

120 brilliant activities
for use at the
beginning of any
session

The Starter Activity Generator!



Sources

- http://www.teachit.co.uk/custom_content/newsletters/newsletter_oct06.asp
- <http://www.schoolhistory.co.uk/teachers/starters.html>
- www.independentthinking.com
- www.teachingthinking.net
- Edward De Bono – How to Have Creative Ideas (Vermilion, Chatham, 2007)

Edited version of a resource made by Mike Gershon
available from <https://www.tes.com/teaching-resources>

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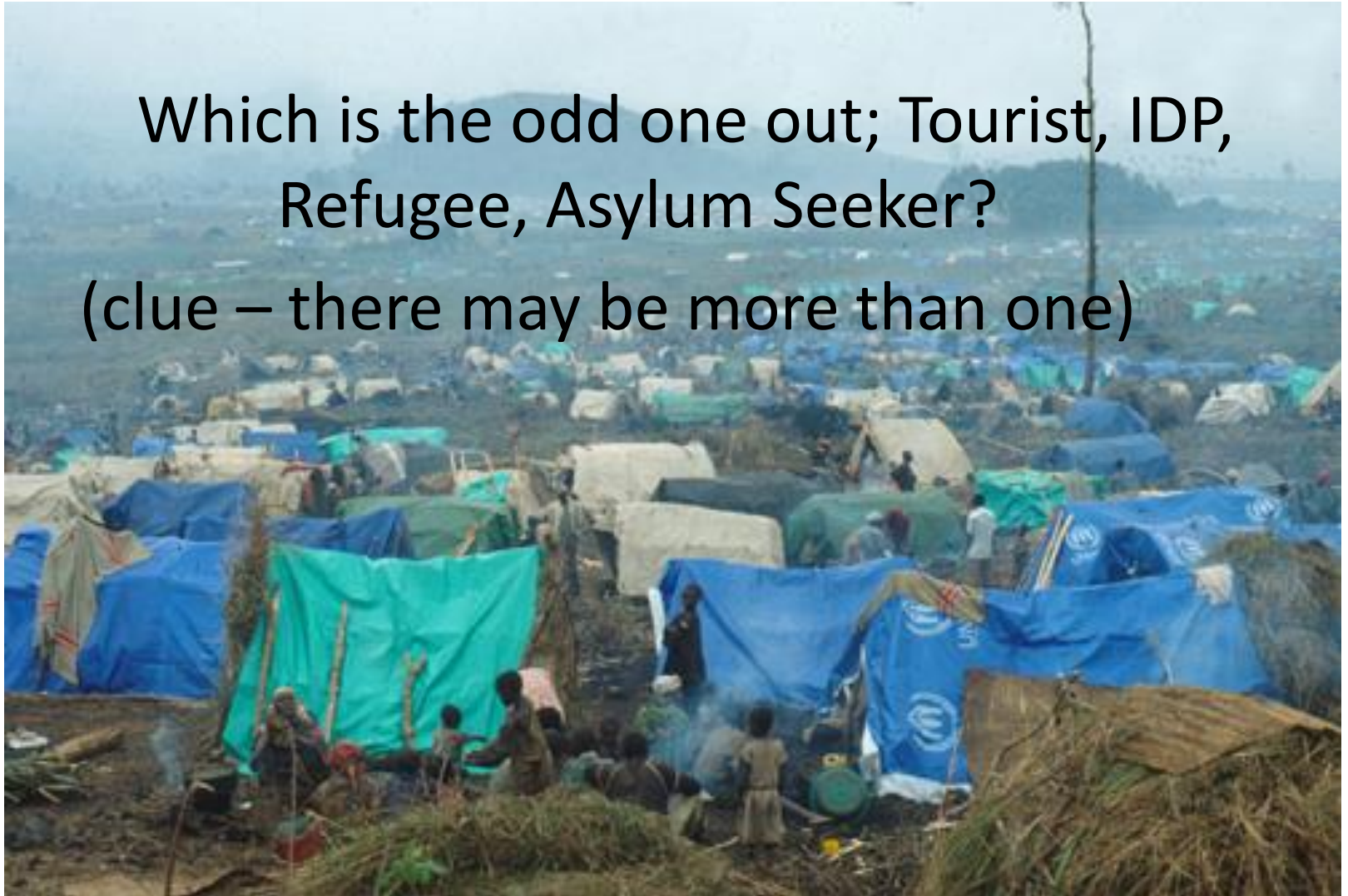
[Think – Pair – Share](#)

[Odd One Out – Pictures](#)

Odd One Out

e.g.

Which is the odd one out; Tourist, IDP, Refugee, Asylum Seeker?
(clue – there may be more than one)



List-O-Mania

e.g.

List as many...



key terms/key processes/key concepts from the topic as you can.



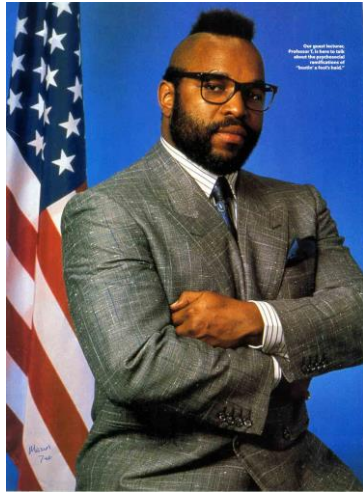
Show me the answer!

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Using mini-whiteboards, true/false cards, hand signals, different coloured cards etc. students must show you the answer to a series of questions

What's the question?

e.g. If this is the answer, then what's the question

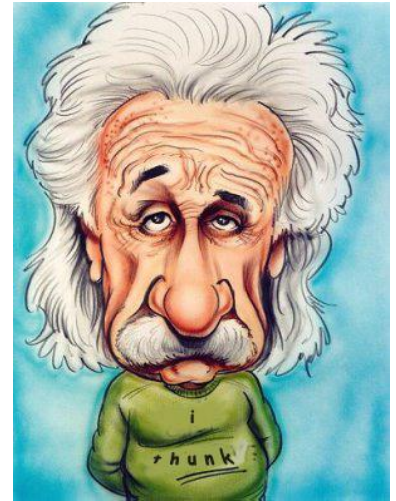


A: Mr T

(Q: Who's the man?)

Thunks

e.g.



What does the wind smell like?

Do trees have feelings?

If I borrow a million pounds, am I a millionaire?

www.thunks.co.uk

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What's this?

e.g.

What do you think this is?



