50 Plenary Ideas

1. List three things you have learned today
2. List three things your neighbour has learned today
3. 60 second challenge – sum up
4. Write three/five top tips for…
5. The answer is … what is the question?
6. Take one minute to compose two sentences in your head to explain what we have learnt and how we have learnt it, using the key words from the lesson
7. In pairs, answer this question on a post-it/sheet, stick it on the board and review. Does everyone agree?
8. Show your work to your neighbour, work in pairs to set targets
9. Self-assessment – record what you’ve learnt, any difficulties you have had and set your personal targets
10. Prediction - what do you think will happen next?
11. Show me boards to answer True/False to statements given
12. Jigsaw feedback – groups work on different parts of task then reform to share findings
13. Feedback to whole class by one or two groups only (use rota or roll of dice)
14. Change of role – student as teacher. What questions would you ask the class and why?
15. Quick fire oral ‘quiz’ to review/revisit learning
16. Giving wrong answer(s). Why is this wrong?
17. Consolidation using loop cards (mini loops within the class)
18. Comparing strategies. Which is the most efficient and why?
19. Matching games or cards to consolidate ideas
20. Pose an open question that can lead to generalisation of key ideas from the lesson.
21. Pick up on any further misconceptions from the main teaching
22. Make a ‘mini book’ summarising or revising key ideas and vocabulary (end of unit plenary)
23. Revisit objective of the lesson self-assessment – students indicate how they feel with respect to achieving the objective
24. Students write their own questions based on the objective of the lesson (these questions can then be selected randomly and used with the rest of the class)
25. Link the lesson to new learning – next lesson/next year
26. “ Taboo” game – describe a word/key idea from the lesson with/without using given words. Teacher could present or students write their own
27. Setting up a homework task (although the plenary should not be used for this exclusively)
28. Teacher led probing questions to test understanding
29. Students develop their own probing questions to test their partner’s understanding
30. Aide memoirs – students devise their own ideas/mnemonics eg picture/visual clues to the meaning of key words (eg parallel or Never Eat Shredded Wheat) linked to objective
31. Sentences with missing words and a selection of given words to fit in
32. Questions with alternative answers posted around the walls and students go to the answer they think is correct and explain why (could give 10 seconds to reconsider)
33. ‘ Odd one out’ – in pairs/groups choose odd one out and explain why
34. ‘ Same or different?’ – give group of shapes/expressions/graphs and students identify what is the same and what is different about them
35. Give students groups of shapes/expressions/graphs etc and students sort into 2 groups/3 groups according to their own classifications (you could give the number items in each group)

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