translation and local music.

Group Size: 2+

Time: 20 mins

Resources: Song,
paper, pens

Preparation: To pick
a song and find the
lyrics

Instructions:

1. Load up a song in your chosen language and play it to students.
2. A line at a time, get students to write out and translate the lyrics (have a copy of the lyrics as a back-up).
3. Once you have finished translating, get the students to sing the song back - in the language and then in English.

Memory Match

Aim: To get students discussing and working together as well as testing their memory.

Group Size: 2+

Time: 10 mins

Resources: 12+ note cards with vocabulary and definitions

Preparation: Write out vocabulary and definitions before session

Instructions:

1. Shuffle the memory cards and place them face down.
2. One by one, ask the students to come up and try matching a pair.
3. Encourage each student to discuss the matches and where the correct card is placed with the rest of the group.
4. The game ends when the students match all of the cards!

Variations:

- You can use websites such as Quizlet and Kahoot to create 'online' versions of this memory match game.
- Languages students can use this to test new vocabulary words, particularly when languages are being learned 'from scratch'.

Predict Test

Aim: To test students' understanding of a topic by asking them to create questions.

Group Size: 3+

Time: 15 mins

Resources:
Pen/paper

Preparation: To think
of a topic to cover

Instructions:

1. Assign students to groups (try and have at least 3 groups)
2. Ask them to create a question on a specific language topic (e.g. grammar, language, culture).
3. Ask students to swap their question with another group and then the groups should draft attempt to answer the question.
4. Continue until all groups have attempted all questions.

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Essay Writing

Use these activities to help students gain skills in writing essay-type assignments that are an inevitable part of any discipline here at Bath.



Grab Bag – Referencing

Aim: To help students with their referencing skills.

Group Size: 1+

Time: 10 – 15 mins

Resources: Large bag, selection of sources

Preparation:
Selection of sources,
read citation guide

Instructions:

1. Going around the table, ask each student to select a source from the bag.
2. They need to write out the relevant citation and reference (in Harvard Bath, APA format, etc.) on an email and send it to one of the PAL Leaders.
3. The group can then judge whether the reference is correct and offer guidance to the student, as well as referring to the referencing instructions (often found in the course handbook or Library website).

Variations:

- You could do this for key terms and definition matching as well.

One Minute Paper – Generating Ideas

Aim: To help students break down the essay writing process.

Group Size: 1+

Time: 5 –10 mins

Resources:

Paper/whiteboard
and pens

Preparation: Decide
on topic

Instructions:

1. Ask students to write a paper on a given topic – maybe an essay question.
2. Emphasise they only have **one minute** to write their paper, and the main point of the exercise is to get ideas on paper.
3. After the minute, get students to explain the content of their paper to the group.

Variations:

- You could use this either at the beginning of the session (to see what needs to be covered) or at the end of the session (to summarise and check understanding)
- If a topic is complex, two minutes would also work.

The Essay Writing Recipe – Essay Structure

Aim: To help students devise a clear approach to the essay-writing process.

Group Size: 1+

Time: 10–15 mins

Resources: Cut outs with the various stages of essay-writing.

Preparation: Make cut-outs of various stages (e.g. researching, plan)

Instructions:

1. If you have a large group, divide them into sub-groups.
2. Give each sub-group a pack of handouts and work together to put stages in the order they think best (e.g. researching, planning, writing, proof-reading)
3. Bring the groups back together and ask them to explain their rationale behind their processes. See if everyone agrees and discuss any disagreements.
4. Highlight that there are **no correct answers** – for example, some people plan before researching and others research and then plan.

Variations:

- You can apply this to lab reports, historical events and scientific processes too.



Verbal Volleyball – Psychology



Aim: To consolidate an understanding of what should be included in a particular piece of coursework

Group Size: 2+ per team
Time: 5 mins

Resources: You will need...
None! It's all spoken out loud

Preparation: You will need...
An understanding of the coursework chosen

Instructions:

1. Ask the PAL attendees to split into pairs or groups of even numbers on either "team"
2. One team volunteers to start
3. That team will then name one thing that goes into the particular coursework of focus e.g. for a lab report they might say "Method" or for an essay they may say "PEEL paragraphs"
4. The opposing team then returns this with another thing that should go in the coursework
5. The teams then continually bounce off each other with more and more ideas
6. The first team to hesitate, repeat or get something wrong loses

Variations:

- Try using a ball that is thrown between each team when they are answering.





