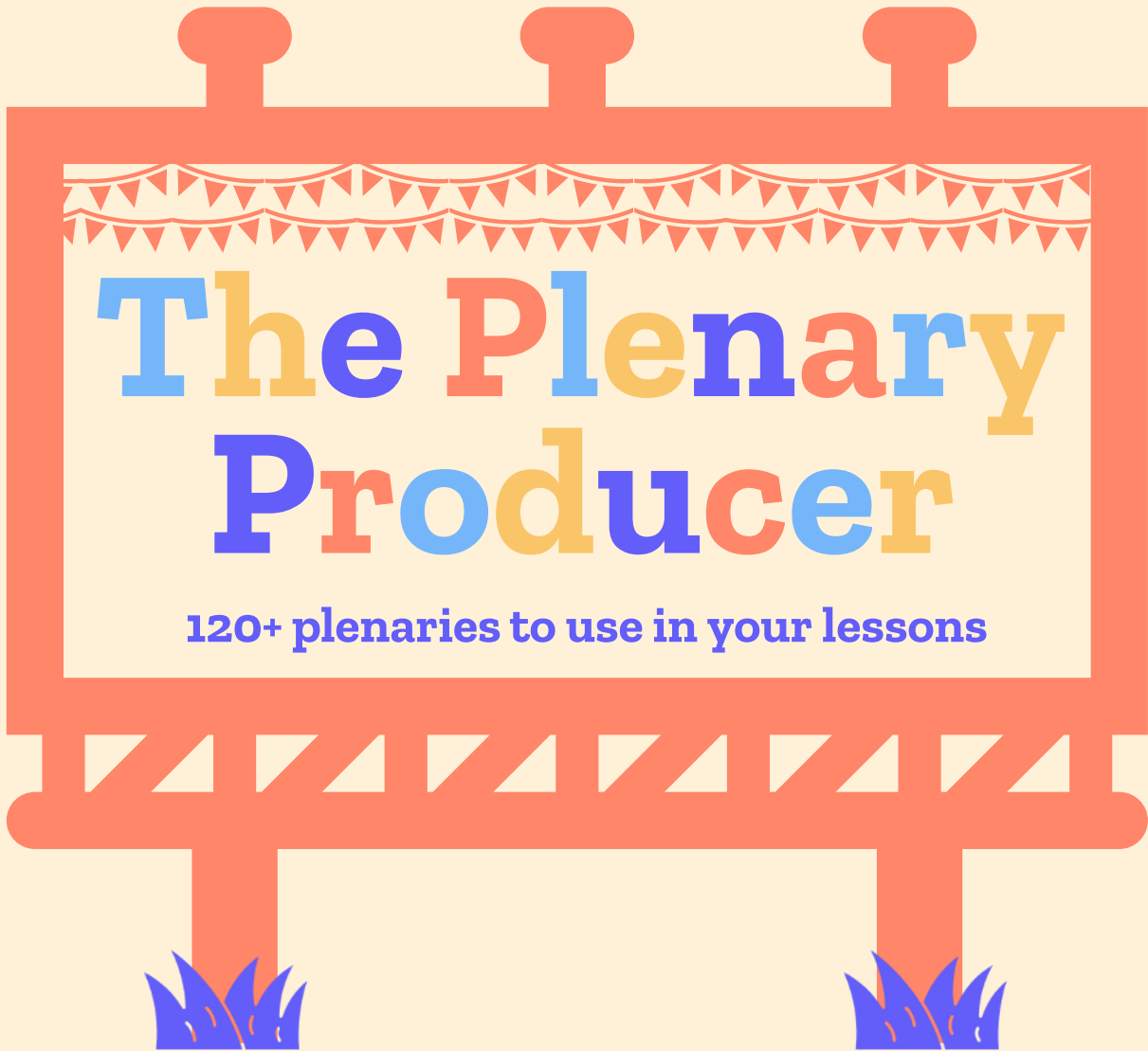




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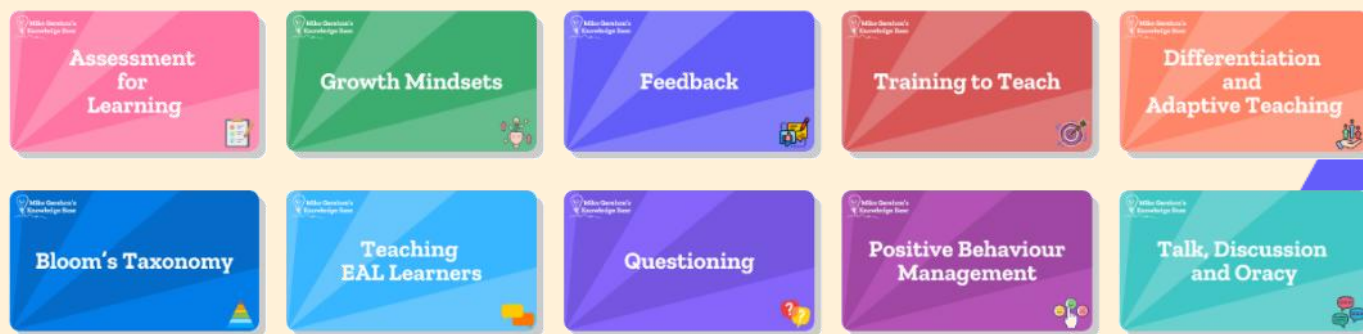


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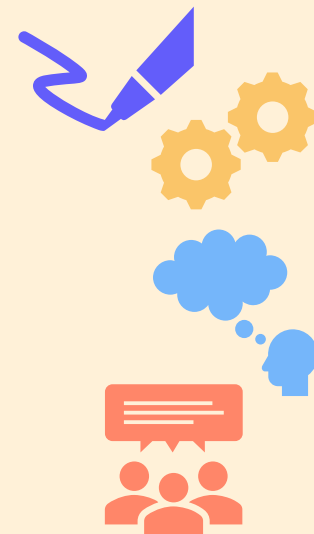
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Show Me The Answer



Using mini-whiteboards, true/false cards, hand signals, different coloured cards or something similar, learners must show you the answer to a series of questions.



Questions



Present learners with a series of five questions linked to the learning objective and covering key points from the lesson. Aim to make the questions increasingly more challenging. Learners can answer individually or answer verbally through paired discussion.

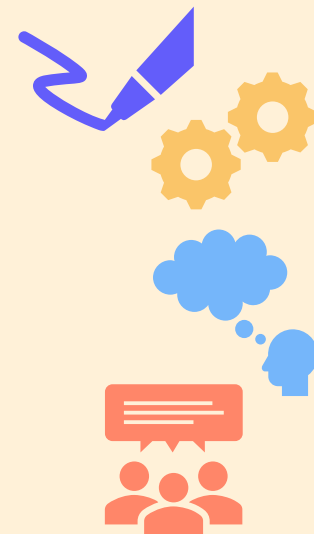


Questions You Would Like To Ask



Ask learners to write down two questions they have been inspired to think about, based on what you have studied with them. Explain that learners should be able to explain the thinking behind their questions.

Alternatively, learners can come up with questions about the lesson that they then pose to each other.

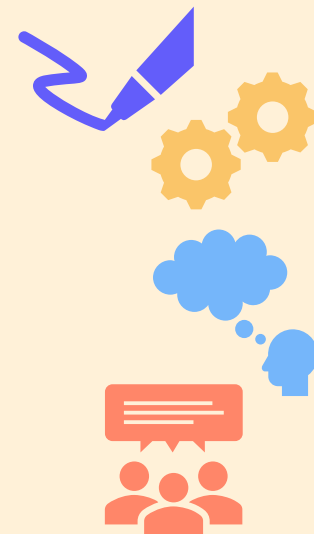


What's Your Opinion?



Learners write, speak, or act out their opinion(s) about the topic.

Use this as a springboard for shared evaluative discussion of what has been studied.



Word Fill



Present learners with a paragraph connected to the lesson topic, with keywords missing. Learners must write out their own version of the paragraph, filling in the blanks.



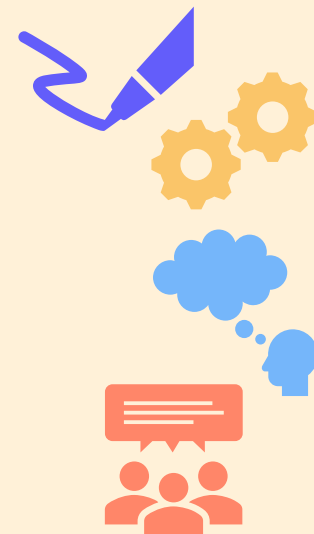
Pictionary



Divide the class into groups of four.

One person in each group gets a list of keywords or phrases connected to the lesson, along with a pen and mini-whiteboard.

They must draw the words/phrases for the rest of the group, who must try to guess what is being drawn.



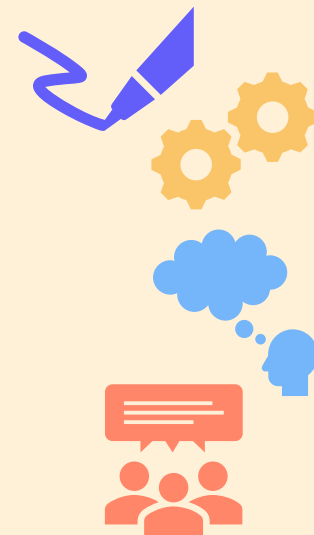
Freeze Frame



In groups, learners must produce a freeze-frame showing one aspect of their learning.

Develop by having learners dramatise the learning from the lesson.

