

Gaming for Class Success

Presented by TCI

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Active Review Games Directions and Tips

The Looping Game

Directions for students:

1. Choose a placard as your starting point.
2. Copy the question.
3. Find the placard with the correct answer.
4. Copy the answer.
5. When you finish, you should be at your starting point.

An example of question/answer placards is included at the back of this packet.

Diamond Mine

Have students map the diamond-shaped pieces to complete a puzzle.

Tips:

1. Copy the diamonds on cardstock.
2. Laminate the pieces.
3. Copy front to back with a picture on the back that's related to the topic.
4. Have students assemble it on an overhead transparency so that they can flip it over and see the picture.

The San Antonio Independent School District has wonderful examples of complete Diamond Mines and other graphic organizers on their website at: <http://www.saisd.net/admin/curric/sstudies/handson.html>.

Examples of completed and blank Diamond Mines are included at the back of this packet.

Matching Memory Game

1. Create groups of 4-5 players.
2. Turn all the cards face down.
3. Take turns matching the cards.

Four Corner Fibber

Directions for students:

Answer each question asked by standing in the correct corner

If you receive a "fibber" card, stand in an incorrect corner and try to throw off the other players!

Tips:

1. Give 1/4 to 1/3 of your class fibber cards.
2. Make the questions and answers broad to stimulate discussion.
3. Be sure there is a real correct answer.
4. Make the other answers plausible enough to be argued from several points of view.
5. Project the questions and answers to help students remember their options.

Taboo Review

1. Create 20-25 index cards with people, places and topics.
2. Put students into groups of three or four.
3. Team members take turns giving clues to try to get their team to say the term without using the taboo words.
4. The opposite team watches to make sure they don't use taboo words.
5. Each correct answer is worth one point.

You Are/I Am

1. Create one nametag per student with a place, person, thing, or event.
2. Have students put the nametag on their back *without looking at it*.
3. Have students circulate and gather clues about their identity.
4. Give students five minutes to circulate but do not have them guess or reveal the right answers.
5. At the end of five minutes, have students stand in a circle then step forward one by one and guess their identity.

5 in 10

1. Divide the class into teams.
2. Provide the teams with a category such as "state capitals."
3. Give the team 10 seconds to list five things that fit the category.
4. Alternatively, have one team per round create the category.

Charades

1. Have a student come to the front of the class to be the actor.
2. Have another student show or whisper a word to the actor.
3. The actor then tries to get the class to guess the word without speaking.
4. Alternatively, divide the class into teams and have the teams guess simultaneously. The team that guesses correctly first wins a point.

The Looping Game

A

A: Prices go down.

Q: What does **supply** mean when you're talking about our economy?

B

A: The total amount of a good or service that a customer will buy at a certain price.

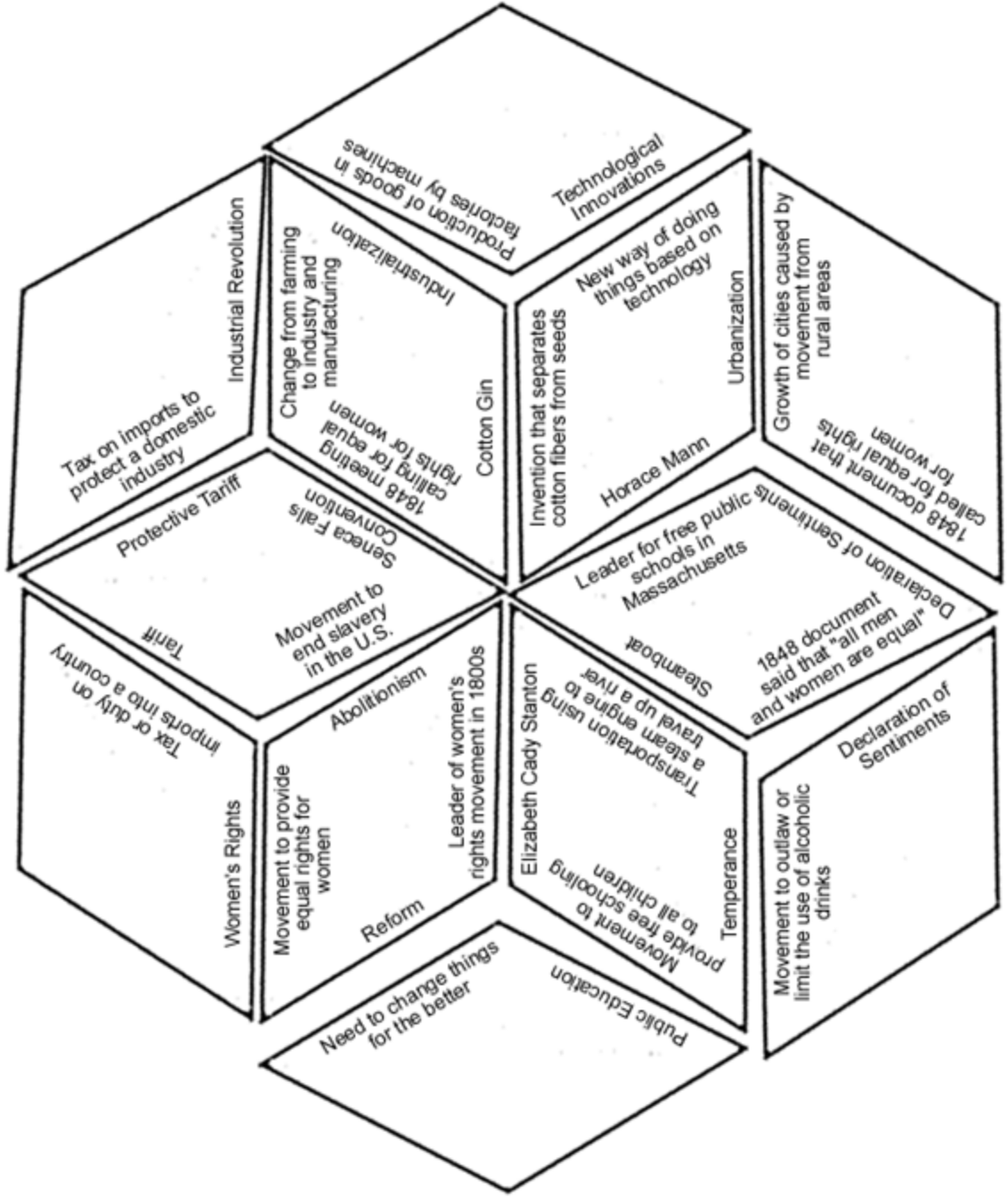
Q: What happens when supply is high and demand is low?

