

Mini Reviews

What are Mini Reviews?

Mini Reviews can be used to inject some energy into the lesson at any stage. They are also a very effective way to reinforce any piece of learning. Students remember very little from a lesson if they only hear the information - possibly as little as 10%. When they are given chance to repeat it, this figure goes up dramatically. Aim to split teacher talk and theory sessions up with frequent Mini Reviews.

Min Review 1: Active Reviews

Star Jumps

1. Ask the whole class to stand up and stand in the shape of a star (as in 'star jump' - legs apart, arms apart reaching upwards).
2. Tell them they can't move until someone shouts out one topic-related important piece of information they've picked up from the lesson or previous lessons.
3. As soon as someone shouts something relevant, everyone jumps to the second phase of a star jump - legs together, hands down by sides.
4. Repeat the process until everyone has completed about ten jumps.

Joggers

1. Ask the whole class to stand up.
2. Ask a student to call out a number between one and twenty (or between one and ten - you'll see why it might be best to reduce this number in a moment). This is the 'Target Number'.
3. Tell students to start jogging on the spot.
4. Students have to continue jogging on the spot until sufficient (depending on the target number) relevant, topic-related facts have been called out.

Hops

1. Ask the whole class to stand up.
2. Ask a student to call out a number between one and twenty (or between one and ten - you'll see why it might be best to reduce this number in a moment). This is the 'Target Number'.
3. Tell students to start hopping on the spot.
4. Students have to continue hopping on the spot until sufficient (depending on the target number) relevant, topic-related facts have been called out.

Fireworks

Cooperative and active learning -- Active Teaching And Learning

Tell students that a 'firework' is when a student jumps up from their seat and contributes something positive to the lesson e.g. by stating what they've learned so far or stating how they plan to use the information they've learned. Start a timer and tell students you need to see fifteen 'fireworks' in the next 60 seconds. Sometimes an incentive may be helpful...

"OK, it's break time in ten minutes but if you want your break I need to see fifteen fireworks in the next sixty seconds."

Mini Review 2: Reflective Reviews

It's good to vary teaching styles so that one particular style doesn't become stale. Here are some Reflective Reviews to slip in between rapid reviews to keep students on their toes...

"Write one sentence explaining what you just learned."

"Draw a quick sketch to help you remember what you just learned."

"Write three short sentences about the last twenty minutes and highlight the most important one."

"Write the words 'I will remember this bit' next to three pieces of information on your page."

Mini Review 3: Paired Reviews

Split the class into learning partners and identify each partner as either 'A' or 'B'.

Paired Review 1:

"Partner 'A', turn to your partner and tell him/her three things you learned in the last thirty minutes."

"Partner 'A', turn to your partner and ask him/her a question about the last piece of information to see how much they have learned."

"Partner 'A', turn to your partner and give him/her, in your own words, a summary of what we've just learned."

(Swap these roles during the next Paired Review so that B turns to A and does the talking.)

Mini Review 4: Picture Reviews

"Draw a symbol, shape, cartoon or squiggle to represent what you've just learned. Show your partner and explain it to them."

"Write six key words from the information we've just covered. Draw a picture/shape/cartoon/symbol/doodle to represent each word."