Hook-a-duck and question (writing-based)



Aim: To allow students to tackle one part of a bigger problem/questions (main)

Group Size: 5+

Time: 15-20 minutes

Resources: You will need hook-a-duck equipment, questions about an assignment

Preparation: You will need to prepare suitable questions about a problem or assignment

Instructions:

1. Number each question and make sure the same number of ducks are numbered.
2. Ask students (either by themselves or in small groups) to come hook a duck and then look for the number on the bottom of the duck. Explain that this number will correspond to a question (either put these up on screen upload a document with the numbered questions or print and cut up the numbered questions and place them on another table)
3. Give students about 10-15 minutes to work on their questions and then ask for feedback

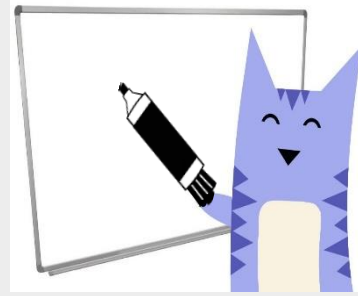
Variations:

- For stats: assign a question and stats output to each number
- For languages: assign a vocabulary topic to each number and ask students to write a short text surrounding that topic
- For essay-based subjects: each number can correspond to a section or part of an essay
- For the sciences: each number can correspond to part of a bigger question





Whiteboard mania (writing-based subject)



Aim: To create discussion amongst students surrounding different aspects of an assignment (starter or main)

Group Size: 6+

Time: 10 – 30 mins

Resources: whiteboard pens, either several whiteboards in your PAL room or several A3 sheets of paper

Preparation: You will need to divide up an assignment into sections

Instructions:

1. Write the heading of each section on a whiteboard or A3 paper (if using paper, put one piece on each table).
2. Ask students to wander round in 2s or 3s to each whiteboard/piece of paper and either write down questions or try to answer questions/add their ideas to the section.
3. After about 5 minutes, ask students to rotate and move on to the next whiteboard or piece of paper.
4. Once all whiteboards/pieces of paper have been visited (potentially at least twice to both ask and try answer questions), assign each group to a piece of paper and ask them to read out the main points from it.

Variations:

- You could ask students to come up with the different assignment sections (or the ones they want to cover) and then write them down on the whiteboards/pieces of paper



Activity Types

Discussing a Topic

Use these activities to help students debate a question or approach to a problem, having them critically consider both sides of the argument.

Peer Lessons

Aim: To encourage students to discuss a problem and its solutions in detail.

Group Size: 4+

Time: 20 mins

Resources:

Whiteboard and pen, problem sheet (potentially)

Preparation:

Coming up with problems to pose

Instructions:

1. Divide students into small groups (min. 2)
2. Give each group one problem and have them write out their solution on the board after they have had enough time to solve it.
3. Have each group come up to the board and explain their problem in as much detail as possible.
4. Encourage each team to explain their thought processes and methods in detail and ask the other teams to reflect on this – are there problems with their process?

Variations:

- This could be used for discussing complex models in the social sciences – choosing a few theories to focus on.
- For bigger problems each group can take a ‘chunk’ of the problem.

Jigsaw

Aim: To encourage students to break a topic down into its parts and discuss.

Group Size: At least 1 student per 'chunk' of the topic

Time: 20 - 30 mins

Resources:

Potentially flipchart paper and pens

Preparation: Create a list of part of the topics they can focus on

Instructions:

1. This activities makes the group as a whole dependent upon the subgroups.
2. Split the group into a series of smaller groups (min. 1 per group).
3. Each small group is to work on one aspect of a bigger problem/task the whole group is dealing with.
4. After a certain amount of time has passed, ask the group to share their part of the 'jigsaw puzzle' with the others.
5. Discuss if there were any discrepancies or misunderstandings between groups.

Variations:

- This can be done though students planning a short presentation on their part of the jigsaw.

Think-Pair-Share

Aim: To have the students consider a topic in a number of different ways with others

Group Size: 6+

Time: 20 mins

Resources: A question or problem

Preparation: A few different activities, a question or problem

Instructions:

1. Students first need to be given a question, problem or concept.
2. Encourage students to think about it **alone** for a short period.
3. Then, pair them with another student and discuss what they found individually for an additional time period.
4. Lastly, join the pairs into a larger group and have them discuss their conclusions.
5. It is **recommended** that the Think, Pair and Share sections are run using **slightly different activities**.

Variations:

- You can trial a number of different ways of having pairs discuss their conclusions – presentations and writing it on the board are examples.

Mock Debate

Aim: To get students to apply knowledge with a slight competitive element.