C

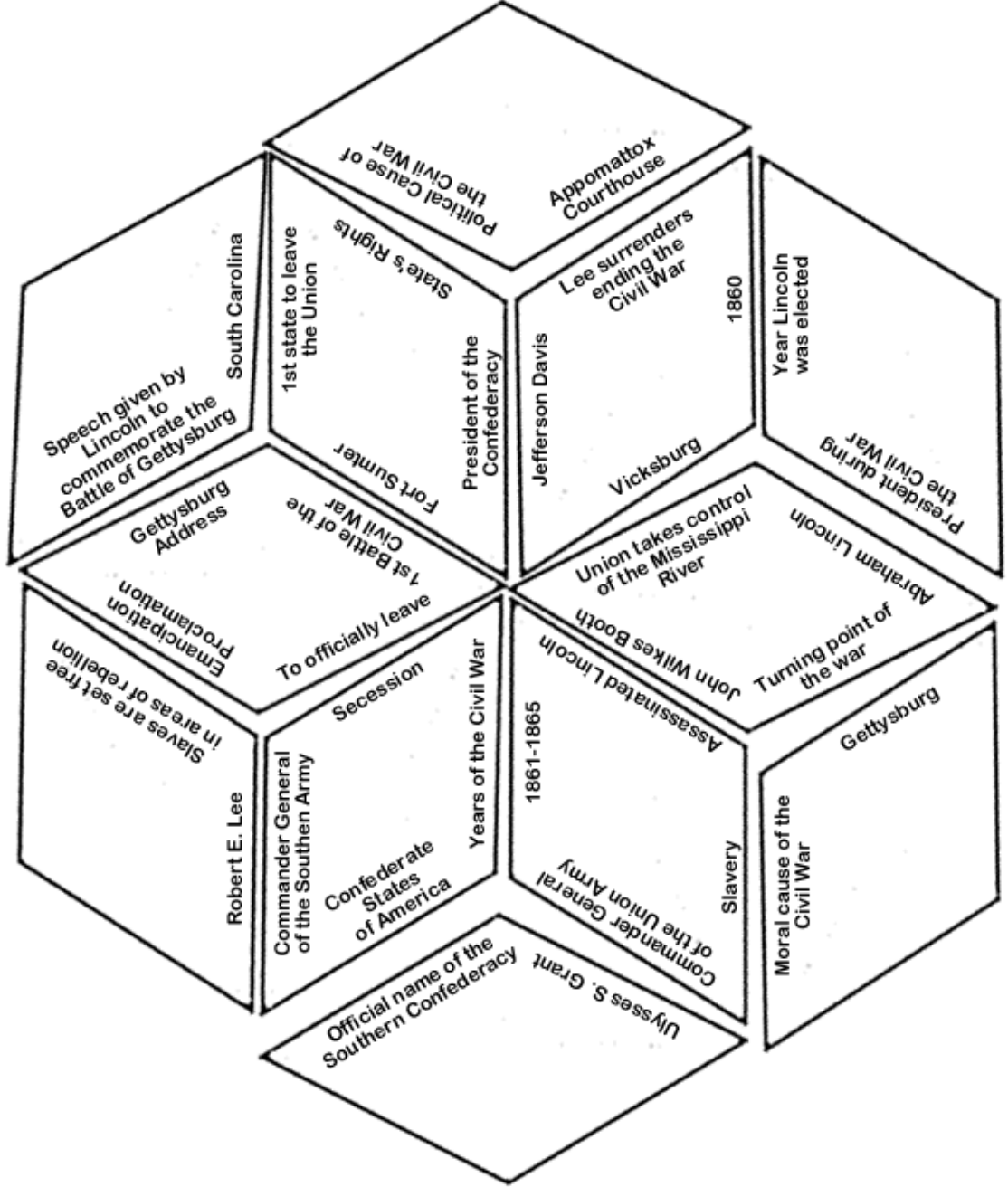
A: The total amount of a good or service that is available to buy.