Nilin, West Bank: A Palestinian demonstrator uses a slingshot to hurl stones at Israeli border police during a protest against Israel's separation barrier

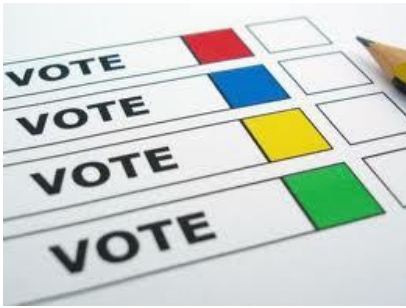
Questions

e.g. A series of questions

- 1) What does consumer mean?
- 2) Are you a consumer?
- 3) Why?
- 4) What rights do consumers have?
- 5) Who protects them?



Political Power



Empire

Surgeon

Poker

Scallop

- You must use these words to increase the political power of a party
- You could turn them into policies or slogans
- Explain why your suggestions might work

From Edward De Bono's 'How to Have Creative Ideas'. See <https://www.edwdebono.com/>

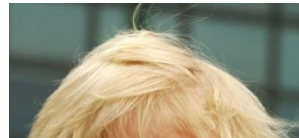
You can make random word tables or PowerPoints or use a book to get different random words.

Who am I?

e.g. Could be a picture



Or part of a picture



Or clues

I am an important Londoner

I am a politician

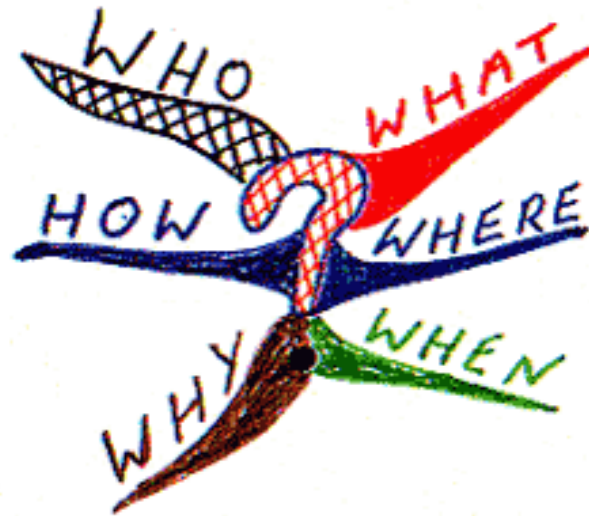
I am noted for frequent buffoonery

Could do 'guess what' instead for places etc.

Questions you would like to ask

e.g.

Today we will be looking at topic x. Write down the questions you would like answered.



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What's your opinion?

Ask students to write/speak in pairs a short explanation of their opinion about the topic you are starting to look at. This can then be revisited at the end of the session.



Definition Match



Provide about 5 key terms and their definitions for students to match up.

This can be done in groups or individually.

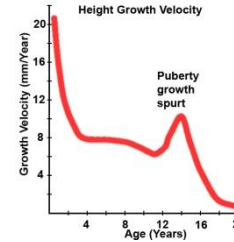
What is Citizenship?

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Parliament



Puberty



Bullying



The Law

Policing



Rights



Relationships



Conflict



Tax



Countries

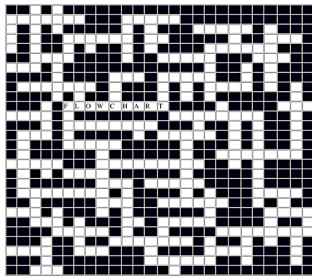


World War 2

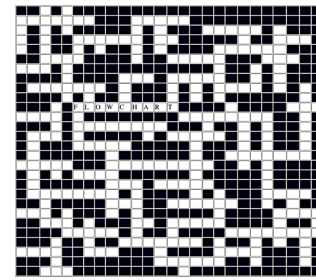
Fair Trade



Students circle which ones they think are citizenship. Could use to check/reinforce subject understanding. Could adapt to use for different topics – e.g. What is economics, or what are human rights?



Word Fill



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e.g. Fill in the missing words (can include the words underneath - in the wrong order of course - for differentiation)

_____ is a popular programme on _____.

All of the contestants are extremely _____ and _____.

People like to watch it because _____ and also because _____.



List → Definition



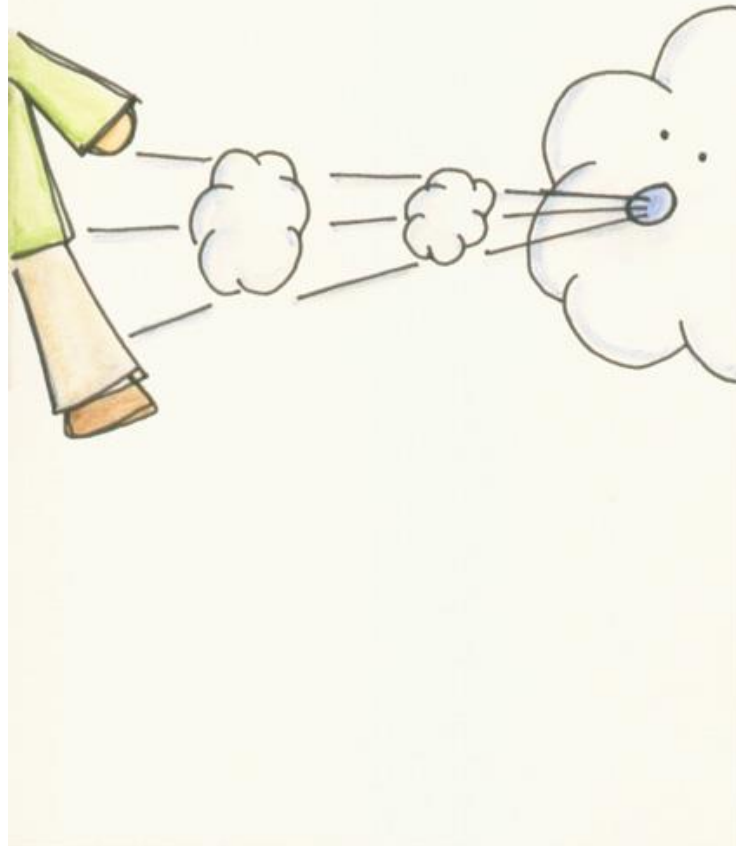
e.g.

- 1) List all the words you associate with Global Warming.
- 2) Now join these words together to make a definition for Global Warming

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Pictionary

e.g. Give students concepts/ideas/things to draw whilst others have to guess what they are



Alternative – short list of concepts/ideas and students have to draw in books or on mini-whiteboard and then feedback their thinking/explanation.

Can divide group into teams to make it competitive



Freeze Frame



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You are working on a farm in Africa supplying Cadbury's with cocoa to make chocolate. The weather is hot, the work hard and you are paid very little. Individually/pair/group produce a freeze frame showing the scene.

