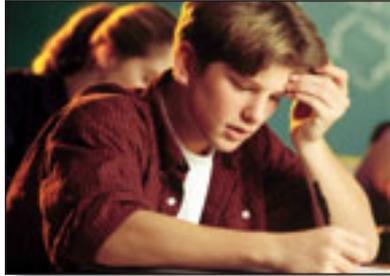




## 1. Let Students Quiz the Class

by Waneta Marple, TFS Author

When my class is approaching a mid-term or final exam, I have a review session. Prior to the review, I assign chapters to each student from the text that we have covered. Each student is responsible for formulating five to ten questions—they may be fill-in-the-blank, true-false, definitions, or multiple-choice questions.



Students may also formulate questions from any other chapter already studied. During the review session, each student takes a turn quizzing the class with their toughest question. Sometimes they choose to stay at their desk, other times, they prefer to take center stage.

### Benefits

Either way, I have found this review session to be beneficial on many levels. It helps promote review when students formulate questions, and it encourages interaction between students.



## 2. A Mid-term or Final Review Team Challenge

by William Ward, TFS Author

A day or two before the mid-term or the final exam, I split the students into two or three teams. Each team consists of five or six students. I instruct the teams to search their books, and notes to come up with the questions they will ask. They are to pick three to six questions per team member. I allow fifteen to thirty minutes for this task.



These questions are to be on the material they expect the test to cover. They can pick questions to stump their opponents, or pick questions to which they don't know the answers. Each team member is responsible for coming up with his or her own questions, and they should have a few extras in case one of their questions is asked by someone else earlier in the game. I remain available to interject clarifications to questions or answers.

The game is played in a series of rounds and during the game each student, in turn, asks an opposing student a question. No student is allowed to ask a question to someone who has already answered a question in that round, and the same student must ask a different person a question in succeeding rounds. Points are awarded for each question asked, either to the team answering it, or the one asking it, if it has not been answered. Finally, this game-show format encourages the students to govern themselves in this activity and encourages teamwork, fast thinking, recall, and total class participation.



### 3. How to Make Your Next Review Session a Sure Bet

by Mary Jane Swartz, R.N., TFS Author

**D**o you want to review previous information and increase class participation at the same time? You can accomplish these objectives with a review question handout and two decks of cards.

Here's how:

- Develop a study guide containing a list of short-answer questions to review previous learning or reinforce a complicated subject.
- Base the number of questions on the number of students.
- Prior to class, reduce both decks of playing cards to correspond to the number of students.
  - » Make sure the exact same cards are in each deck.
  - » One deck will be the students' deck.
  - » The other deck is for your use.
- When class begins, each student draws a card from the student deck while the instructor shuffles the other deck.
- For question one, the instructor draws from her or his deck.
- The student whose card matches the instructor's card answers.
- This exercise allows all a chance to participate in discussion and the instructor-added flexibility in the classroom.



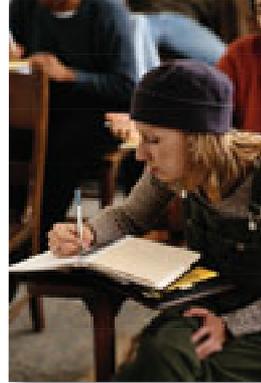


## 4. The Most Difficult Questions Create the Best Review

by Paul J. Schleitwiler, TFS Author

Two class sessions before the review, I ask my students to prepare and hand in a list of questions about topics they find the most difficult.

On review day, students earn immediate benefit of discussing topics that are causing them the greatest learning grief. Using the students' lists as a discussion guide concentrates review activities where it will help them prepare for the exam and build additional knowledge. No one is ever bored with this style of review.





## 5. How to Roll the Die For a Better Review

by Betty Glenn, TFS Author

**A**fter several weeks of lectures and exercises, I hold a review day. I made a large die with sides that number one through six. [Purchase a foam cube from a hobby store and a large tip marker; they will do nicely.] I also made a deck of cards that have review questions on them and a few wild cards that say, "Lose a turn," "Double your score if you answer next question correctly," and "Take another turn." The



classroom is divided into teams of five. Each team elects a spokesperson. I write each team's name on the board and record their scores as they play.