(‘Oh my god! $2x + 3y = 19!$!’)



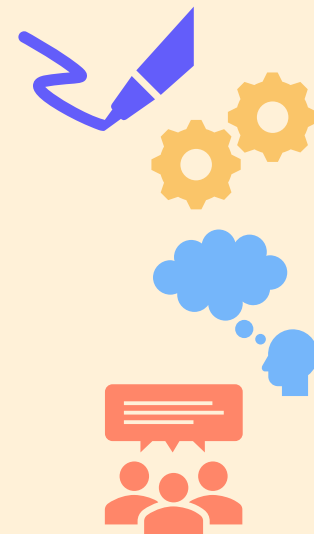
Bingo Sheets



Learners receive a bingo sheet containing keywords connected to the lesson.

The teacher reads out definitions and learners cross off the appropriate bingo squares as they go.

Develop by handing out different bingo sheets so different learners are listening out for different keywords.



Hangman



Play hangman with your class, using keywords or phrases connected to the lesson.

Alternatively, learners can play in pairs or threes, taking it in turns to be the guesser.

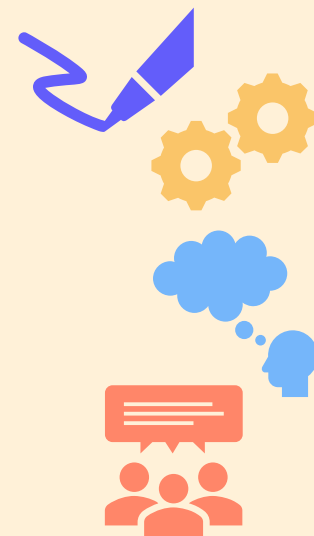


Classwork Peer-Assessment



Learners peer-assess the work produced during the lesson.

Scaffold by providing success criteria, the learning objective, and/or exemplar feedback.

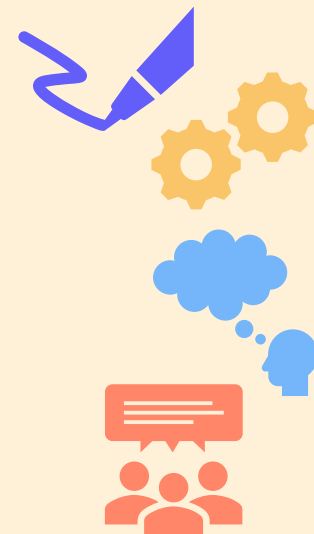


Learner as Teacher



Invite one learner, or a small group of learners, to be the teacher.

They must first summarise the learning from the lesson and then question their classmates on what has been learned.



Instructions



Ask learners to write detailed instructions for a specific task or process connected to the lesson.

For example, if the lesson was on iron ore smelting, learners must write detailed instructions about how to carry out this process.



What if?



What if we hadn't done today's lesson?

What if you weren't allowed to know what we've learned today?

What if everything I've told you today was false?



Tell Me Three Things

... you have learned today

... you have done well

... the group has done well

... you would like to know more about

... you know now that you didn't know 50
minutes ago



Get Creative



Display five random words on the board.

Ask learners to tell you how one, some, or all of these words might connect to what you have been studying.



Taboo

Divide the class into pairs.

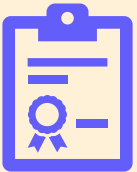
One learner in each pair receives a list of keywords or phrases connected to the lesson.

They must describe these to their partner, without using the words or phrases themselves.

Their partner must try to work out what is being described.



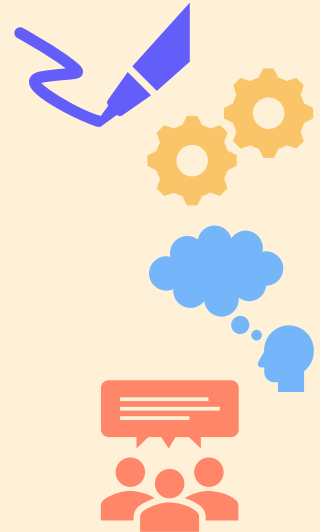
Recipe Time



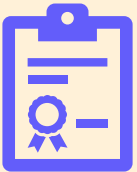
Learners must write a recipe of the lesson (or of their learning).

As part of this, you might ask learners to turn their recipe into a story or narrative, to aid subsequent recall.

Develop by asking learners to make their recipes dramatic or genre-specific.



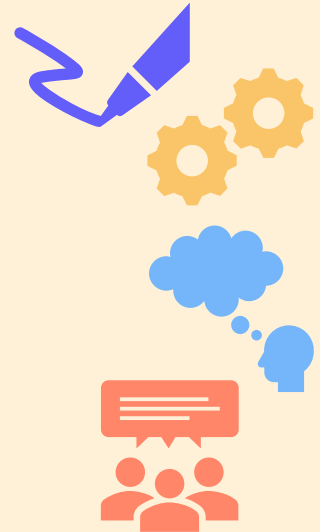
Story Time



Challenge learners to retell the lesson as a story.

The stories must have a beginning, a middle and an end. They should also focus on the key content that has been learned.

Develop by asking learners to write their stories in a specific genre, like sci-fi.



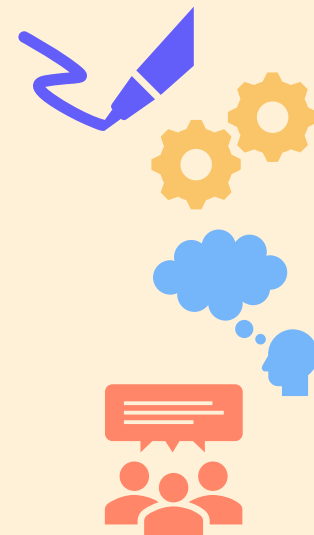
True or False



Give learners a series of statements about the lesson.

Learners must decide if each one is true or false.

Use to facilitate discussion and to draw out misconceptions.

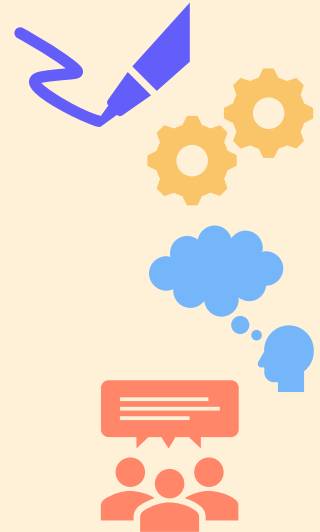


Just a Minute



Challenge learners to speak about the lesson for one minute, without deviation, hesitation or repetition.

You can do this in pairs, or you can have learners come to the front and try it in front of the whole class.

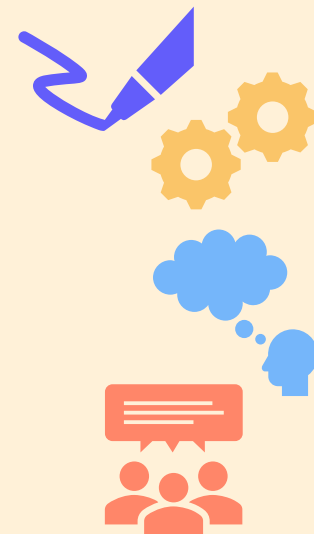


What do you know?



Learners create a spider diagram, capturing everything they know about the topic, following what they have learned during the lesson.

Develop by having learners do this at the start and end of the lesson, using different coloured pens each time.

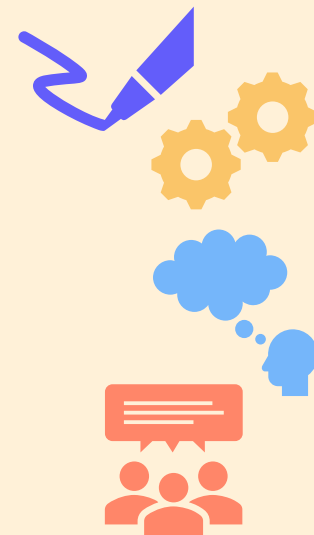


Rate Yourself



Ask learners to rate how successful they think they have been with the learning objective.

Present learners with a scale they can use to make their judgements. Or lead a whole-class discussion identifying what success, partial success and failure look like in the context of the learning objective.

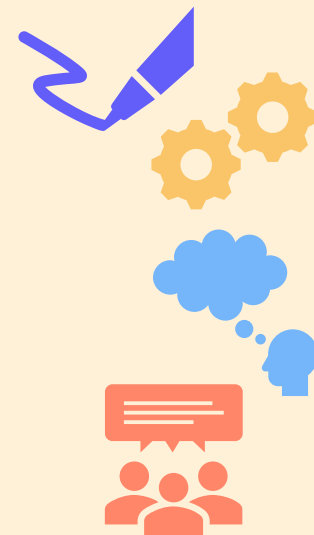


Different Shoes



If _____ had taught today's lesson, how might it have been different?

Fill in the blank yourself or invite learners to make suggestions.



In The Spotlight

A volunteer is asked five questions based on the lesson.

The rest of the class mark down whether they agree or disagree with the answers.

This leads into a series of whole-class discussions in which the emphasis is on the reasoning behind why learners think something is correct or not.



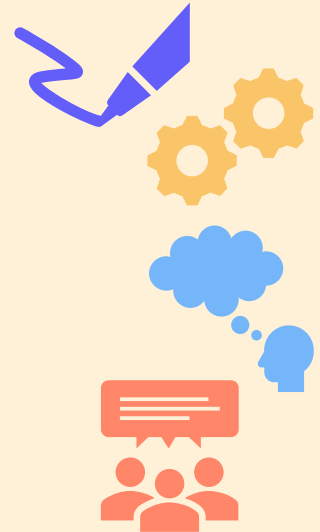
Home Improvement



How can _____ be improved?