Group Size: 4+

Time: 20 – 30 mins

Resources: Paper and pens

Preparation: Select a topic for your debate

Instructions:

1. Divide groups into two equal teams (where possible) and assign one group to each side of the debate (pro- or anti-).
2. Give each group a little while to discuss the issue, and come up with their arguments. Remind them that they can use their lecture notes and other materials.
3. Start the debate!
4. Ask students to vote at the end.
5. Count the votes and start a discussion, focusing on those who have *changed sides*.

Variations:

- You can use this for STEM subjects arguing in favour or against different experimental processes.

Activity Types

Study Skills

Use these activities to help students with key skills for studying, such as taking effective notes, asking useful questions, or developing their ideas.

Cornell Note Taking Method

Aim: To familiarise students with this note taking method, to improve their lecture notes.

Group Size: 1+

Time: 10 mins

Resources: Notes page template;

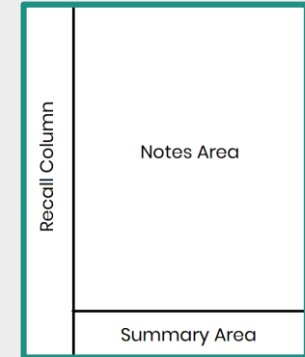
Preparation: Send notes page round before the session

Instructions:

1. Share the Cornell notes page (right) with students before your session and tell them to make notes from a lecture in the notes area.
2. In the next session, ask students to bring their new notes. Use Notes Review activity to check they all have the key information.
3. In groups, get students to create recall questions to get specific answers or encourage students to elaborate further
4. Students summarise the lecture at the bottom of the page

Variations:

- Try adapting the activity for other note taking methods
- Try setting a second activity based on the lecture to test notes quality



Pass the Pen

Aim: To get students to work together in creating a plan or piece of work

Group Size: 3+

Time: 15 mins

Resources:

Whiteboard/flipchart paper, pens

Preparation: Chosen the problem/essay to focus on

Instructions:

1. Each group/person is given a sheet of paper or whiteboard and one pen.
2. One person writes down the first step of an essay plan or the first step of a problem, before passing the pen on.
3. Keep passing the pen until the essay plan is complete or the problem is solved.

Variations:

- This can be used in Languages to construct sentences using new material.
- You can also do mind-maps this way – keep going round until no one has anything new to add.

Divide and Conquer

Aim: To aid students struggling with a difficult reading or problem

Group Size: 1 per section

Time: Varies

Resources: Flipchart paper/whiteboard

Preparation: The reading or problem in question (online/printed)

Instructions:

1. The reading or problem that students are struggling with should be divided up into sections.
2. Each group should be assigned one section, and should summarise or 'resolve' the section independently from the other groups.
3. Each group should present their summaries/answers aloud and encourage other groups to contribute.

Variations:

- You could do a 'cycle' where each group spends a certain amount of time on one section and then swaps with another group so all students get to see the whole reading.
- Languages students could be asked to conquer a reading in their target language (e.g. a piece of prose in French)

Research a Problem

Aim: To help students understand different ways of researching questions using the internet

Group Size: 2+

Time: 10 -15 mins

Resources:

Computer/smart phones, a question

Preparation: Devise a challenging question/topic

Instructions:

1. Divide the group into equal subgroups.
2. Give the groups your pre-prepared question or topic or let them come to you with a topic.
3. Split the groups into pairs.
4. Give each group a platform to search with (e.g. Google scholar, JSTOR, PsycNet, etc).
5. Ask the groups to work together and research using only the platform they are given. Allow ten minutes for this.
6. Ask the groups to share their results and evaluate how useful the studies they have found are, and how useful their search method was.



Pass the PAL-cel (primarily for writing-based subjects, though could be adapted for sciences)



Aim: To provide a fun way to break down an assignment into smaller parts to tackle

Group Size: 5-10 per parcel

Time: 10-30 minutes

Resources: assignment prompt questions, wrapping/scrap paper, tape and scissors

Preparation: come up with 5-10 questions, time to wrap up the questions in the parcel

Instructions:

1. Prior to the session, once you have come up with some questions, wrap one question in each layer of paper.
2. During the session, ask students to gather round in a circle and get some music playing.
3. Briefly explain how every time the music stops, the person who is holding the parcel unwraps the parcel and reads out the questions. Anyone can try respond.
4. The game finishes when the last layer has been unwrapped and all questions answered.

Variations:

- If you have time, you could wrap sweets in each layer
- Extension/further questions could be added to each layer to deepen understanding the assignment
- If there are several parts to an assignment, different parcels could be prepared targeting each part and then the answers could be shared to the whole group.