Q: What does **demand** mean when you're talking about our economy?

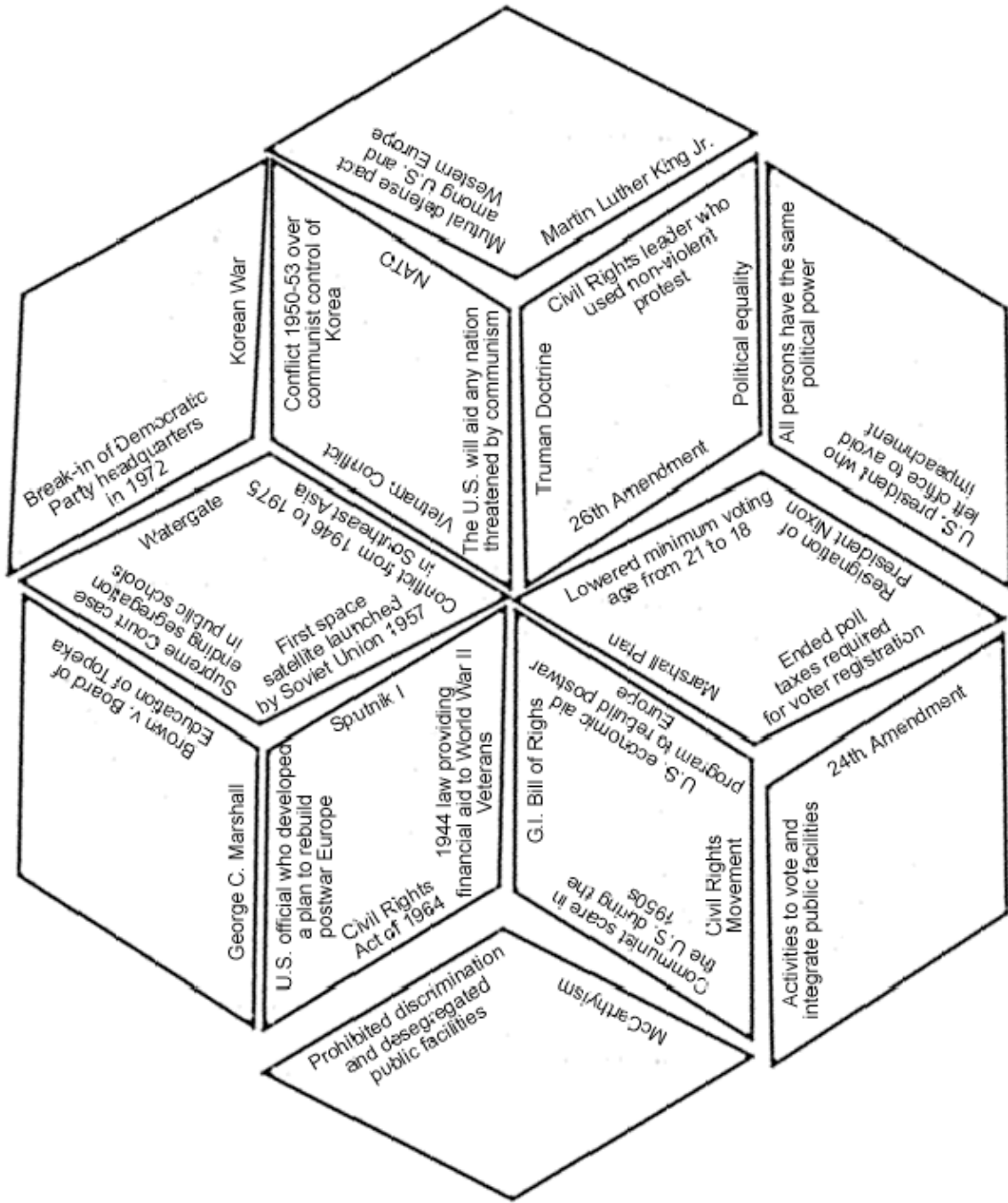
Diamond Mine for Industrialization/Reform



Diamond Mine for the Civil War



Diamond Mine for the Cold War



Diamond Mine Blank Template

