

All Work and No Play Play Like review activities

Getting to know you:

Participants introduce three other people to the rest of the class.

Review:

Participants state one or two things they learned in previous lessons.

Concept connecting:

Participants connect one new idea to another.

Add- ons.

Invite one person to come to the front of the room and act out or pose some idea or concept that they have just learned from the lesson. Once by one, have other students come up and join the impromptu living sculpture until they form one human representation of what they have been learning.

Commercial breaks.

Each team of students is assigned or chooses a review topic. After ten minutes of prep time (this can be done at home), they act out a commercial for the material they have been learning. Give them thirty seconds to "sell" the information.

Relation to the sense and meaning:

Use discussions, journaling, or other methods to bring sense and meaning to the lesson.

Use cross laterals as brain breaks:

1. Alternate touching each hand to the raised opposite knee about ten times.
2. Give yourself a pat on the back on the side opposite to the hand you are using, Then, switch.
3. Touch your nose with your right hand and hold your right ear with your left hand. Switch hands and ears three times as fast as you can.

Sticky Note Parking Lot

Use sticky notes for students to write down questions as they arise in the lesson. After the class, have students place (without their names) in on a sheet of paper called the parking lot. The next day, review the questions.

Touch Gold!

In sequence, students find and touch 5 things that are gold, 4 things that are silver, 3 things made of glass, 2 things made of leather a 1 show on someone else's foot. Everything they touch must be at least ten feet apart. Or, add variations according to content.

Circle run ons:

Students form groups and stand in a circle. Give each team a topic for review and designate a leader to start a sentence about the topic without finishing it. The person on the leader's left continues the sentence but leaves it hanging for the next person. The goal of this activity is to keep the sentence going around the circle as long as they can. The person who ends the sentence gets a good-natured groan from teammates (or use energizers), but also gets to start the next sentence. To add variety, have the groups walk in a circle as they talk or have students on one leg until it is their turn to speak.

Military March:

Put students into groups so they can march and chant to a steady rhythm in a line like military recruits do. Start with a basic chorus that encapsulates the topic of your lesson. For example, "This stuff isn't hard to get, wait and see, you'll learn it yet." Before the march, assign the task of coming up with the content review/ call response verses to use during the march. Start the class off with a few repeats of the chorus, then have the teams take turns call out their verses with everyone repeating it back.

Mind maps**I Did It My Way:**

Write out the lyrics to a popular song and distribute them to students, who are assigned the task of rewriting the lyrics using key terms from a previous lesson.

Writing your name with body parts**Welcome to Center Stage**

Let student script and choreograph their own skits, reenactments or presentations within a broad topic or theme that you assign.

Simon Says

Use Simon Says to review academic content with instructions: "Simon says point to the direction of Alaska"

Instant Replay

This game heightens visual and auditory acuity by requiring participants to pay attention to details. In pairs, learner take turns acting out an idea (for five seconds) and mimicking (from memory) their partner's gestures. Add subject matter content to make it academically valuable.