Treasure Hunt



Aim: To get students to go through the stages/different parts of an assignment

Group Size: 2-3 in each group (10+ in total)

Time: 20-30 minutes

Resources: You will need questions about an assignment, list of clues to find the questions

Preparation: You will need to plan where to hide the questions

Instructions:

1. Before the session, attempt to hide the questions in different parts of the room
2. Explain to students that you will set them off in small teams with a set of clues to find the questions and they will have to try come up with responses to the questions
3. Get them to meet back in 10-15 minutes or as soon as they have found all the questions
4. Once all the students are back together, ask each team to feedback their ideas and go over any missed questions

Variations:

- Try hiding small sweets with each clue and question
- You could just provide a map of some sorts to students and ask them to go to each pair of coordinates as opposed to creating clues for the questions
- If possible, you could hide the questions around the building



Activity Types

Revision

Use these activities to help students prepare for their examinations or other assessments by encouraging an overview of a large amount of content.

3:2:1

Aim: To allow students to see their areas of strengths and weaknesses before an exam.

Group Size: 1+

Time: 15 – 20 mins

Resources:

Whiteboard and pens

Preparation: Create list of topics for exam

Instructions:

1. Potentially send the list of potential exam topics through to students before the session so they are prepared.
2. Have each student come up with
 1. Three topics they know well enough to ‘teach’ to others
 2. Two topics they need assistance with
 3. One possible test question
3. Have each student write their 3:2:1 topic on the board and discuss.
4. Match students (e.g. one who is strong on a topic another is not) and have them discuss the content.

Variations:

- This could be used for other assignments; for example, the ‘topics’ could just as easily be the different sections of a lab report.

Research Cells

Aim: To encourage students to use existing material to answer a question.

Group Size: 3+

Time: 20 – 30 mins

Resources: N/A

Preparation: Idea of what resources students have access to

Instructions:

1. Divide the room into small groups.
2. Pose a question (difficulty can vary according to your needs) and encourage students to use their lecture notes and the internet to find the answer.
3. Ask each group to explain their findings and where they found it to others.

Variations:

- You could introduce an element of competition by challenging groups to find the answer quickest – perhaps have a chocolate prize!

What Would You Do?

Aim: To encourage students to apply what they have learnt to real-life situations.

Group Size: 2+

Time: 10 – 15 mins

Resources:
Scenarios.

Preparation: Write out a series of scenarios related to your topic.

Instructions:

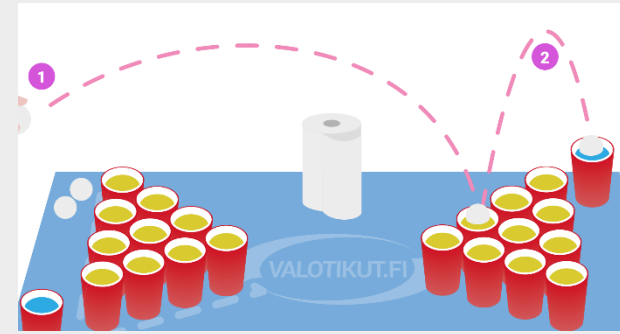
1. Divide the room into small groups.
2. Ask each group to discuss a pre-prepared scenario related to your topic. Encourage them to think about the different ways they could approach this situation.
3. Ask some of the groups to explain how they would respond to the scenario.

Variations:

- You could give each group a different scenario to discuss. Ask each group to summarise their scenario before feeding back.
- You could use the scenarios as one stage of a [think, pair, share](#) activity.



Peer Pong



Aim: To provide students with a fun and relaxing way of covering course content.

Group Size: 2+ per team

Time: 20 – 30 mins

Resources: Cups, ping pong ball, questions

Preparation: Come up with around 12 questions to be answered

Instructions:

1. Divide students into two teams and place them at opposing ends of a table.
2. Arrange the cups as shown in the image (we recommend 6 cups either side) and place questions (not drinks!) in them.
3. If a student gets a ball in a cup, a member of the opposing team has to answer the question, solve the problem, explain the concept or translate the phrase.
4. Repeat until all questions are answered!



Time Lines

Aim: To use a visual representation of content to explain a method/process.

Group Size: 2+

Time: 15 – 20 mins

Resources:

Whiteboard/
Flipchart Paper, Pens

Preparation: Pre-
drawn timeline, idea
of process/method

Instructions:

1. Begin with a horizontal or vertical line that represents the continuum of time.
2. Draw a series of 'points' – each one of these denotes an event or step in the process.
3. Get students to break down the content into smaller parts arranged in time order.

Elevator Pitch

Aim: To help students summarise notes by presenting to another student.