To play, someone will throw the die. I, as mediator, will take the top card on the deck and read it to the whole class. If the card is a question, the teams talk it over among themselves, then the spokesperson will answer it. If the answer is right, the team scores the number of points shown from the die throw. If they miss the answer, the card goes back into the deck to resurface later. Then, the die goes to the next team. At the end of class, the winning team gets five points added to their quiz grade.

This game is effective because:

- Peer pressure and the availability of extra points encourage them to study before the review.
- It builds camaraderie in the classroom, an essential ingredient for the computer lab projects to come.
- It releases stress.
- They become more familiar with the terminology and retain it better.



## 6. Game Day

by Mary Jo Webber, TFS Author

It's **Game Day**. This is the one activity my learners seem to enjoy the most. To prepare for Game Day, I make up a series of games in order to review all the materials learned over the course of the semester.



### Round the World

The first game is usually called “Round the World.” To start, every student stands up and the instructor asks each one a question, going around the room. If the student answers incorrectly, he or she sits. The game goes on until there is a winner or winners, or until the students seem a bit bored with it, usually two to three times around will do.

### Hollywood Squares

The second game is “Hollywood Squares.” Nine student “celebrities” are selected to represent each of the nine squares—just like the celebrities in the TV version. Two students are the competitors and are assigned the X and O respectively.

The game is easily varied if you have more or fewer than 11 students. Some of the options are: a pair in a square, instructor in the square.

I ask the first competitor to pick a square. Then I ask the question to the person representing that square. He or she answers. Then it's up to the competitor to agree or disagree with the answer. If the competitor is correct, he or she owns the square. You will need a white board, or flip chart and markers or chalk, plus many review or sample test questions for this game.



## 7. This Review Packet Packs a Learning Punch

by Margaret S. Thomas, TFS Author

One of the secrets of our successful math program has been the making of the “Test Preparation Review Packet” for each test.



This Packet contains five different activities and it’s worth about 10 percent of the final grade. Three of the activities are put on 3 x 5” cards and are designed to be used like flashcards. All of the activities help the students to understand the material and prepare/ review for the tests in an organized way.

### Examples and homework

The first activity is to write on 3 x 5” cards each of the math examples in the sections studied. Even though students come with the desire to learn, they often don’t have a clear understanding of how to study effectively. Students who don’t complete homework assignments and miss a lot of classes further complicate matters. When math examples are given in the text, the weak students just look over the examples (if at all), and then rush to do the real homework.

But, because these students don’t understand the examples, they don’t understand the homework. To encourage students to learn from the examples, I require the examples to be written on one side of a 3 x 5” card, and the work and solutions written on the back. The students use these cards to study portions of material at a time when the book would be too cumbersome.

### **Vocabulary words**

Secondly, the students must choose five vocabulary words. Weak or ill-prepared math students are often low-skill reading students as well. Like many of us, students skip words they don't know and assume that understanding will just come. The vocabulary word is written on one side of the card and the definition on the other side. "Variables," "inequality," and "reciprocal" are just three examples of words our students have chosen to put on these cards.

### **Find the main idea**

Thirdly, finding the main idea is as important in math as it is in reading. Our math classes allow the students to use a 3 x 5" card on the test, so in this class, each student must make a test card. This card may contain any information students might need on the test. By constructing this card, the students must summarize, synthesize and personalize important information for the test.

### **Review sheet**

Lastly, the math classes also give a review sheet before each test that must be correctly completed. The review sheet contains about 50-60 problems with their answers. If the student can do the review sheet, she or he probably understands the material and is ready for the test. If the student has problems with the review sheet, he or she can seek the appropriate help before the test.



## 8. Tossing the Question Roll

by Stephen S. Davis, Ph.D., TFS Author

Unwind a roll of toilet paper, write review questions on it (or try sticky notes, sticking on one per sheet, if the paper isn't easy to write on), then roll it back up. At strategic times throughout the class, pitch it to a student who unrolls a question and tries to tackle it. If he or she can't answer, it's tossed to someone else.