Could adapt to all manner of scenes, or give students the topic area and ask them to produce an appropriate freeze frame that other students must then try and decipher.

Bingo Sheets

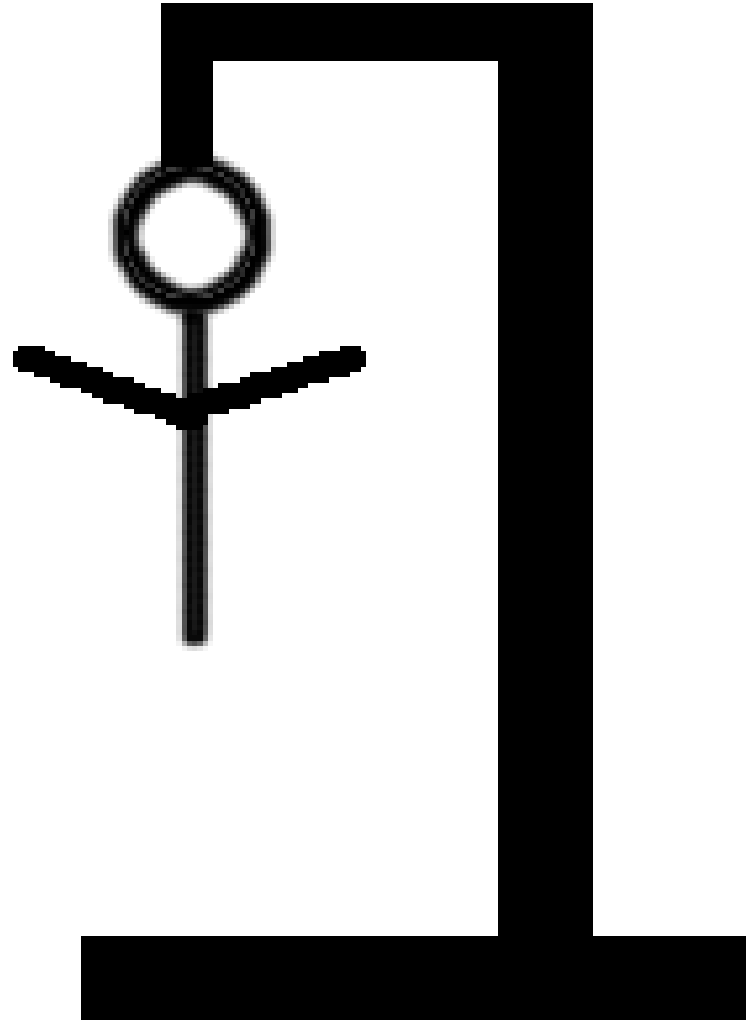
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e.g. students get bingo sheets with key words/phrases and you read out definitions...



Hangman

You know what it is!

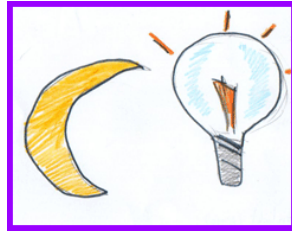


Dingbats/Say what you see

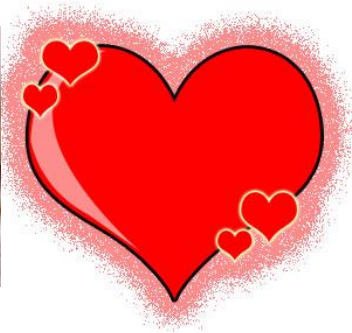
HEAD

HEELS

NKI
ION
HTG

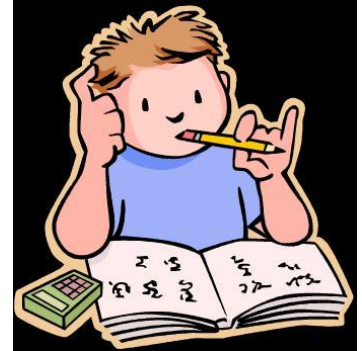


EYELID EYELID	I	I
cover agent	<i>Drinks</i> HOUSE	



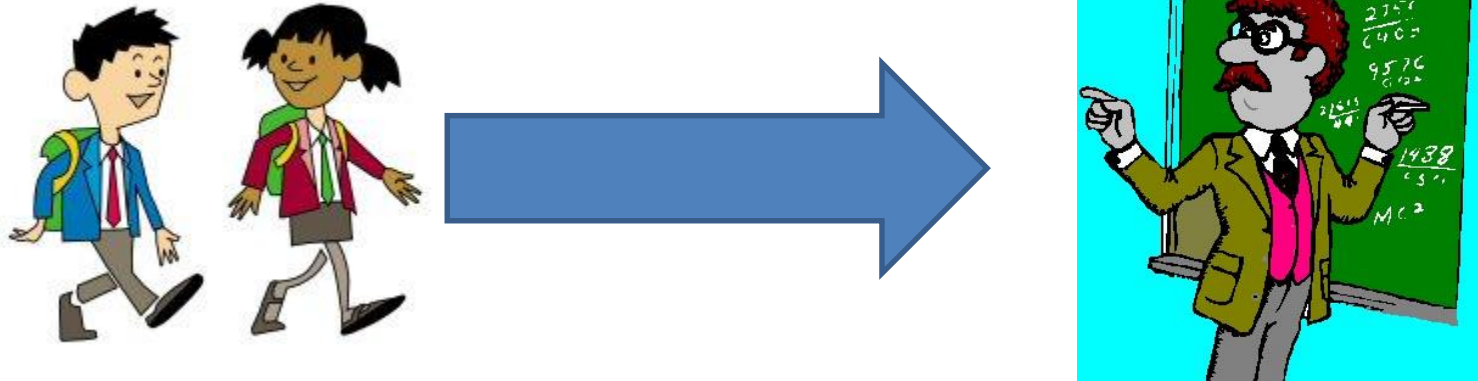
Peer Assessment

e.g.



Students asked to swap homework (relies on it having been done) and peer assess their neighbour's on the success criteria you set.

Student as leader



e.g. One (or more?) student is the leader. They have to summarise the last session(s) and question the group on what was covered.