Why would your changes be an improvement? Who for?

How long would they last?

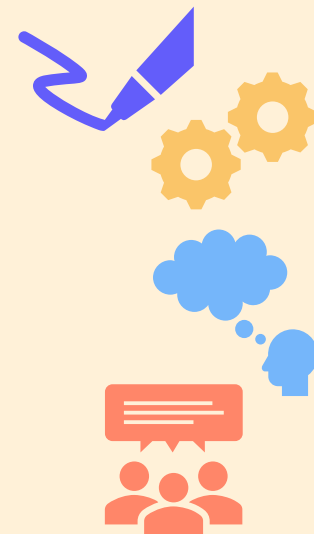


Get In Character



Hand out character cards of people or groups connected to the lesson.

Learners must then answer questions in character, develop questions for other characters, or discuss how their character may have felt had they been in the lesson.



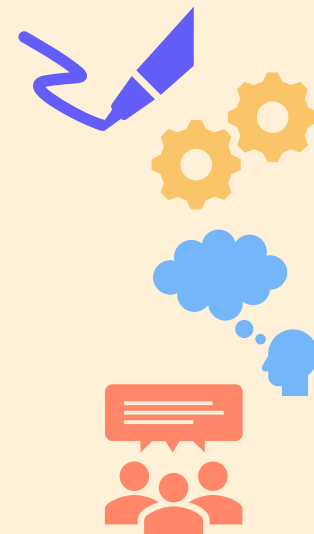
Design a Plenary



Ask learners to design a plenary that the whole class could use next lesson.

Set success criteria to help guide learners.

Get them to test out their plenaries using what they have studied in the current lesson.

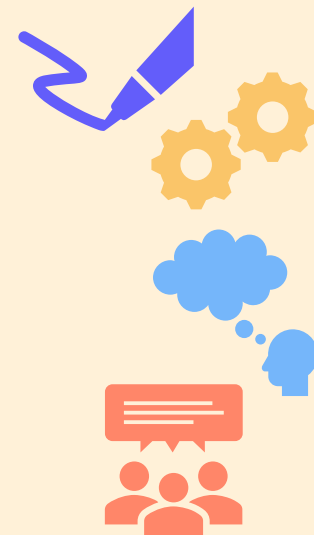


Blockbusters



Set up a Blockbusters style grid using keywords, phrases, names, events and/or places that link to your lesson, or to the unit of work.

Divide the class in half and have them play off against each other.

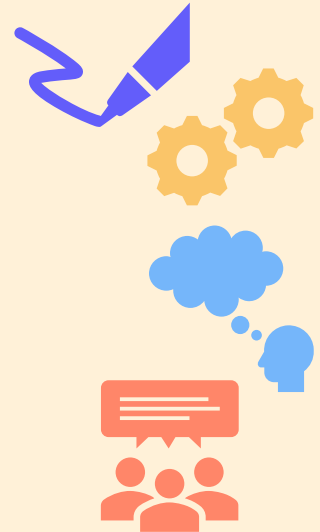


Fill the Plane



Give learners an outline of a plane. Their job is to fill the plane with everything they've learned during the lesson.

When they've filled their plane, it's time for blast off. Which means they can fly their plane around the room, comparing what they've done with other learners.

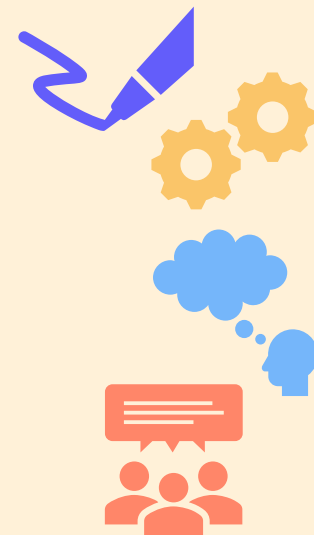


Dominoes



Create a class set of dominoes using A4 sheets of paper. Dominoes should have words or phrases on them connected to the lesson.

Hand out the dominoes and challenge the class to make the longest chain they can.



My Word



Pick one learner and give them a word connected to the lesson. They stand up and point to someone in the class who must then stand up and give the meaning of that word. If they get it right, they get to choose the next word and the next person, and so on.



Concept Map

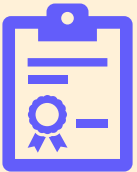


Display a list of keywords from the lesson.
Learners must create a map, showing how
the different words connect.

Explain that learners will need to be able to
explain and justify their connections.

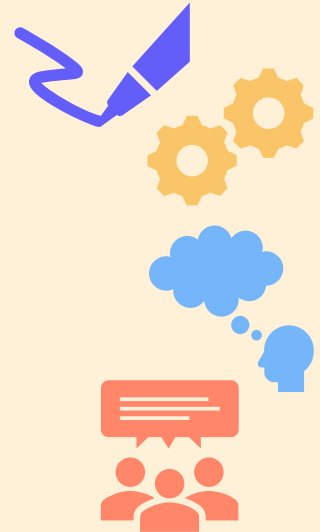


Game Show



Find a template online for a game show that you like and use this as the basis for your plenary, with questions focussing on what you've covered during the lesson.

For example, Who wants to be a millionaire?, The Chase, or Tipping Point.



5-5-1

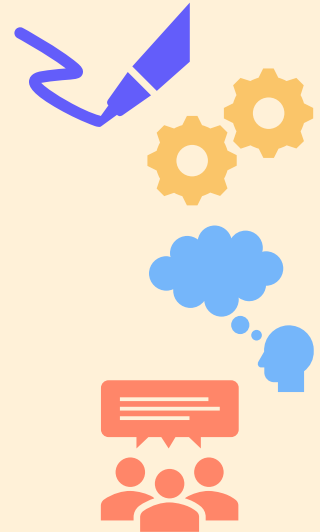


Summarise your learning today using 5 sentences.

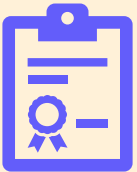
Now reduce it to 5 words.

Finally, can you turn it into a single word?

(Reveal each one in turn.)

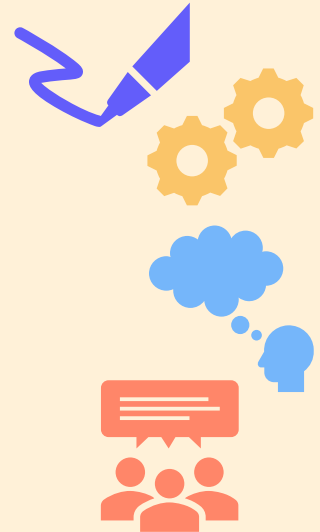


Anagrams



Use an anagram creator to turn keywords and/or phrases from the lesson into anagrams.

Learners must solve each of these and, when they have, challenge them to create anagrams of their own.



Helpful Tips



Imagine you are giving advice to next year's learners.

What five top tips would you give them about how to be successful in today's lesson?



Question? Answer



Set a question at the start of the lesson, perhaps using this to frame the lesson as a whole, or in place of the learning objective.

In the plenary, return to this question and ask learners to answer it.



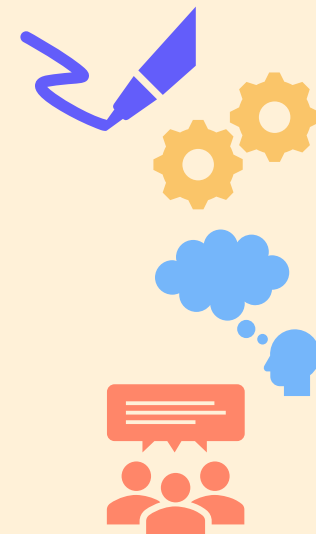
Stop! Wait a Minute, Mr Postman



Divide the class into groups of four. Each group receives four post-it notes.

Display four questions on the board. Groups must answer these questions on their post-it notes, then stick these to the board.

Build out a whole-class discussion using learners' answers.



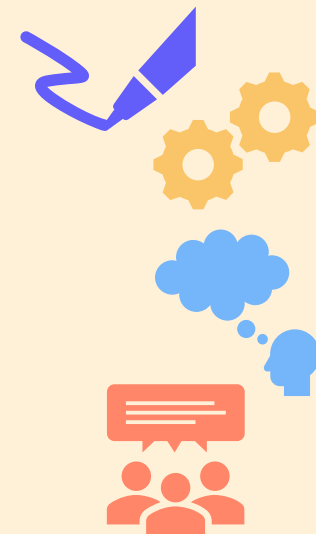
Cross the Curriculum



How does today's learning link to three other subjects?

How could you use what you have learned today in other subjects?

What skills can you take from today and use elsewhere in school?

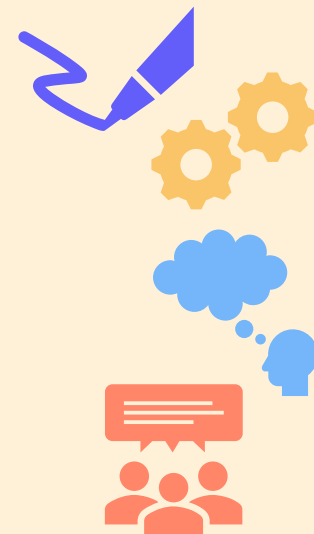


Self, Peer, Teacher



Learners conduct a self-assessment, a peer-assessment, or take part in a teacher assessment.

In each case, the aim is to get learners revisiting and reflecting on the lesson, while also thinking about what success entails.