It's fun! It reinforces critical concepts, keeps students lively, lets students in on the process and even provides a tissue for crying about the upcoming exam. I credit Mark Woltz, Hocking College Computer Science Department for this idea.





## 9. The Relay Race

by Julie Malach, TFS Author

Like traditional relay races, students work in teams and each person is responsible for completing one leg in the race. The teams sit in the same row of desks. Usually a team of four



students makes a good size. Each student in each team will solve a problem and each team has the same set of problems. The first person has a complete problem. All of her teammates have a number missing in their problems. The missing number in each person's problem will be the answer to the problem of the teammate in front of that person.

Here is an example of a race I just used when studying percents:

- Student #1 solves the problem "A radio costs \$40 with a tax rate of 6%. Find the tax."
- Student #1 should get the answer \$2.40.
- Student #1 gives the number \$2.40 to student #2 behind him.
- Student #2 has the problem "60% of what number is \_\_\_\_."
- Student #2 puts \$2.40 in the blank in her problem and solves the now-complete problem.
- She should get the answer \$4.
- Student #2 gives the number \$4 to Student #3 behind her.
- Student #3 has the problem "If you save \_\_\_\_ on a shirt at a 25% off sale, what was the original price?"

- Student #3 puts \$4 in his blank and solves the problem.
- He should get the answer \$16.
- Student #3 gives the number \$16 to Student #4, who puts that number in her problem.
- Student #4 has the problem "Find the interest earned on \_\_\_\_ deposited at 5% simple interest for 4 years."
- Student #4 should get the answer \$3.20.
- Student #4 raises her hand and I record the order in which the teams finish.

After all teams are finished, I ask the last persons on each team for their final answer without telling them if they are right or wrong until all teams have reported their answers. Each team with the correct final answer receives one point and the first team to finish with the correct answer receives two points. This rewards correct and careful work and also encourages speed. The winning team is asked to put their problems on the board. We discuss them as students correct any mistakes they may have made.

These relay races are an excellent way to review or warm up before a test or just to take some time to practice an idea before moving on. They are easily adapted to many other concepts such as solving algebra equations or simplifying expressions.

The first time I try the races in a class, it takes a few minutes to explain the process. Sometimes a practice run with some basic problems is helpful to illustrate how one student must rely on the teammates in front of him or her. I allow students to talk to teammates during a race if they cannot do the problem they were given, or if they question the answer the teammate in front passed back. It does not take long for the teams to realize the benefit of their teammates' correct answers.



## 10. How to Amp Up a Learning Review

by Gregg Garland, TFS Author

This competitive activity will spice up the review process at the end of a unit or to prepare students for a test. The game requires students to recall important information and work together as a team. It can be used in nearly every subject area and on almost every ability level.

Prior to the review, create a series of questions from the subject material covered in the unit. Divide the questions and place them into five or six separate categories. For example, following a unit on the American Civil War you may put questions into categories such as "Famous Battles," "Geography," "Politics," "Military Leaders," etc. One category that is useful for those questions that just don't fit in any other area is the "Grab Bag" category. Separate the questions and place them in their respective envelopes or boxes before beginning the game.



### How to play

To begin, divide students into four to five groups no larger than five members each. Each team then chooses a captain who acts as the spokesperson. Sometimes in the excitement that takes place during a team's turn, multiple answers may be given by team members. The moderator (you) should only recognize the team captain's response as the team's official answer.

Next, write the categories of questions on the board and the numbers (or names) of each of the teams. Team #1 may start, or you may wish to have the teams draw numbers to see who begins. Once the rotation of turns

is established, it does not change. For example, if team #1 starts, then team #2 gets the next turn, and so on.

If team #1 begins, they select a category from which you read a question. Team #1 has ten seconds to respond. If their answer is correct, the team gets five points (which is written on the board) and then team #2 receives a turn. If the answer given by team #1 is incorrect, then team #2 gets a chance at the same question but only for four points. If team #2 answers incorrectly, then team #3 gets the question for a chance at 3 points, and so on until all teams have had an opportunity at the question. If none of the teams respond correctly, then no points are awarded and team #2 (or whichever team's turn is next) selects a category. A round is over when all of the teams have had a turn to choose a category and answer a question.