20 Questions

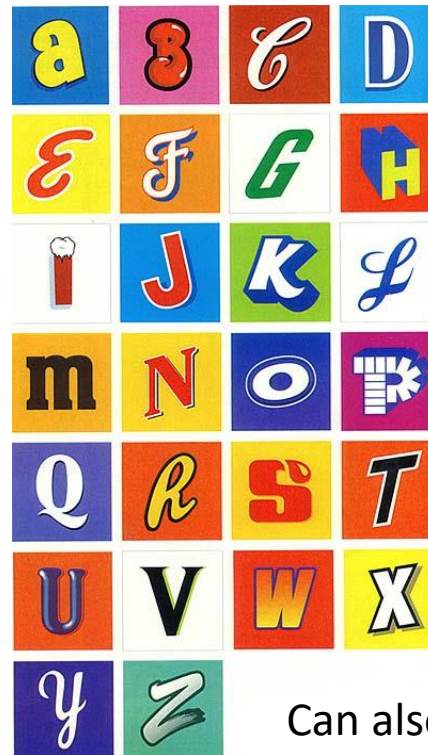
- e.g. PAL leader or student picks a relevant person/place and the group has 20 yes/no questions to discover who or what it is.



A - Z

Write down a key/related word for our topic area for as many letters of the alphabet as you can.

Arms
Bay
Conflict
Darfur
Earth
Freedom
Guantanamo
Harm



Can also do it verbally. Ask students/groups to shout out when you give them a letter.

What's being said? Or What's being thought?

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e.g. Choose a picture and ask students what might be being said or thought. Could be relevant –



Or abstract -



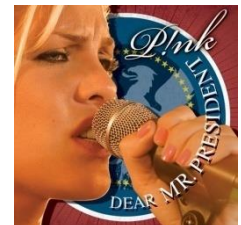
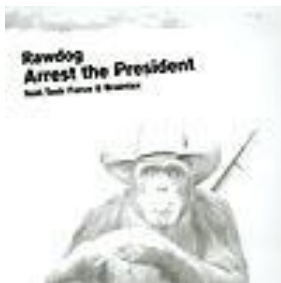
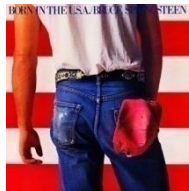
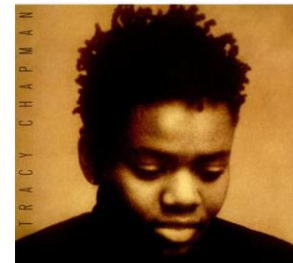
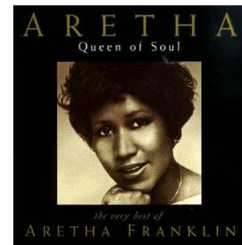
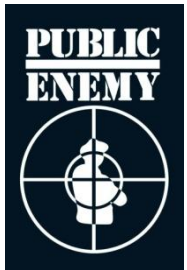


Name that tune!



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Play students a song connected to your session. They have to transcribe the lyrics. You can then use this for discussion of media, expression, identity, politics, language etc.

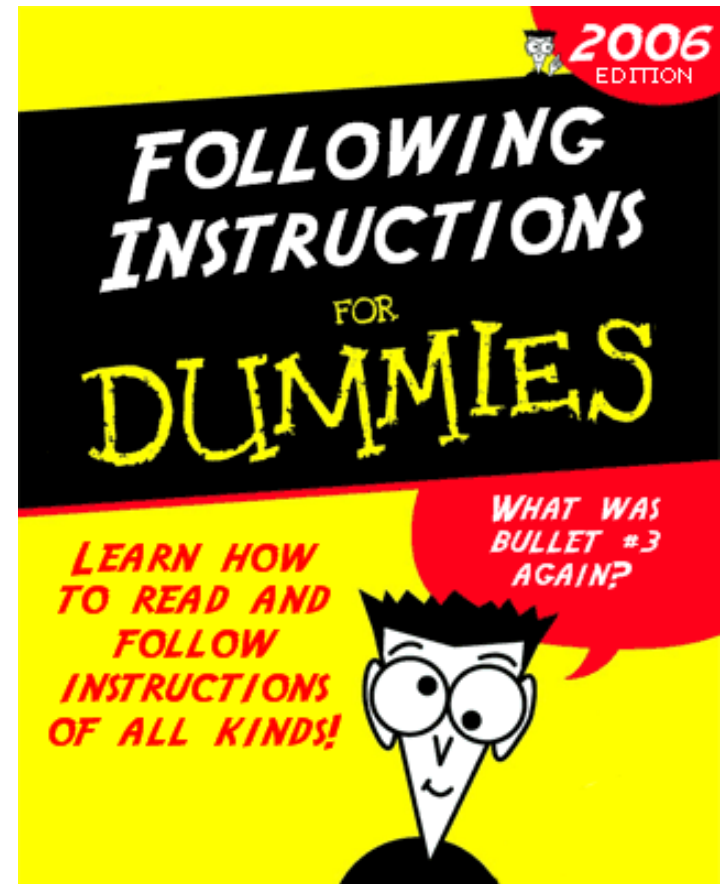


Instructions

e.g. Ask students to write intricate instructions for a specific task.

For example voting in an election or staging a protest march.

Equally, could be an unrelated task just to get them thinking.



Ridiculous Arguments

Teach the language of argument by getting students to justify the ridiculous, such as 'Five year olds should be allowed to drive a car'



Ridiculous?



What if?



What if no one was responsible?

What if there were no laws?

What if everyone stopped paying taxes?

What if all journalists were anonymous?

What if science didn't exist?

What if the university only opened at night?

What if you were invisible for a day?



Art and life

Use a relevant poem, piece of art, sculpture etc. to get students thinking/empathising about the topic. You can then draw out session themes...



Guernica - Picasso



Holocaust Memorial - Berlin

Tell me three things...

about the topic we are studying.

you learnt in the last sessions.

that help explain inflation.

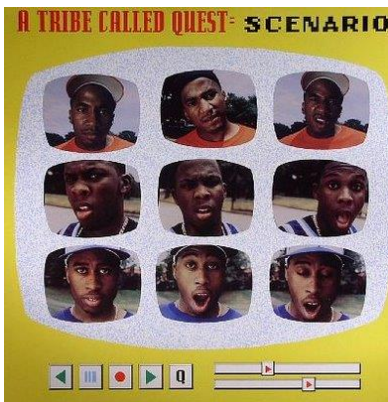
refugees might feel.

campaigning has changed in Britain.

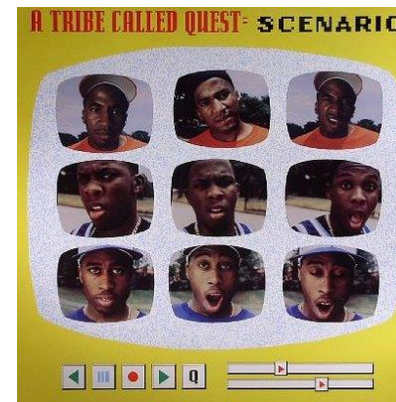
you think are most important to citizenship.

you would like to change in the world.