No to No and No to Yes



Learners are not allowed to use the words 'no' or 'yes' when answering questions.

Questions can be posed by the teacher, or you can have learners working in pairs/threes and posing questions to each other.



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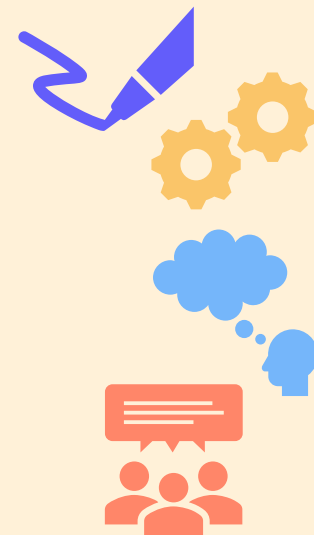
As Easy as 1, 2, 3



Place learners in groups of 3 and number them 1-3.

Place three statements on the board, also numbered 1-3.

Learners take it in turns to explain their statements to each other.



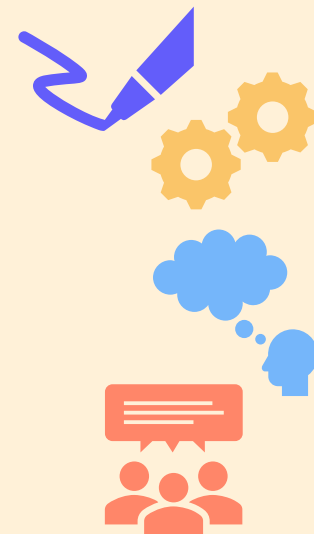
Quick-Fire



Give each learner two slips of paper. Ask them to write a question about the topic on each slip.

Collect in the slips and put them all in a bag or box.

Pull slips out quickly, one after the other, and fire questions at different learners in the class. The aim is to make it quick-fire, rapid response (which you might ask learners to consider when they are writing their questions).



Labelling



Display a diagram, picture or illustration connected to the lesson.

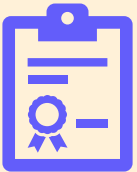
Ask learners to draw their own version, to accurately label it, and to then share what they have done with a partner.



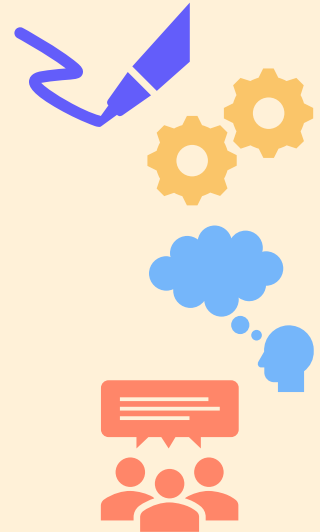
Thought Shower



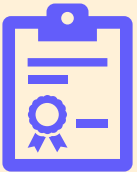
Ask learners to create a spider diagram or thought shower containing everything they know about the topic, or everything they learned in the lesson.



Develop by having learners stand up, find a partner and compare their work with each other (adding to and amending where appropriate).

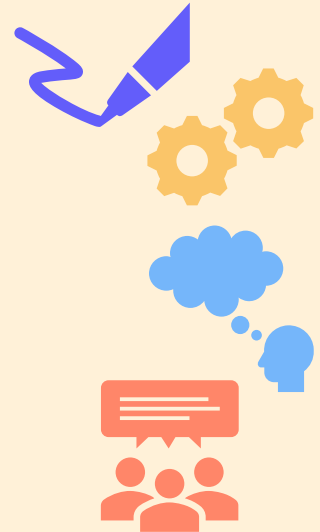


Mind Map



Ask learners to produce a mind map of their learning.

Scaffold this by asking them to specifically focus on keywords, key concepts (that become the main branches) or visuals.



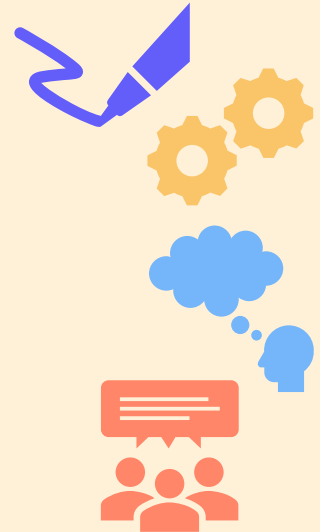
Storyboard



Turn today's learning into a storyboard.

Or ...

Create a storyboard based around the most important thing we learned today.



Comic Strip



Ask learners to create a comic strip that either shows what they have learned or which is based around the key concept studied in the lesson.

Develop by asking learners to include speech bubbles that use relevant keywords.

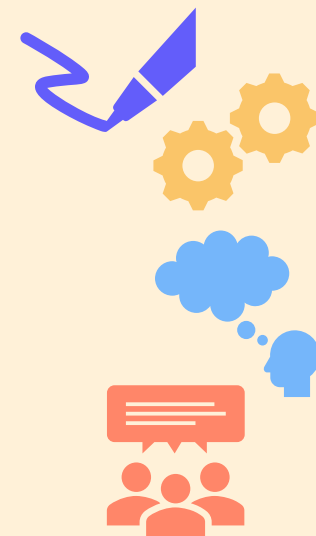


Evaluation Tree



Display a picture of a tree on the board and ask learners to think about which part of the tree marries up with how they feel they are doing with the topic.

You can use this repeatedly over a few lessons to help learners visualise their own progress (and to identify any learners who are getting stuck or bogged down).



Which Pic?



Display six pictures and pose the question:

Which picture best matches how you feel about your learning today? Why?



Hot Seating



Invite a learner to the front of the class. They sit in the 'hot-seat' and must take on the role of 'expert'.

The rest of the class pose questions about the topic.

The learner in the hot-seat must try to correctly answer as many of these as they can.



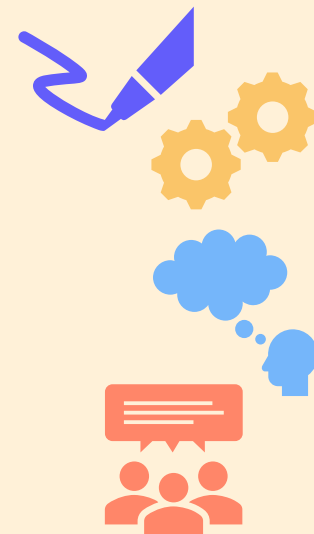
Draw Your Brain



Either hand out outlines of a head or learners draw an outline themselves.

Ask learners to fill their outlines with everything they have learned during the lesson.

Develop by having learners draw their outlines at the start of the lesson and then ask them to think about what could go inside while the lesson progresses.



You're Bard!



Write a poem, five lines long and that rhymes, summing up what you have learned today.

Develop by setting different constraints or by using different poetry styles, like haikus, sonnets and limericks.



Skills, Skills, Skills



What skills have you developed today?

Choose one and explain how you have developed it ...

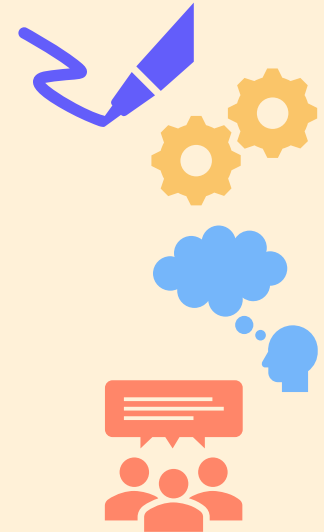
Scaffold by giving learners a set of skills from which they can select.



1-3-5



Write one sentence that sums up what you've learned today.



Turn that sentence into three pictures showing what you've learned today.

Finally, create five questions you could use to test someone's knowledge of today's lesson.



Art Schmart



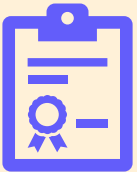
Ask learners to draw the most important thing they've learned during the lesson.

Then, invite them to form two lines, facing each other. Learners take it in turns to explain their drawings.

Create new pairings by having one line shuffle one space to their right and then repeat.



Sculpture Vulture

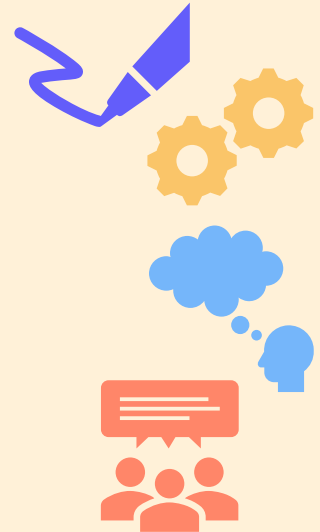


Learners work in groups of three or four.

Give each group a selection of materials. For example, cardboard boxes, newspaper and pipe cleaners.

Ask learners to create a sculpture, in their groups, that illustrates, or is connected to, their learning.

Develop by having a shelf in your room where the best sculpture plenaries are displayed.



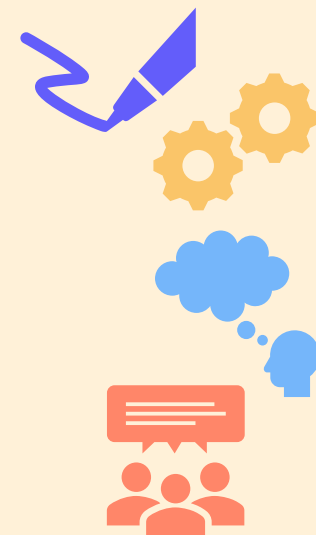
Today I've been like a ...



Ask learners to complete the sentence by choosing an animal or object and then explaining themselves.