### **Wild Card round**

To begin this special round, ask each team to wager from 1 to 5 points. Write their bets on the board next to their team numbers. Then select a question from one of the categories and read it to the entire class. Each team then has 15 seconds to write their answer on a piece of paper.

Next, collect the papers and read each of the answers to determine which groups are correct. Each group then gains or loses the number of points wagered.

After each Wild Card round, the game resumes with the regular progression as the first team selects a category.

### **Ending**

The game ends when time is up or there are no more questions. There are a number of ways of rewarding the students. The members of the winning team may be given individual points or get bonus points on the test. The total number of points earned by a team can be divided by the number of members on the team to decide how many points each student receives in extra credit. Certificates can be given to the winners and

their names posted in a place of honor. And there are many other ways to score and reward the participants.

### **Modifications**

The game can be modified in a number of ways. You may allow students to take notes during the quiz and even use them on the test. The game can also be lengthened to include more than one class period. The competition always sparks lively interaction and creates a positive learning situation.



## 11. Bumper Sticker Mania

by Francine Armenth-Brothers, TFS Partner Author

This technique is a terrific one for creating an engaging review of course material. I describe the following scenario in my health class: “You are drafted onto the wellness committee at work. In



order to promote wellness to your coworkers, your committee decides to create prototype bumper stickers.”

I then cut standard 8.5 by 11” white paper into halves lengthwise and provide crayons, markers, stencils and stickers, etc.

On one side of the paper, students are urged to use any concept that we have discussed during the term, and proceed to create a bumper sticker based upon that construct. On the flip side, students write an explanation of why they believe this idea is important. After a period of time, students then trade their creations with each other until everyone has a chance to read all of them. In addition, this activity is a great opportunity to answer questions and thereby increase the breadth and depth of learning.

Editor’s note: This same idea could be transmuted to an e-course environment by shifting the focus to creating an influential group text or tweet, social media post, or blog entry.



## 12. The Competitive Review and Pretest Roundup

by Terry Bloom, TFS Author

Here are two games I use to infuse fun into reviews. These easy activities involve creating teams and keeping score.

### Competitive review

Split the class into two or three teams by counting off and placing those with the same number together. Ask them to sit together by team.



The process of selecting a team name often jells the group.

Next, you ask a review question from your prepared list. Then, each team discusses the question and agrees on one answer. If the first team (selected by roll of the die or guessing a number) misses, the next team has an opportunity to win the point. Keep team scores on the board. For fun I give the winning team members wrapped candy or other inexpensive prizes.

### Pretest roundup

Select teams as in the game above. Hand out a prepared quiz on a topic not yet reviewed in class. This will enable you to see what they already know on the subject. Tell them you will not see or collect the quiz. Then review the answers out loud and have each player score her or his own quiz. Give points to each team for the correct answers, and reward the team with the most points with prizes as in the first game.



## 13. The Grape Metaphor Machination

by T. Joseph Powers, TFS Author

When teaching English, it's imperative to make grammar reviews lively. Use metaphors and visual aids in order to clarify grammatical rules. For example, I employ a visual aid when I draw a balance scale containing red grapes and green grapes in its respective balance dishes on the screen; the grapes have equal weight.



At the top of the balance scale, I draw a semicolon and say that the punctuation mark is the pivot upon which the balance dishes swing. I then ask my students, "Do both types of grapes weigh the same?" "Yes," they reply. I next ask them, "What is the difference between the grapes?"

They answer, "The difference lies in the color." I proceed to tell them that the red and green grapes metaphorically represent two main clauses (since two main clauses are two complete sentences of equal "weight") that are closely related in subject matter (since the grapes are the same fruit, even though they are two different types of grapes). Therefore, the semicolon in this visual aid is the metaphorical pivot upon which two main clauses containing closely related subject matter "swings" or is properly connected.

What clever metaphors could you create to empower your review sessions even if you don't teach English?