Scenario



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- Set students a scenario (perhaps covering similar ground to the session) and ask them to respond in some way...

e.g. Human rights have been suspended by the Australian Government. Politicians have given party members license to judge what is right and what is wrong.

How would this make you feel?

What would you do?

(Similar to thought experiments)



Get Creative



Cloak

Sled

Tourist

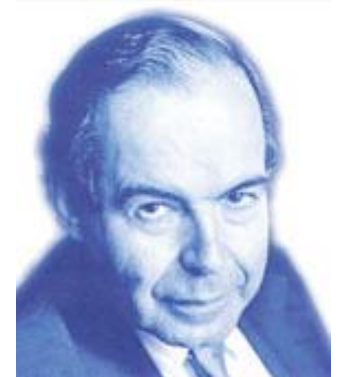
Machine

Fuse

- Show how each of these random words might influence the other words in some way.
- Explain the influence

From Edward De Bono's 'How to Have Creative Ideas'. See

<https://www.edwdebono.com/>



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Uptown Top Ranking



- Family
- Life
- Safety



- Movement
- Religion



Rank these human rights in order of importance.
Be prepared to justify your answer. (Adaptable to all sorts)



Empathy-builder



‘Taxes for the rich will be scrapped tomorrow and replaced with voluntary philanthropy’

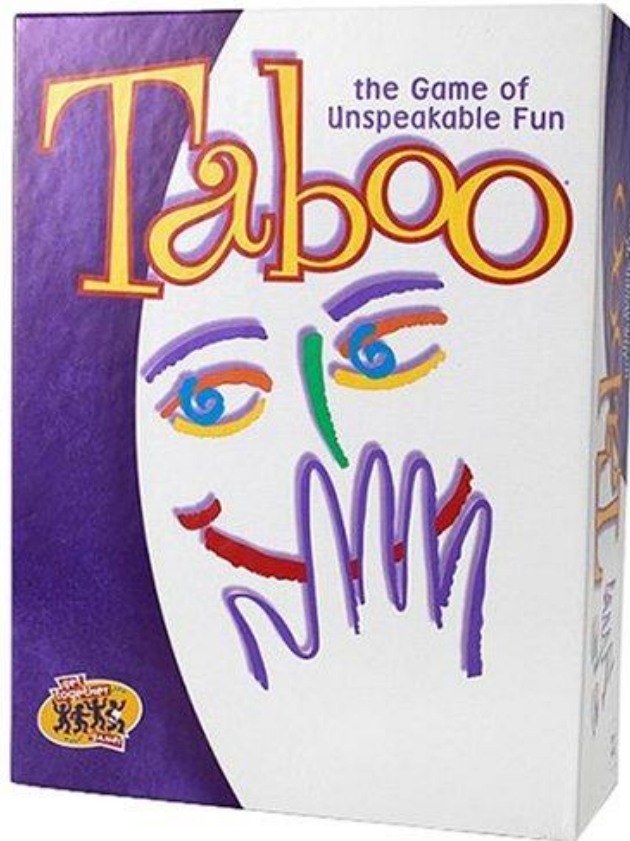
- How might a millionaire feel about this?
- A person on average income?
- Someone receiving income support?

(Can adapt to loads of different situations. Emphasis remains on developing empathy)

Taboo

Students have to describe a key word without using that word (it is taboo)!

(could do it in teams, pairs, whole-class)



Compare and Contrast

What differences and similarities do you notice?



(Zimbabwe, Oct 2007)

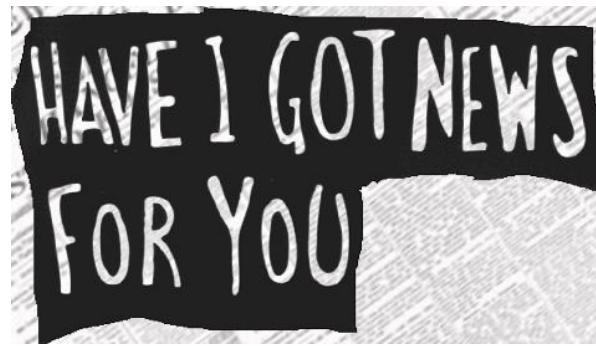
Recipe Time



- Access to information
 - Secret Ballot
- Independent counters
 - Neutral judiciary

What is this the recipe for?

Develop by asking students to write their own recipes (could start by writing a recipe of the learning in the last session)



Dollar 'buying less than a _____'.

No _____ for TV voters.

_____ thrown at Bush on Iraq trip.



Mystery Bag

Take a bag into the room that contains an object which has a connection to the session.

Pass it around and let the students feel the object inside the bag.

The first person to guess what it is could be rewarded with a small prize.





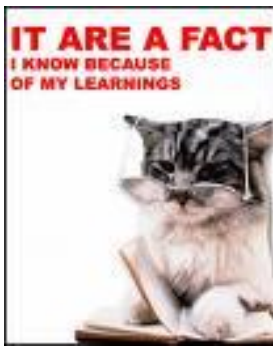
True or False



True.....or is it false!

The statements could be provided by the PAL leaders or the students could be asked provide a statement each.

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Fact or Opinion?



Hand out newspaper article to students and ask them to highlight facts or opinions.



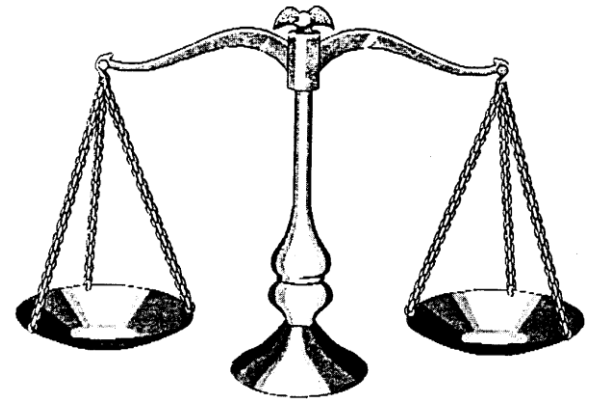
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Odd One Out – Pictures Only!



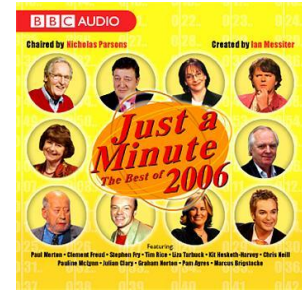
What's the topic?

What topic might we be studying?





