

Activating teaching methods: 20 great examples

At day 1, we started our course with a game of Bingo.? It was fun, yes, but we also got the opportunity to meet new people and talk about our school systems and about ourselves.

But the bingo is just one of the many activating teaching methods you can use in your lessons.

We wrote down 19 others for you:

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1. Looking for

Divide the class into two or three groups. Give each group as many questions as the group is large. Each student now has one question to which he must get the answer from as many classmates in his group as possible. Questions might include: If you wanted to change one thing in the world, what would it be? or what would you most like to become?

When this round is over, each member of the group will receive a name from a student from that group. Now they walk around again and ask the others: do you have information about that student? The answers are again noted down by the students.

After this, one student's answers are read out and the class has to guess who it is.

2. Forming groups

Goal: Put together groups and practice concepts

Duration: 10 minutes

create sets of cards to divide groups

You can use cards to divide a class into groups for a certain topic and activate them at the same time. Make a total number of cards equal to the number of students in a class. Make sets of cards that belong together. Each set of related cards has something in common. The number of cards that belong together determines the size of the group.

Each student receives a card at the beginning of the assignment. The students look for the students with the corresponding cards.

An example from mathematics. If the subject is space figures, then each card contains a space figure. Each group has its own figure. Once the group has been formed, they can then name their figure and look up properties. The teacher can ask each group what they know about their figure.

3. Expert groups

Goal: To carry out a complex assignment with shared information

preparation: ensuring shared information for the members of the group.

This method is very suitable if a lot of information needs to be processed and a fairly complicated assignment has been given.

Method

There is a central question or assignment that is usually asked by the teacher. The teacher divides this complex assignment into as many good sub-questions/assignments as are needed for each group.

The individual members of each group answer their own sub-assignment. They are now the experts for that part of the assignment within their group.

The expert now presents his knowledge to the other members of the group. This is repeated for the other experts. After this, the entire group became experts for the entire assignment. The teacher checks by asking random members of different groups questions.

Variation

A variant of this is that experts from all groups of the same sub-question first sit together. Arrive at an outcome together and then return to their own group, after which the exchange will start again.

4. Group roles

Goal: Students are given their own role in the group. This increases the responsibility of each student and the effectiveness of the group.

Group composition: groups (three or more)

preparation

Students can be given roles during group work. Each group member therefore becomes responsible for their own task. This structures the contributions of group members and significantly reduces the chance that a member will 'free-ride' on the efforts of the other group members.

Examples of roles

role

tasks

writer: writes and notes

organizer: divides the work among the group members

questioner: is the only one allowed to ask the teacher for help

material chief: delivers and collects the necessary materials

time keeper: keeps track of how long it takes to complete the various parts

checker: checks whether everyone understands the assignment or the processing

pretletter: keeps everyone's spirits up

referee: decides in case of disagreements

seeker: may only consult reference works

critic: is the only one allowed to ask difficult questions

executive: is the only one allowed to carry out practical actions

informant: is the only one allowed to walk to other groups to check answers or get ideas

calculator: uses the calculator and checks the answer

In short, there are many roles and associated tasks that can be invented. Which roles are used for which tasks depends largely on the type of assignment.

In any case it must apply

-There is positive mutual dependence.

- The assignment is formulated in such a way that students need each other for a good result.

- Individual approachability.

- Each member of the group is accountable for their own contribution and for the group result.

- There is direct interaction. The assignment invites collaboration and collaboration elling is such that it promotes interaction.

- Social communication skills are called upon.

- The necessary social communication skills have been or are being explicitly taught and discussed.

- Attention is paid to the group process.

- The collaborative assignment is discussed afterwards, both in terms of content and the process of collaboration.

5 Who or what am I?

Objective: Introduce or repeat concepts

When: start lesson (series)

group composition: classical

duration: 10 minutes

preparation: sufficient stickers/post-its with concepts on them

Method

-When entering the classroom, everyone receives a sticker on their back with a concept from the topic that is (was) central to the (previous) lesson. The students have to figure out what is written on their back.

-Each student walks around and asks several others one yes-no question to find out what he has on his back. Students may only ask each person one question.

-When a student has discovered the correct concept, he sits down.

Variation

-The teacher has a concept in mind (for example a magnet). Students ask questions to understand the concept. The teacher may only say yes or no. The game ends when a student has guessed the word.

- A student goes to the hallway. Teacher and student agree on which person the student will represent. The class can then ask questions (possibly in the form of a 'press conference', whether or not in a foreign language) to find out who he is.