For example, 'Today I've been like a tiger, because I've pounced on any mistakes I've spotted in my writing.'

If learners struggle, begin by modelling two or three examples.

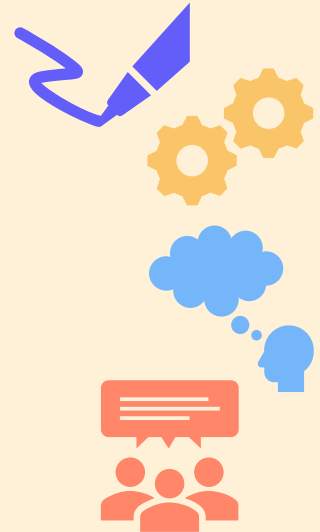


Definition



Choose three words you have learned today,
or in the last few lessons, and write
dictionary definitions for each.

Develop by asking learners to write a
paragraph that includes all three words.



Poster Campaign



Design a poster advertising today's lesson.

Develop by setting word limits and/or a target audience.

For example, 'Your target audience is Year 6 learners, and your poster cannot contain more than twelve words.'

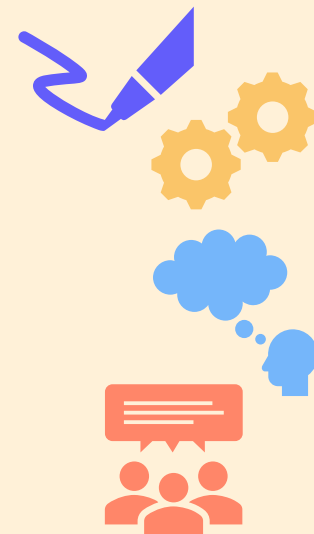


Invoke the Senses



Ask learners to think about how the lesson connects to each of their senses.

The extent of this will vary depending what you have studied.



Beat the Teacher



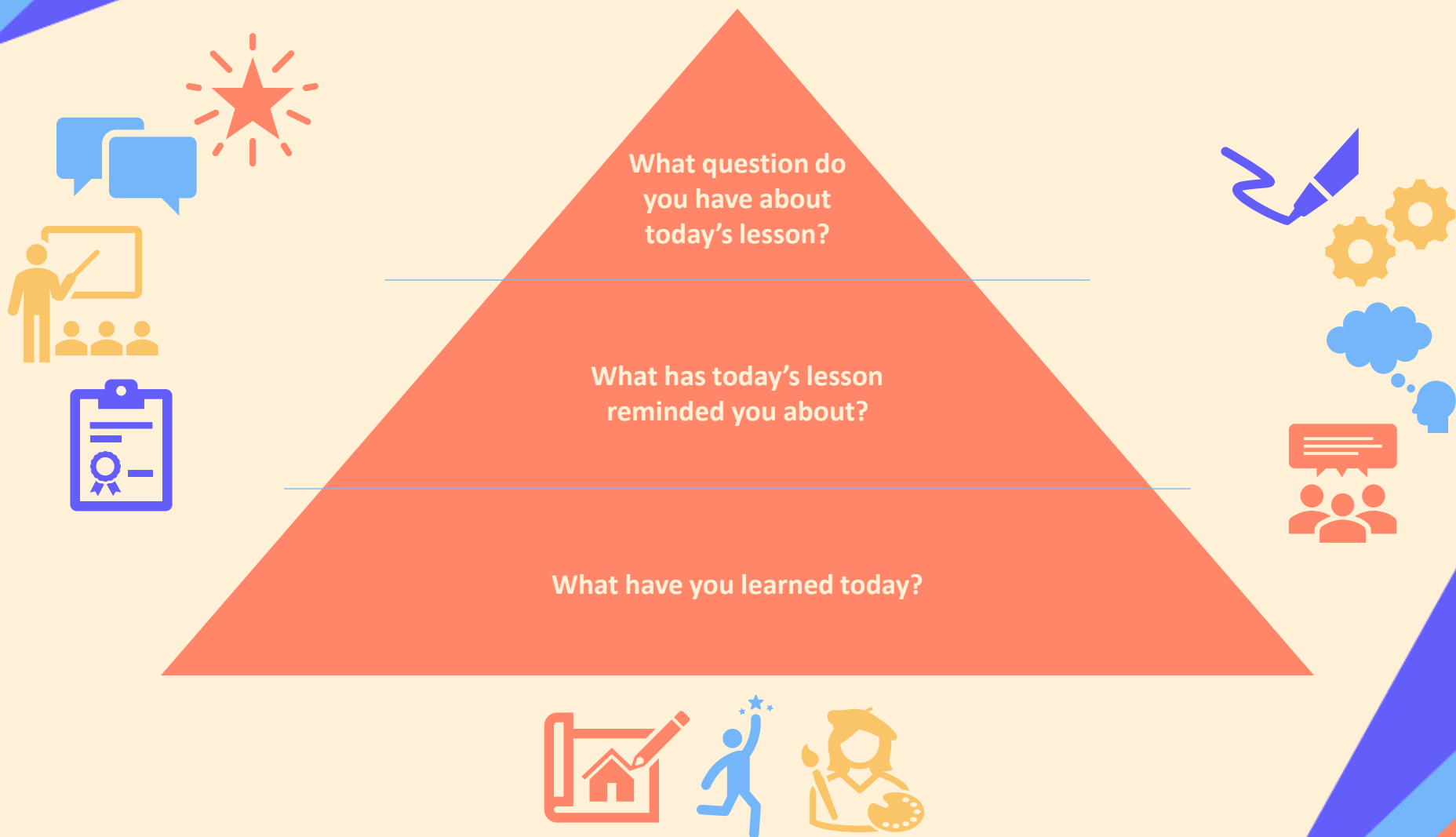
Your task is to try and beat the teacher!

Come up with questions based around your learning today and see if you can use them to beat the teacher.

(The teacher is 'beaten' if they can't answer a question posed by a learner.)



Pyramid



Extra! Extra!

Turn today's lesson into
a newspaper headline.

Develop by asking for a plan of the article that goes with the headline, by challenging learners to come up with multiple different headlines, or by asking them to conduct an imaginary interview that would be relevant for their newspaper article.



Exam Question



Learners write an exam-style question based on their learning. They then swap books and answer someone else's question.

Develop by having learners write a mark-scheme to go alongside their question.

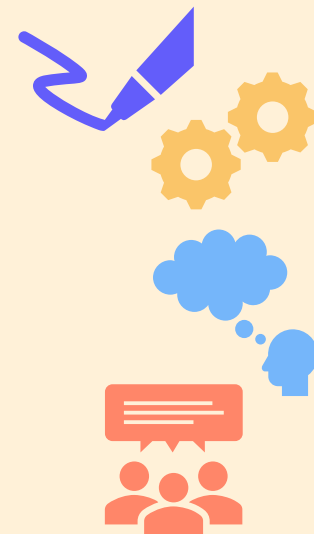


Shape and Colour



Using only shape and colour, create an image of something connected to today's lesson.

Then, show it to a partner and see if they can guess what your image represents.



Play Doh



Give learners (or pairs) a pot of Play Doh, and ask them to make a sculpture showing what they have learned during the lesson, what skills they have developed, or what key idea from the lesson they think is most important.



Targets

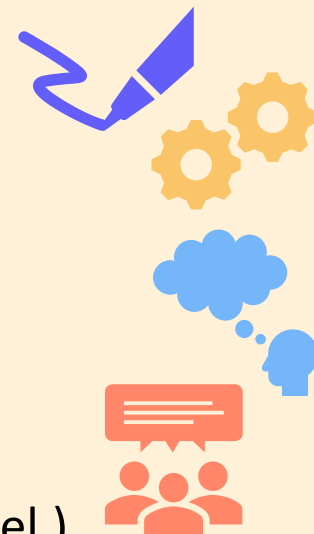


What three things have you done well this lesson?

What target could you set yourself for next lesson?

How will you know if you have achieved it?

(If necessary, scaffold by sharing exemplar targets as a model.)



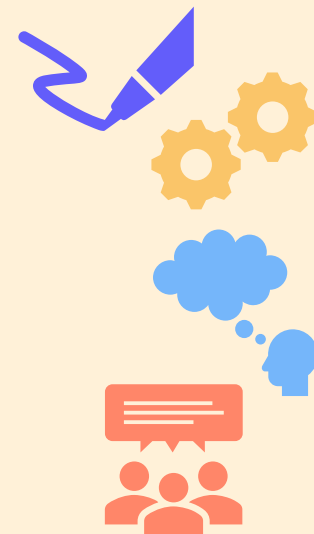
Equation



Write an equation showing your learning ...

For example (from a food technology lesson):

Eggs + flour + milk + sugar X oven = cake



K-U-I

As a result of the lesson today I ...

Know ...

Understand ...

Can use the Information in the following ways ...



Success!



Today, I have been successful in the following three ways ...

Next time, I can be more successful by ...



TXT MSG



Write a txt msg explaining your learning.

Or a WhatsApp.

Or record a voice note.



Flow-Chart



Ask learners to turn the lesson into a flow-chart.

Specify how many elements they should use. For example, five boxes. One for the beginning, one for the end, and three for the middle.



Neighbours



Ask learners to review the lesson with their neighbour.

For example:

- What three things has your neighbour learned today?
- What would your neighbour like to know more about?
- What does your neighbour think about ... ?
- What answer can your neighbour give to our big question?
- What targets could you and your neighbour set for yourselves?



Sixty Seconds

Divide the class into pairs.

Display a timer on the board.

Ask pairs to label themselves A and B.

Team A have sixty seconds to sum up their learning, then Team B get a turn.