Just a Minute

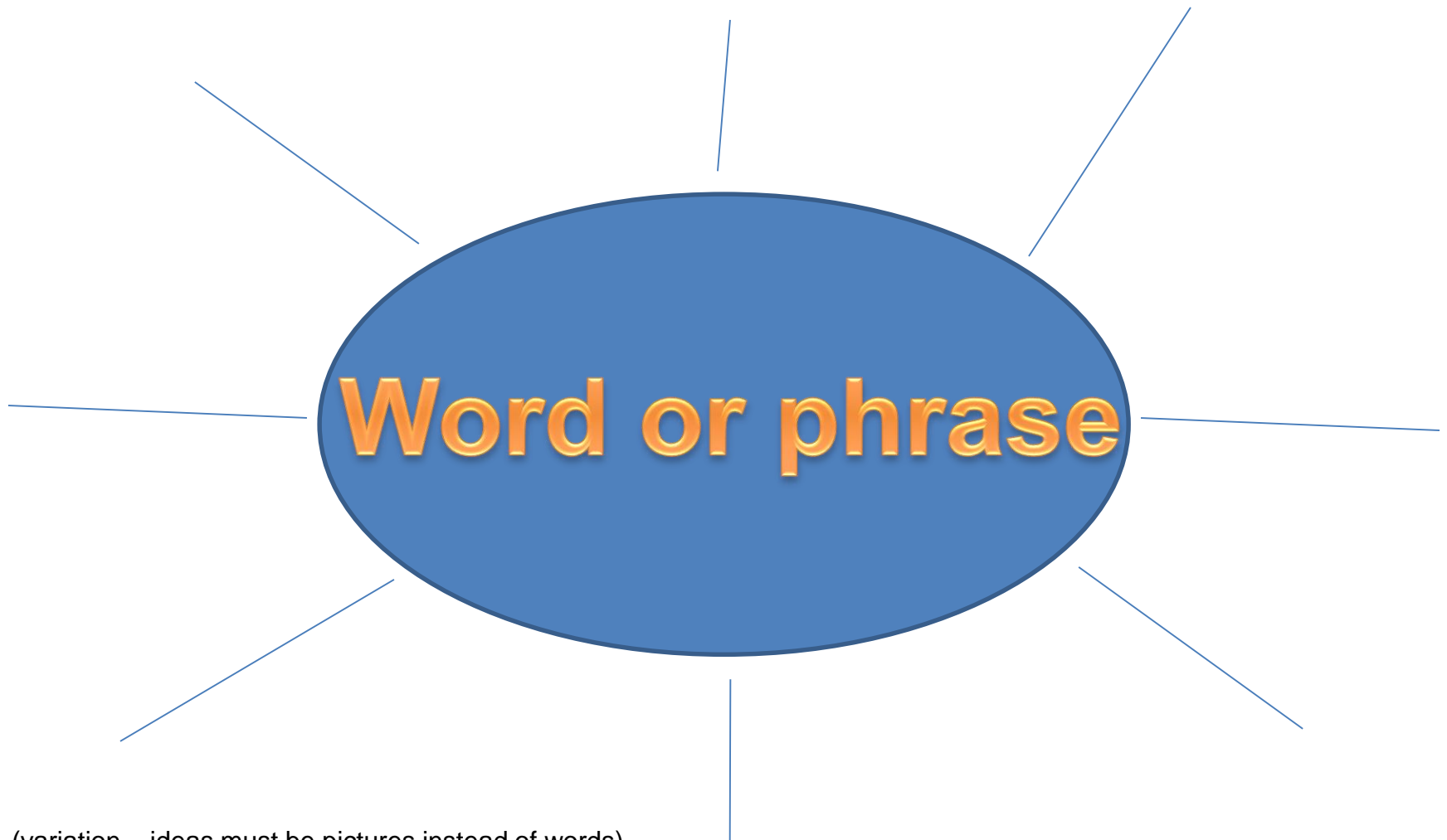


One student starts to speak about a topic. At the first repetition, pause or mistake another takes over - and so on until the minute is up.



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What do you know?



(variation – ideas must be pictures instead of words)



Inside the Octagon



8 way thinking comes from Howard Gardner's multiple intelligences. The simplified octet is:

- | | |
|-------------|--|
| 1) Numbers | How many... |
| 2) Words | Where does the word come from.. |
| 3) People | Who... |
| 4) Feelings | What emotions... |
| 5) Nature | How does the environment affect... |
| 6) Actions | What do people do... |
| 7) Sounds | What songs have been written about it... |
| 8) Sights | What images represent... |

- Two ideas –
- i) Ask students to come up with questions around a topic/key word from each 'angle'.
 - ii) Use the octet to frame your own starter questions.



Animal Madness



- Think of five ways you could make a duck/horse/cow joyful
- If zebras/flies/otters ruled the world what would we see?
- Explain five differences between a cat/dog/ox and a kettle/desk/jumper
- And five similarities
- What animal would make the best politician/judge/police officer? Why?



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What would win?

Choose any two items...



A fence and a tree



A dolphin and a snake



Harry Potter and Shane Warne



Then...ask why!



Different Shoes



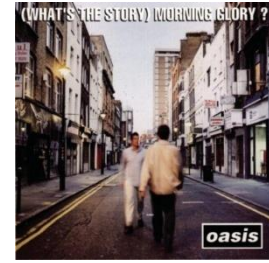
Ask students to change their shoes...

‘If Brad Pitt was put in charge of the university,
what would change?’

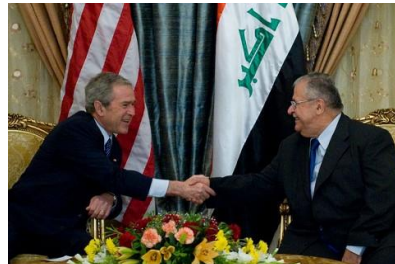
‘If Roger Federer was doing your coursework,
what would he focus on?’