6. Mind map

Objective: To inventory prior knowledge

When: start lesson (series)

Group composition: as a class, individually, in groups

Duration: 5 minutes

Method

As a teacher, choose a topic and have the students name and/or write down as many words as possible that belong to this topic. The whole process can then be worked out in a class discussion by having students group the concepts mentioned on the board and explain the mutual relationships between concepts.

7. Drama and theatre

Objective: Repeat concepts

Group composition: classroom, teams of four

duration: 30 - 50 minutes

preparation: make a list of 5-10 subjects that students can act out

Method

Form foursomes. Each foursome must portray a concept, for example a magnet or a lamp or a phenomenon. The way in which students can perform is free: mime, singing, role-playing, and so on. The other students guess what the group is portraying.

Students are of course allowed to use all kinds of materials.

Variation

-Make a list with the students of topics that they can portray at the end of a chapter.

-At the end of the year, let students choose their own subject to portray.

8. Memory

Goal: Practice or repeat concepts, practice words in a foreign language

When: end of lesson (series)

Group composition: groups of two or three

Duration: 20 minutes

preparation: making a memory game (at least 20 cards on a subject, preferably more)

Method

Make cards. For example, put a concept on one card and the explanation on the corresponding card. Or a device with the name or operation on the other. Or the English word and the translation/picture on the other.

Let the memory game play

Variation

Let students make the cards themselves.

9. Fame academy

Objective: Formulate (prior) knowledge briefly and concisely

When: start or end of lesson (session)

Group composition: classical

duration: 10 minutes

Method

-The teacher provides a number of topics or concepts.

-Students choose a topic or concept that they are sure they can say something good about.

- The student is asked to impress the audience in thirty seconds with his or her knowledge of that topic. This can be repeated by other students to supplement knowledge on the topic.

10. Taboo

Goal: Practice concepts, repeat

When: middle-end lesson (serial)

Group composition: classroom, teams of two or four

Duration: 20 minutes

preparation: make sufficient cards with concepts and taboo words

Method

Form groups of two or four students. The teams play against each other. A member of the team receives a card with a concept and taboo words. For example:

Competition

to win

contest

to score

The student describes the understanding for his teammates. The taboo words that appear below the concept may not be used. Each correct answer is worth one point. A student from the other team stands behind the student asking the question and ensures that the forbidden words are not used. If this is done, the point goes to the other team and the turn also goes to the other team. This also happens if the answer is not given within a given time.

Variation

Students can make cards themselves. If necessary, you can provide a card with concepts, so that a student/group can choose the taboo words themselves.

Such a card must then be carried out by another group.

11. Rope discussion

Purpose: Preparation for discussion,

formulate an opinion in writing

visualize contradictions in points of view

when: core or end of lesson (serial)

group composition: individual, classroom

duration: 20-30 minutes

preparation: provide rope (about 3 meters), pieces of paper and paper clips.

Method

-To prepare for a discussion, give two opinions on a topic. One opinion clearly for and the other opinion clearly against. Two students who have to represent this opinion stand in front of the board on the left and right respectively and hold a rope between them.

-Invite the other students one by one to give their reasoned opinion and put it on a card. Each student hangs his opinion on the rope with a paperclip. The position of the card shows how close his opinion is to the extreme opinions.

-This can be followed by a class discussion about the opinions expressed.

12. Empty chair discussion

Purpose: To provide opinions and arguments on a subject, divide turns

when: core or end of lesson (serial)

group composition: classical

duration: 30 minutes

Method

-A number of chairs (6 to 10) are arranged in a circle. A number of students sit on the chairs, one chair remains empty. The rest of the class sits or stands around the chairs.

-The students in the circle discuss a statement.

-Students outside the circle can jump in by sitting on the empty chair when they want to contribute. At the same time, a student within the circle must free up a seat by taking a seat outside the circle.

-This 'musical chairs' continues until every student has had a turn.

Variation

A number of students observe or record the discussion. The observers/note takers present a summary and/or an observation report at the end.

13 Predicting: Family Fortunes

Objective: Mapping prior knowledge.

Applying knowledge, critical thinking

When: start of lesson(series), core lesson(series),

end of lesson (series)

group composition: as a class, in groups

duration: 30 minutes

preparation: coming up with a sample (including results) or looking it up

Family Fortunes is a method in which you simulate a (so-called) sample.

Method

-The teacher introduces the topic. He explains that a sample was taken and what the question/research design of the trial was.

-The teacher then asks the students individually or in groups to predict the outcome of this sample. The students explain how they arrived at their prediction.

- Finally, the teacher shows and explains the actual results.