Predict It



Ask learners to make and justify a prediction based on the knowledge gained in the lesson.

For example:

What do you think we will study next lesson?

What would happen if a catalyst were brought into the reaction?

How do you think Red Riding Hood will react?

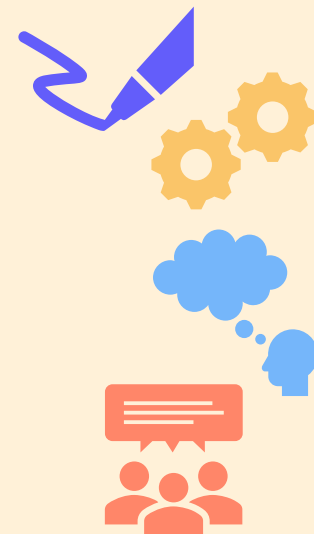


Show and Comment

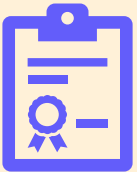


Learners find a partner and share their work with them. Partners listen and then give a constructive comment, outlining what they think their peer has done well and what they could do to improve.

Scaffold by displaying an exemplar comment on the board.



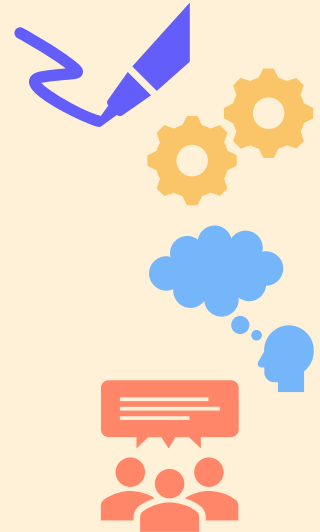
Random Feedback



Divide the class into groups.

Display three questions about the lesson
that groups must discuss.

Use a random method, like straws or a dice,
to select a group who must feed back their
thinking to the whole class.



Mr Wrong



Give learners the wrong answer and ask them to explain why it is wrong.

For example:

- Potassium is an un-reactive element.
- $3 + 8 = 12$
- Jogging is a noun.

Develop by giving multiple wrong answers or by focussing on key misconceptions.

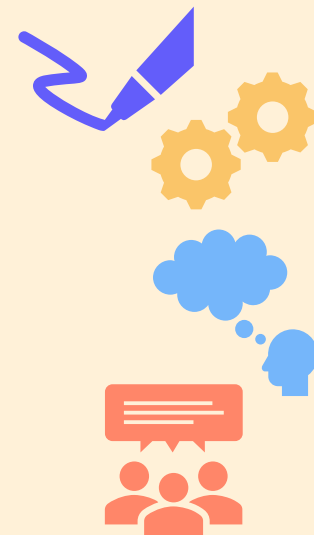


The Big Match Live!

Use a matching activity to
consolidate learning.

For example:

Match the concepts to the pictures.
Match the word with the definition.
Match the verb with the action.



Open Question

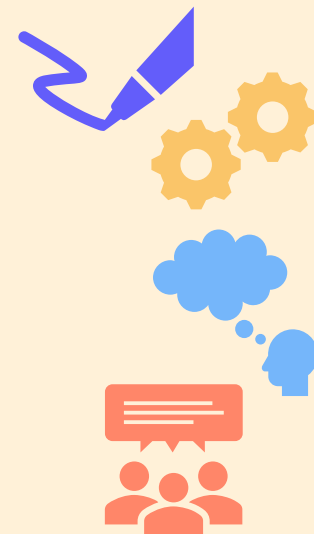


Pose a big, open question that connects to the learning.



Lead learners in a discussion of this question.

Encourage them to use keywords, facts and knowledge they've gained during the session in their answers.



Publishing Mogul



You are about to become a publishing mogul.

To start your empire, you need a first book for publication.

Create a mini-book based on the topic we've been studying.

(Works well in pairs and is often best used as an extended plenary at the end of a unit.)

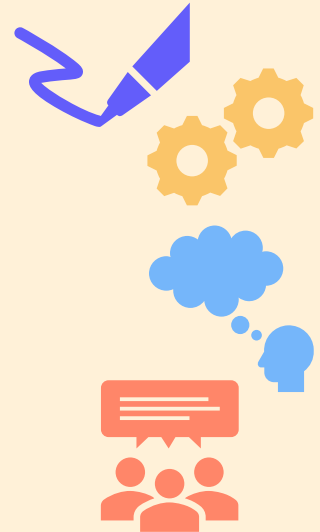


Objective Traffic Lights



How do you feel about the learning objective?

- Red = I don't think I've grasped it.
- Amber = Feeling OK about it; I've just about got there.
- Green = I'm confident I've achieved it.



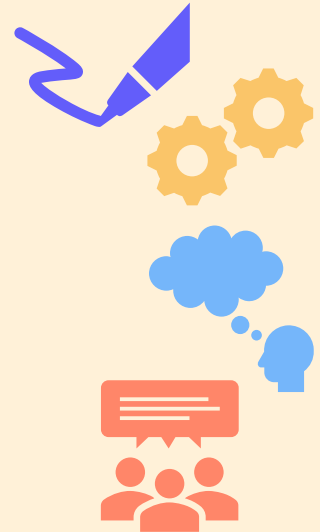
Probing Questions



Prior to the lesson, come up with a list of probing questions about the topic you can use in the plenary to test understanding.

Develop by dividing the class into pairs and giving each pair a copy of your question list.

They can then work through the questions together or take it in turns to pose them to each other.



Aide Memoire



Learners must create something to help them remember what they have studied.

This could be a mnemonic, a visual aid, a story or a song.

Develop by asking learners to share their aide memoires. You can then create a collection of the most useful ones.



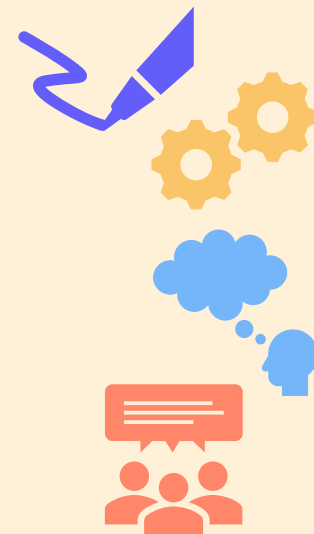
Question? Answer ... 2



Display a question on the board and have different answers around the room.

Learners go to the answer they think is right and must justify their decision.

Make it easier by having A, B, C, D posters on your walls. You can then display labelled answers on the board and learners go to the place that matches their thinking.



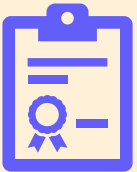
Chop and Sort



Produce three different solutions to a problem connected to the lesson.

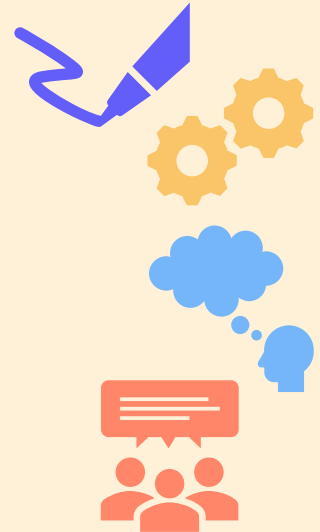


Divide the class into groups. Give each group one of the solutions. Groups must cut these into pieces.



Groups pair up and swap solutions.

Learners must sort their chopped-up pieces to reveal the solution. Then they must explain it and compare it to their original solution.



Same ... Different

Learners work in pairs.

Display a set of items connected to the lesson on the board. For example, keywords or images.

Pairs must discuss what is the same and what is different about these items.



Classified Information



Ask learners to classify information connected to the lesson, and to explain their choices.

For example:

- Classify the words as masculine or feminine.
- Classify the studies based on their methodologies.
- Classify the factors based on whether they are push or pull.



Make Me Your Selection



Divide the class into pairs.

Set learners a problem to solve.

Explain that learners must select what they think is the most relevant or useful information from the lesson to help them.



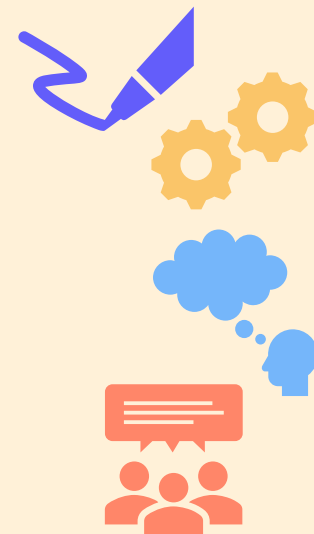
Word Limit Whiteboard



Set a question at the start of the lesson, or frame the learning objective as a question, and then return to it at the end.

Learners must produce an answer on mini-whiteboards to share with you and the rest of the class.

Set a word limit to increase the level of challenge.



How, Where, When, Why, What?

For example:

- **How** does photosynthesis work?
- **Where** does it work?
- **When** does it work?
- **Why** does it work?
- **What** do we need to know about why it works?



Different Writing Styles



Write up what you have learned in the lesson today as ...

- ... an article for a broadsheet newspaper.
- ... a spy report for MI5.
- ... 1-2 pages in a Ladybird book for 6-year-olds.



Everyday People



How can you link today's lesson to your everyday life?

In what situations might you encounter what we have learned about in your day-to-day life?

How can you use what we have learned today in your life inside and outside of school?