Group Size: 2+

Time: 10 – 15 mins

Resources: Students to bring lecture notes

Preparation:

Instructions:

1. Give students a few minutes to read their lecture notes.
2. Once they have done this, give them time to prepare a 3 minute summary of the topic. Ask them to imagine they have one minute in an elevator to explain the subject to a friend.
3. Ask the students to pair up and label themselves A and B.
4. Ask each student A to deliver their pitch – make sure to time the minute!
5. Switch over and ask Student B to deliver a pitch.
6. Have the students reflect on what they thought was useful or could be improved.

Variations:

- Try using this for essay planning – e.g. give students a minute to explain their approach to the essay.

Rotating Concept Maps

Aim: To help quickly gather all the information in the room on any given subject

Group Size: 3+

Time: 10+ mins

Resources: Paper and pens

Preparation: Set out the central concepts for discussion in advance

Instructions:

1. Divide your group into subgroups of an equal size
2. Give each subgroup a central concept to create a concept map around. Give three minutes for this.
3. Rotate the map so each group has a new concept to consider. Ask each group to add ideas and tick any branches they agree with. Give another few minutes for this.
4. Repeat stage 3 and continue repeating until everyone has seen all the individual concept maps.
5. Ask each group to go through the mind map they were left with, explaining the key ideas surrounding each concept.

Activity Types

Plenaries

Use these activities to end a session, review aims and consolidate student learning. These are a vital part of PAL sessions and should not be skipped over.

Assess the Session

Aim: To get feedback from your students in a simple, relaxed way

Instructions:

1. At the end of your session simply ask the students questions – such as:
 1. Do they feel that the session went well?
 2. Were all the questions answered?
 3. What do they want to cover next session?
 4. What do they want improved about the session?
 5. What are their suggestions for *how* to improve?

Student Survey

Aim: To get effective and structured feedback (if time-consuming)

Instructions:

1. Create the survey! You can ask the same questions used in 'Assess the Session'.
2. Hand the survey out at the end of the session or email it to students.
3. Collect and respond to feedback (and make sure to send feedback to peersupport@bath.ac.uk)

Tweet it!

Aim: To help students summarise material.

Instructions:

1. Assign a topic/concept/problem to each group
2. Have each group summarise the content in the form of a tweet (max. 140 characters)
3. Have each group present their tweet to each other.

Variation

Can use over social media platforms e.g. Instagram or TikTok.

Emojigram

Aim: To summarise material in a more visual form

Instructions:

1. Choose a key topic or topics.
2. Students summarise the content in the form of emojis.
3. Other students have to work out what the concept is, charades-style.

Variation:

Can also be performed using pictures instead of emojis.

Quiz

Aim: To provide a short and fun summary, maybe with prizes!

Instructions:

1. Before the session, prepare a (short) quiz testing key concepts.
2. Once you have done the main part, hand out quiz sheets or put questions on slides/the board.
3. Get students to mark each others' work and perhaps have a prize for the winning group.

WWW & EBI

Aim: To help students identify areas for improvement.

Instructions:

1. Hand out two post-it notes to all students.
2. On one post-it have them write What Went Well (WWW) in the session.
3. On the other have them write Even Better If (EBI) – how could they have improved their learning even more?
4. Collect responses from students and discuss.

In the News

Aim: To help students provide a written summary of their learning.

Instructions:

1. Choose a topic or assign different topics to different groups
2. Working together, have each group or individual make a short news article about what they've learnt in the session.
3. Make it clear that their article should be clear and easy to understand – and also very short given the time limit!

Variation

If pressed for time, you can use just headlines.

Spot Mistakes

Aim: To help students use their knowledge to spot errors.

Instructions:

1. Show students a solution to a problem or a paragraph of text with multiple errors in.
2. First, ask students to identify the errors.
3. Next, ask them to solve or correct the errors.
4. Have a slide with the 'correct' answer so you can see whether students' conclusions are the same as your own.

Step-by-Step

Aim: To help students summarise a process.

Instructions:

1. Choose a method or process.
2. Ask students to summarise this as a 'step-by-step' guide.
3. Once these have been made, get students to swap their guides.
4. Pose a question and ask students to use their new 'step-by-step' guide to come to a conclusion/answer.

Write Exam Questions

Aim: To get students to create self-test questions.

Instructions:

1. Choose a topic.
2. Get students to write a potential exam question on one of the topics covered in the session.
3. Have students swap questions and attempt to answer them.
4. Swap questions back so the original author can mark and give feedback.

Activity Types

Activity Name

Aim: To...

Group Size: x

Time: y mins

Resources: You will need...

Preparation: You will need...

Instructions:

1.

Variations:

- Try...

Plenary 1

Aim:

Instructions:

Plenary 2

Aim:

Instructions: