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### Active Engagement Strategies to Use in Your Classroom

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**Memory Map** – Divide the class up into groups of 4. Ask one student from each group to come up and view a picture/diagram/mind map for ten seconds. They then return to their group and draw or write all they can remember. Ask the second person to repeat the exercise and to build upon what the first person has contributed. Repeat until all 4 students have had a go.

**One Minute Buzz** - Make the following suggestion to students: 'For one minute, discuss with your partner the subject of your last lesson and your key learning'. Ask students to be prepared to share this with the class.

**Listening Triads** - Organise students into groups of three and give each student a number 1, 2 and 3. Write three statements on to the board. Statement 1 is explained to the triad by student number 1, and statement 2 by student number 2, etc. Each student has one minute to explain their statement to the group.

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**Freeze Frame** - Ask groups of five students to freeze-frame or create a living snapshot of their learning so far.

**Taboo** - Describe a word, concept, character, event, calculation or formula to a partner or group, without saying the taboo words.

**Sequencing** - In advance, cut up some sections of text and place into envelopes. Hand the envelopes out to small groups and ask the groups to spend up to five minutes organising the pieces into a logical order.

**Peer teach** – Ask the students in pairs to label themselves A and B. A has to teach B a concept that has been covered in the class, B listens and then gives feedback to A as to how well she has done.

**Who knows the answer?** – Students in pairs are given a set of questions. A asks B two questions, B answers only 1 of them. Once they have answered a question A crosses of the question and the students swap over and repeat the sequence. Once they have completed this they put their hand up to signal to other groups that they have finished and need a new partner.

**Snowball** - Pair up students and ask them to discuss a theme, topic or extract. Allow three minutes to write down their three most important ideas. The pair then joins another pair, to make a group of four and once again, they have three minutes to come up with their three most important points. The group of four then becomes eight, and then 16 until eventually the whole class have arrived at three learning points from the set activity.

**Carousel** – Students in pairs sitting in two circles facing each other. The students on the inside wheel remain where they are, those on the outside wheel give one idea and then move on

**Mapping and jigsawing** – Use to share ideas between groups. Each group leaves one person to explain the map of ideas while they tour the other groups investigating their work

**Pass It** - Students write down a question they have or a fact that they have learnt in the lesson. Collect them back in, shuffle and redistribute. Pick one student randomly (names on ice cream sticks works well here) and ask that student to read out what is on their card. If it's a question try and answer it, if a statement tries to add to it.

**Go Fish** - Each table is given a bag full of pieces of paper with questions related to the topic written on them. At intervals throughout the lesson students on various tables are asked to 'Go Fish' They pull out a question and attempt to answer it- if the question relates to a section that hasn't yet been covered they simply put it back and choose another

**Talking Buttons** - When working in groups each student in the group is given two buttons and a jar. They relinquish a button into the jar once they have contributed an idea. This is a great way to encourage participation in groups.