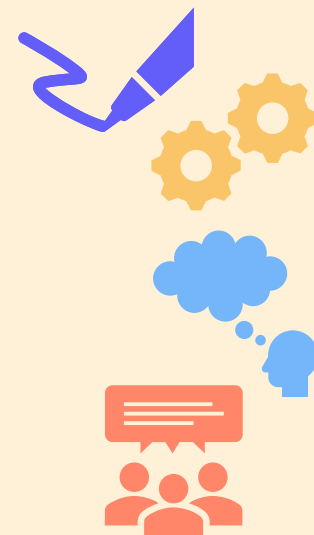
Missing Sequence



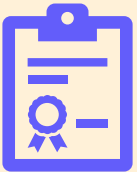
Divide the class into groups of four.

Give each group a set of cards. Each card should contain part of a process.

Learners must put their cards in the correct order. When they do, they'll realise one part of the sequence is missing. They must then fill in the gap.



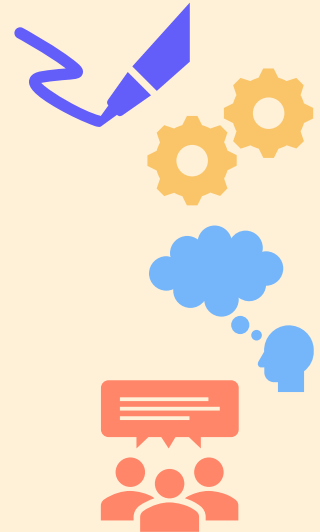
Plenary Dice



Display 10 questions on the board, connected to the lesson, and labelled 2-11.

Give two dice to a learner. They roll them. Whatever number they roll is the question the class must answer.

If they roll double six, they get a free choice.



Graph It



Draw and label a graph that shows your learning during the lesson.

Or ...

Ask learners to draw and label a graph depicting a certain aspect of the lesson.



Material

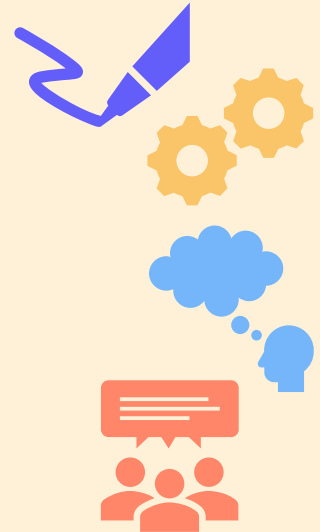


What material is today's lesson most like and why?

Scaffold by giving learners some materials from which they can select.

For example:

Wood, stone, wool, felt, linen, silk and charcoal.



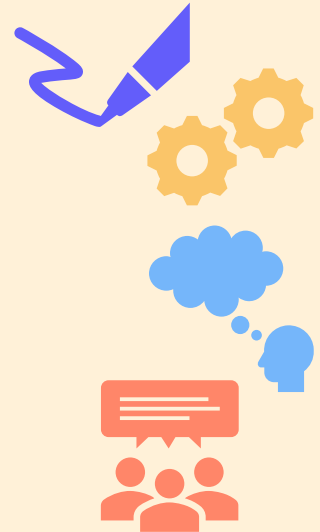
100 – 50 – 20



Summarise today's learning in exactly 100 words.

Now, edit your summary so it contains only 50 words.

Finally, can you turn that summary into one that is only 20 words long?



Enter the Box

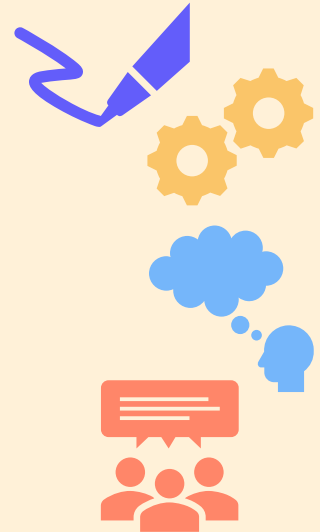


A learner comes up to the front of the class and steps into an imaginary box.



They are not allowed to leave until they have answered a question correctly.

When they do, they get to pick another learner who swaps places with them.



(Continue for as long as feels worthwhile.)



Continuum



Give learners a series of statements connected to the lesson and ask them to identify and explain where they would place themselves on the continuum for each one.



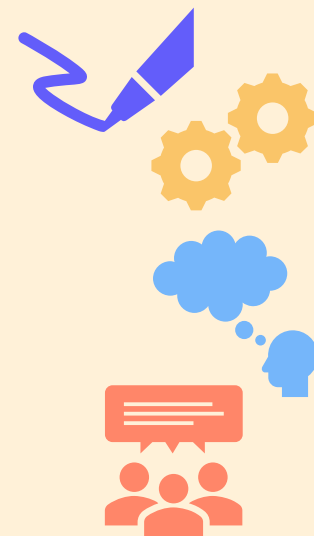
Odd One Out Maker



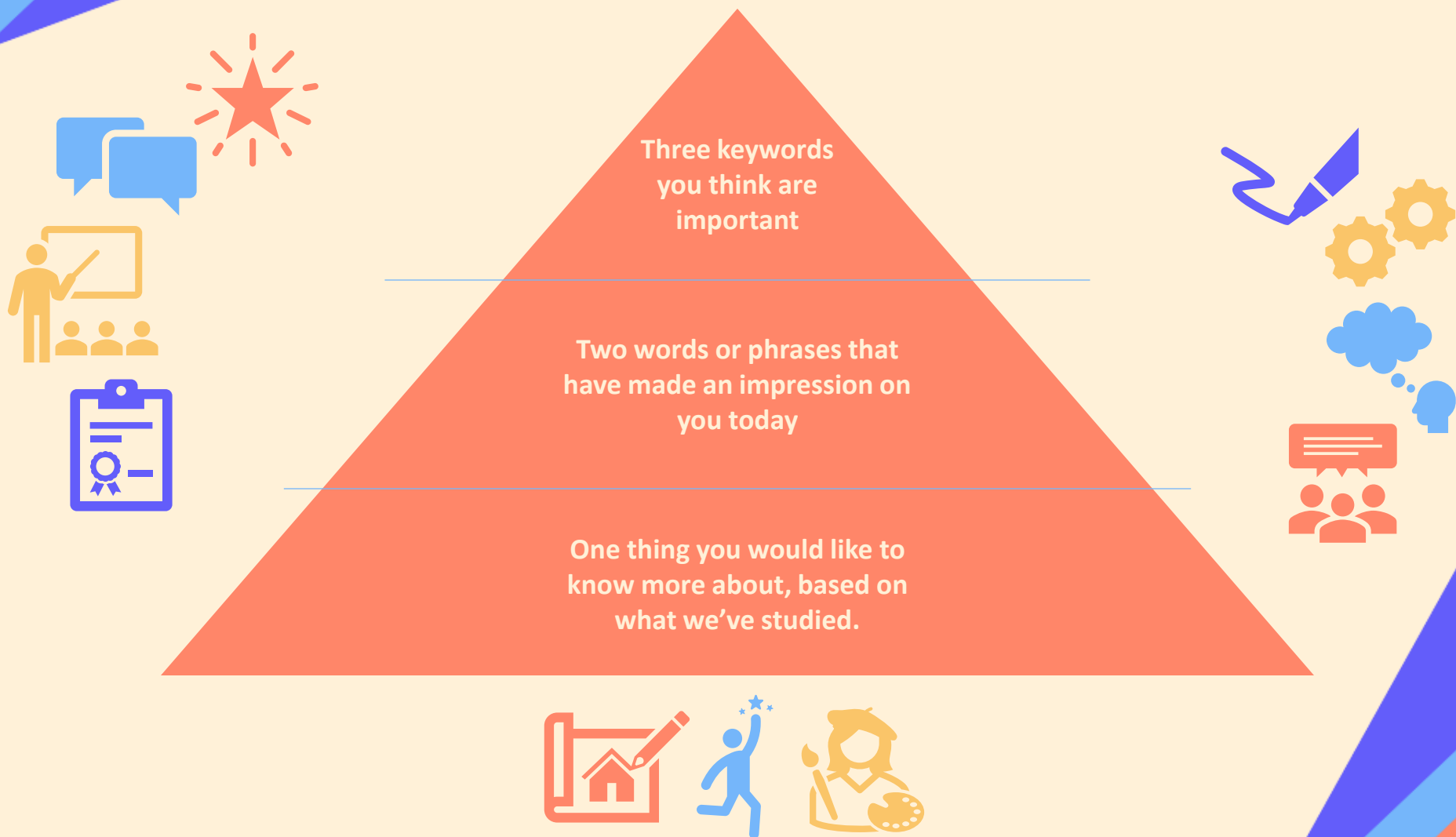
Ask learners to create an odd-one-out activity based around the lesson.

For example, learners could create an odd-one-out featuring five images, one of which shouldn't be there.

They can then try out their activities on each other.



Pyramid 2



Musical Sentence Stems

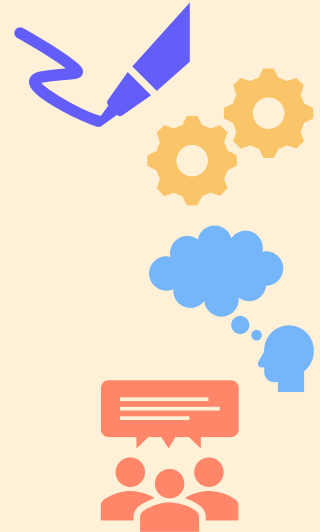


Fill a hat with sentence stems connected to the lesson.

Play music as the hat is passed around the room.

Stop the music.

The learner holding the hat must pull out a sentence stem and read it aloud. Everyone in the class has 30 seconds to finish off the sentence stem and share with a partner.