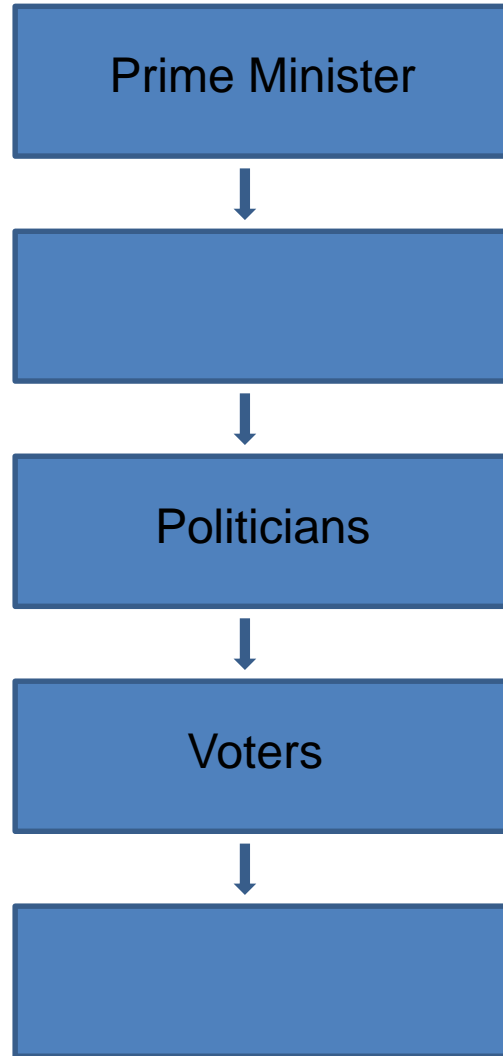
What's the Story?



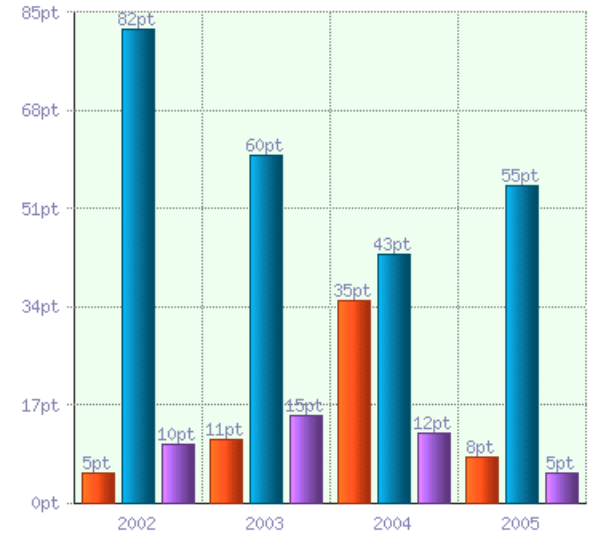
- Give students cards with words or pictures on and ask them to sequence this to tell a story (or could put words/pictures on board).

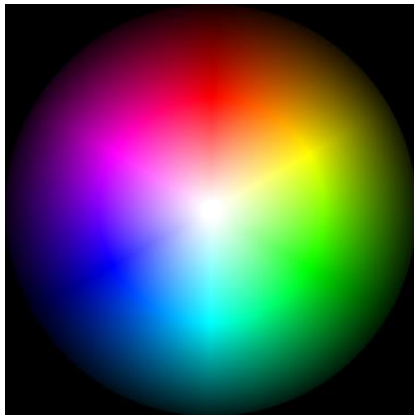


Flow Chart

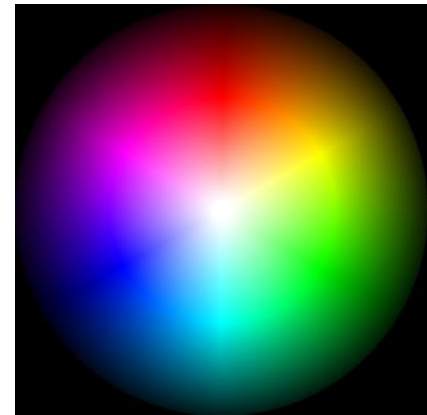


Fill in the gaps!





Continuum



Make a continuum in the room with strongly for and strongly against at either end. As students come in tell them the proposition and that they must justify the position on the continuum they choose.

(variation – students line up randomly. They discuss with their neighbour only and then move accordingly. Continues until the continuum is fully drawn)



Have I seen you somewhere before?

Give students key word card sort and ask them to place in piles of:

- 1) I know you
- 2) I think I've seen you somewhere before
- 3) We've never met!