Example

One hundred people were asked to share what is most important to achieving happiness. The students come up with the answers and the corresponding percentages.

Student prediction

Answer

health- money- family friends- success in work-spare time

percentage:

35% 23% 17% 14% 11%

Variation

Let students predict the results of math problems. During the actual calculation, students can think about where they or others make mistakes.

14 Who taps first

Objective: Practice or test learning material

When: middle-end lesson (serial)

Group composition: as a class, in two teams

Duration: 20 minutes

preparation: about twenty A-four pages with answers (not too long, terms or years for example), adhesive tape.

Method

-Put a large number of A-4 sheets on the board in front of the class with answers relating to a specific topic. Each paper contains only one answer.

-Divide the class into two teams. Each team has a representative in front of the class.

-The teams may alternately ask a question to which an A-four piece of paper on the board must provide the answer.

-If team A asks a question, both students in front of the board must try to give the answer as quickly as possible by tapping the correct A-four with their hand. Whoever does that fastest stays standing. The other is replaced by the next student from his group.

A student notes which team answered the most questions correctly. And that team is of course the winner!

Variation

-Give students a list of questions to ask.

- Have the teams think about questions they can ask before the game (of course, the representatives should not be present).

15. Assembly line

Goal: Repeat lesson material, memorize it

When: end of class (censored)

Group composition: individual, classroom

Duration: 10 minutes

preparation: about twenty sheets with words, drawings or objects. If necessary, use a planner/PowerPoint.

Method

- Show the class drawings, words or objects every so often. After an agreed period of time, the band stops or stops showing new drawings.
- The assignment is now for the students to name or write down as many devices as possible.

Variation

Make it a competition. Form pairs or divide the class into two or more teams.

16. Bingo

Goal: Activates prior knowledge, repeats lesson material

When: start or end of class (censored)

Group composition: individual, classroom

Duration: 20 - 30 minutes

preparation: make bingo cards, think of questions about the words on the bingo cards

Method

-Make bingo cards with 12-25 spaces. Write words in the boxes. These words can be concepts, devices, units, phenomena or English/French/German words. Each student can receive the same bingo card, but you can also issue different bingo cards.

-The teacher asks the questions and the students cross off the correct answers on the cards.

-Whoever has a row, column or a full card first calls BINGO!

-It is wise to keep track of the answers to avoid false bingos.

Sample questions:

The image of yourself in the mirror is.... ? virtual.

The shape of the imaging lens of a slide projector is...? sphere

17. Around keys

The do-it-yourself quiz

Goal: Testing knowledge

When: end of lesson (series)

group composition: fours or fives

duration: 50 minutes

preparation: formulate as many topics as there are groups. The groups must come up with questions and answers for the topics.

Method

-Divide the class into groups of four or five students.

-Each group comes up with a number of questions and answers about a given topic (possibly in a foreign language about a fixed topic such as school, TV or sports).

-The questions, in circuit form, are distributed among the other groups. The groups must answer the questions within a certain time. The answers are submitted and scored.

-The group that got the most answers correct in the shortest time is the winner.

18 The bonus question

Goal: To get students to think about what the most important points from the material are

When: end of lesson (series)

Group composition: Individually or in pairs

Duration: 10 minutes

Method

Have students design questions for the upcoming test. Promise to use some of the submitted questions, possibly as a bonus question.

Set requirements for the question (for example to earn a bonus point), such as: originality, complexity, only knowledge reproduction or also application of knowledge.

19. Reflection

Goal: Students learn to reflect on a test or learning/processing a chapter

When: end of lesson (series)

Group composition: individual, pairs or threes

Duration: 15 minutes

Method

Students do not always reflect well. To help them with this, you can ask them the following four questions.

a. What were you trying to achieve?

b. What went well?

c. What would you do differently next time?

d. Do you need help?

Or as a final question on a test.

a. How did it go? or: Which questions, in your opinion, went well and which did not go so well?

b. What do you think is or was that due to?

c. What would you do differently next time?

d. What grade do you think you will get?

Or at the end of a chapter.

a. Indicate what has been useful, educational or positive.

b. How could this knowledge be useful to you? (Context)

c. Indicate what went less well and what could be improved.

d. What questions do you still have or what do you need to investigate further? 78

20.What is the question?

goal

Come up with questions for answers

Prepare test

When: end of lesson (series)

group composition: individually or in groups

duration: 15 minutes

preparation: -

Method

-The teacher writes an answer on the board.

- The students, individually or in groups, write down what the question could have been.

- The questions that the students come up with are discussed in class.