Video Errors



Make a film of yourself explaining the lesson topic.

Insert several deliberate mistakes.

Learners must work in pairs to identify the mistakes – and then explain how they know they are mistakes.

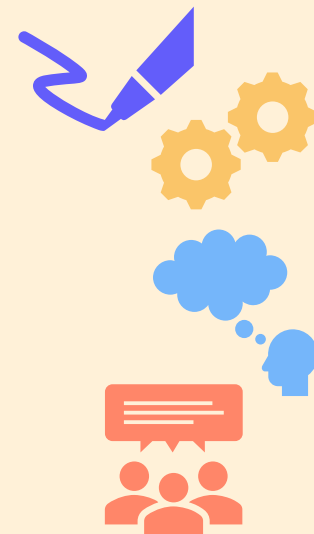


Activity Planning



Ask learners to plan an activity that a younger age group could do to learn about the lesson content.

Develop by changing the audience, asking learners to give a rationale for their choices, or by asking them to assess the quality of what they have planned.



Question Tennis



Arrange the class into two rows facing each other.

The first learner asks the learner opposite a question about the lesson. If they get it right the person sat next to them gets to ask a question of the learner opposite.

If they get it wrong, the first team continue asking the questions.



Voiceover

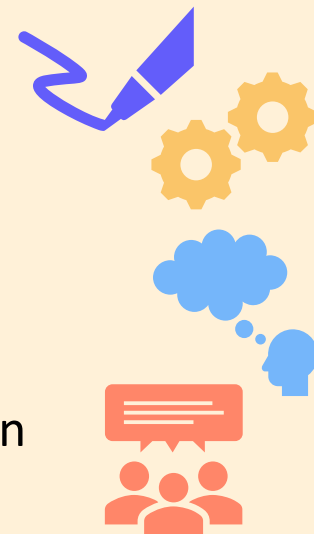


Divide the class into groups of four.

Two learners sit facing each other. They have a silent conversation, moving their mouths, while the other two learners stand behind and provide a voiceover.

Have the beginnings of a conversation about the lesson on the board. Learners can use this to get started.

After one or two minutes, learners swap roles and try again.



Circle Time



Use circle time to ...

- ... review
- ... reflect
- ... explore the learning
- ... explore the learning objective
- ... ask questions about the lesson



Conflict/Tension



Where have we seen conflict or tension in today's lesson, and how can we explore this?

For example:

- Tension between different interpretations of a story.
- Conflict between animals trying to use the same drinking source.



Timeline



Draw a timeline of the events we've covered so far.

Sketch a timeline of the lesson.

Draw a timeline of what you learned and when in the lesson.



Partnering



Create a set of class cards.

Half should have questions about the learning written on them. Half should have the answers.

Hand out the cards.

In silence, learners must try to correctly match up all the questions and answers.



Charades



Divide the class into groups of five.

Each group must appoint a mime.

This person receives a list of ten keywords from the teacher.

They must act out the words for their groups, who must try to correctly guess each one.



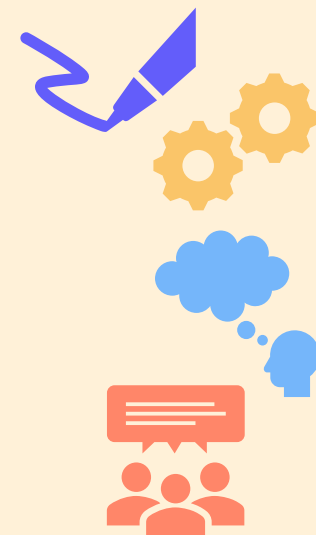
Five Finger Summary



Summarise the lesson in five key points,
one for each finger.

When you have your summary, use your
fingers to help you memorise it.

Then, find three other people in the room
with whom to share your summary.



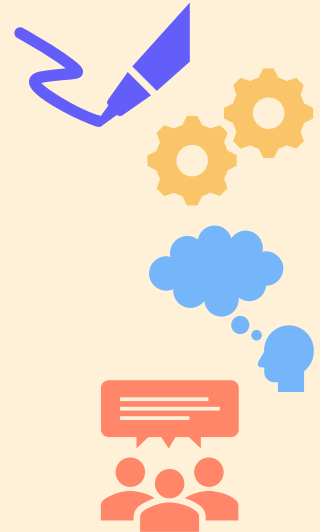
Set Your Own Homework



What homework would you set yourself,
based on today's lesson?

How would this help you to build on what
we've done together?

(Learners can then do the homework they've set, or the
class can vote for the one they like best overall.)



Quiz the Group

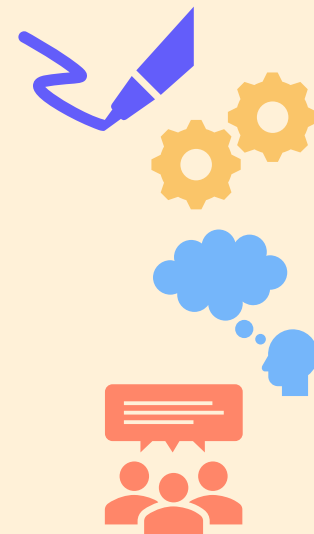


Divide the class into groups of four.

Give groups five minutes to revise everything they've done during the lesson.

Select a group to come to the front of the room. The rest of the class must now quiz this group on what they've learned.

Alternatively, have groups pair up and quiz each other in turn.



Re-Draft



Learners stand up, leave their seats and find a partner.

In pairs, they peer-assess each other's work.

Learners then return to their original seats and re-draft what they've done, using the feedback from the peer assessment.



What? How?



Explain ***what*** you have learned today
and ***how*** you have learned it.



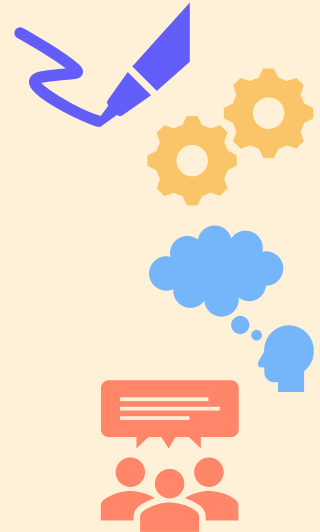
Radio Jingle



Challenge learners to create a radio jingle,
based on their learning.

If appropriate, have learners record their
jingles on their phones.

They can then share them in groups,
or with the whole class.



Rorrim



Write what you have learned today
backwards, as if we were looking
at it in a mirror.

When you've done, swap books
and decode!



Celebrities



How would a celebrity
summarise today's learning?

Choose a celebrity and create
your summary.



Vox Pop



Create five questions you could ask someone about today's lesson.

When you're done, stand up and interview five people in the class.

Ask them one question each and note down what they say.



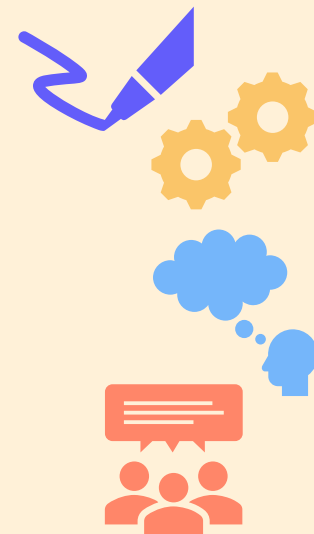
Camera, Action



Divide the class into groups of three.

Learners use their phones to record sixty-second news bulletins about what they have learned in the lesson.

Pick three or four groups to send you their bulletins. Share these with the class.



Forecast



If what you have learned today is true,
what will the future be like?

If what you have learned today were false,
what would it mean?



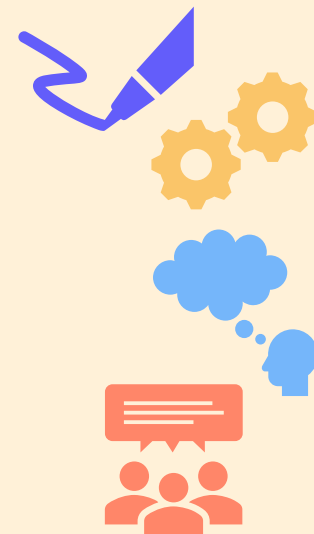
Points of View



Select three different people or groups.

Ask learners to imagine the different points of view these would have on the lesson topic.

Develop by asking learners to explore why these people or groups might think this way.



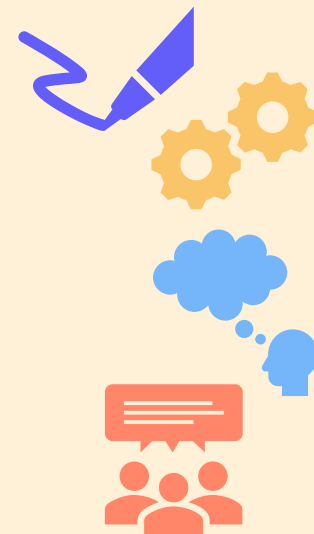
Back of an Envelope



Get a cheap pack of envelopes.

Hand them out to your learners.

Explain that you are in a rush and that learners must summarise the learning they've done on the back of their envelopes, sign them, and hand them in on their way out.



60-30-10

Divide the class into pairs.

Learners must take it in turns to talk about the lesson topic for sixty seconds.

Then, they must take it in turns to talk for 30 seconds. They should try to convey as much as they did during the 60-second attempt. Concision is key!

Finally, learners take it in turns to try and convey all the key information about the lesson in only ten seconds.



Change the World



How could what you have learned today
change the world?

In a small, medium or large way?

On a local, national, or global scale?