Picture in time

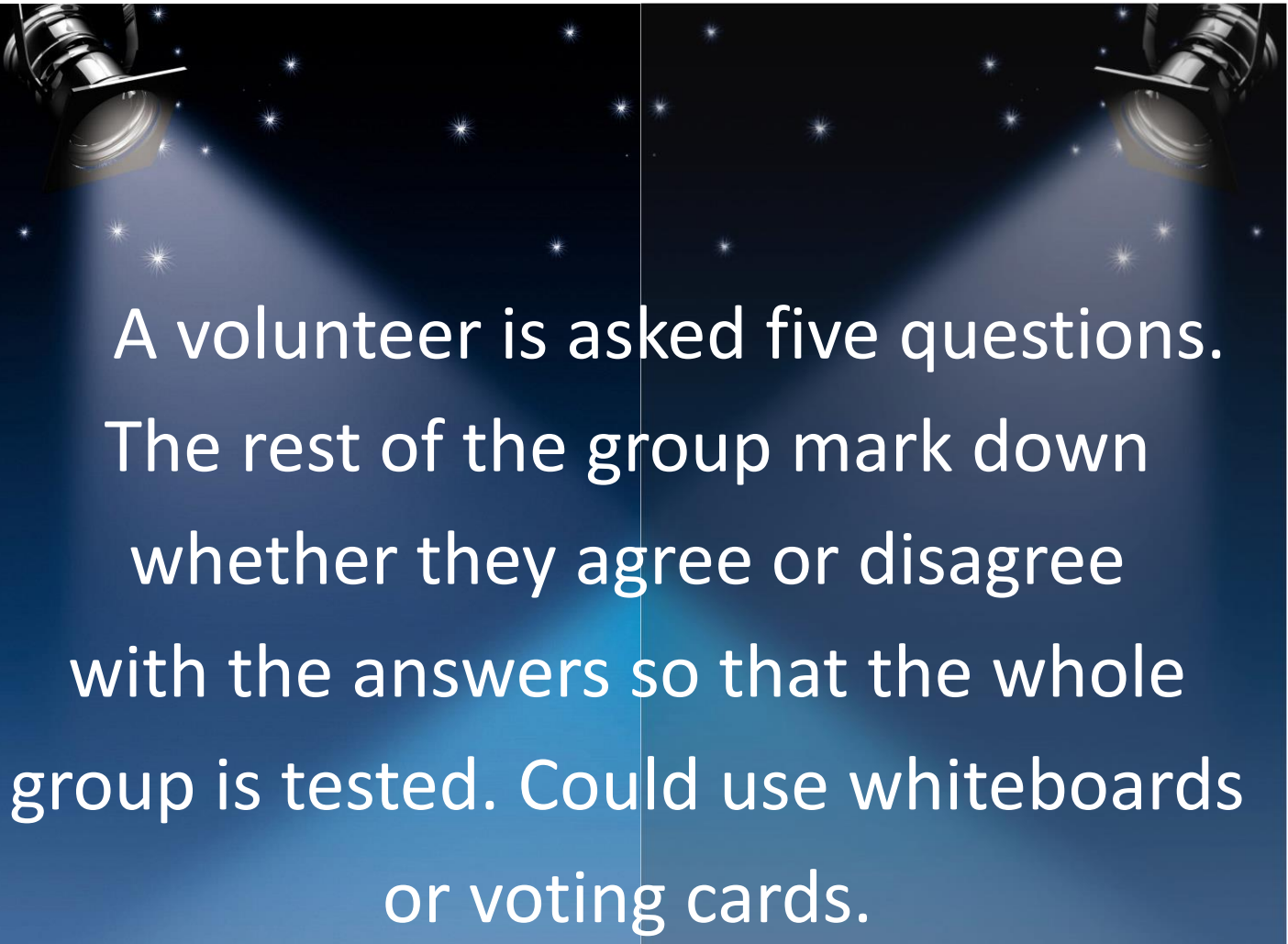


What might have happened before the photo was taken?

What might be happening now?

What may happen after?

In the spotlight



A volunteer is asked five questions. The rest of the group mark down whether they agree or disagree with the answers so that the whole group is tested. Could use whiteboards or voting cards.



Connections



Ask a student to suggest a word. You say a word that is related.

(E.G. if the word is 'football' you might say 'goal'.)

The next student says a word connected with the previous word.

(E.G. 'goal', 'net' and so on.)

Players take turns.

They are allowed thinking time, but can be challenged by any other player to explain the connection between their word and the previous word.



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Home Improvement



How can _____ be improved?

Why would your changes be an improvement?

Who for?

How long would they last?

(Can relate to previous learning in the topic. Suitable for wide range of different uses)

Get In Character

Set a few questions ready on the board.

As students come in, hand them character cards

(could be generic e.g. Businessman, teacher, student
specific e.g. Julia Gillard, Rod Laver, Glenn McGrath
emotional e.g. An angry, impatient, happy person
or whatever you want!)

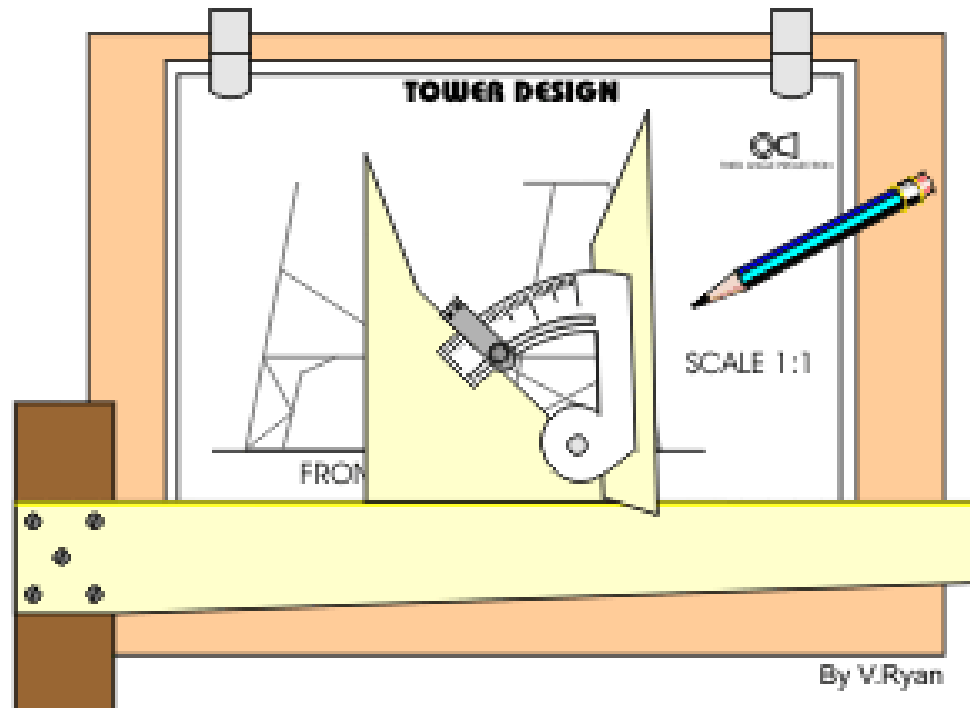
and ask them to answer the questions in character.



Design a starter

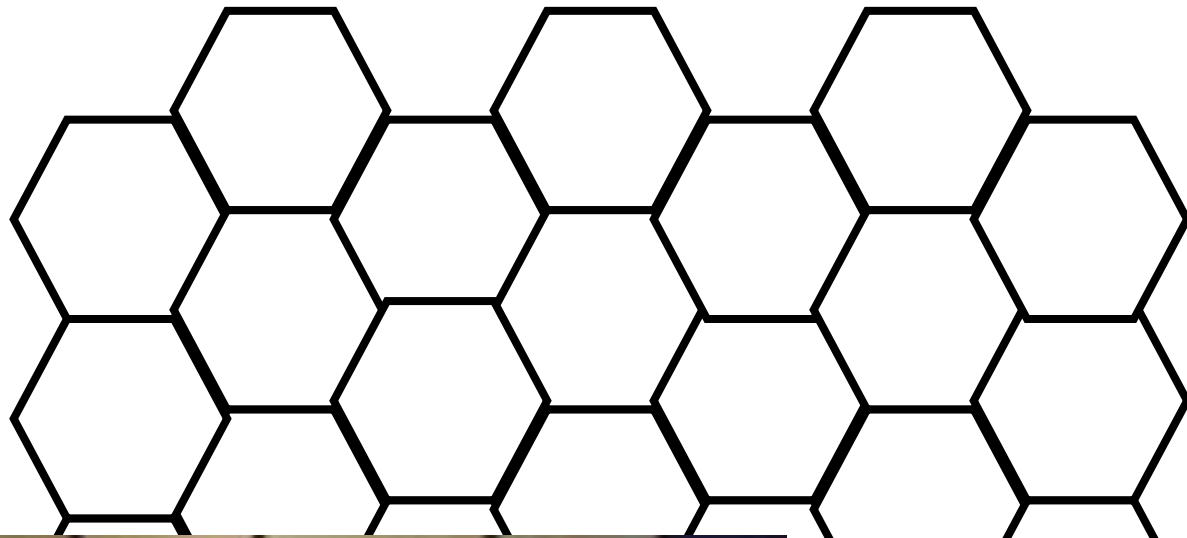


- Ask students to design a starter activity to use next session. Set success criteria.



Blockbusters

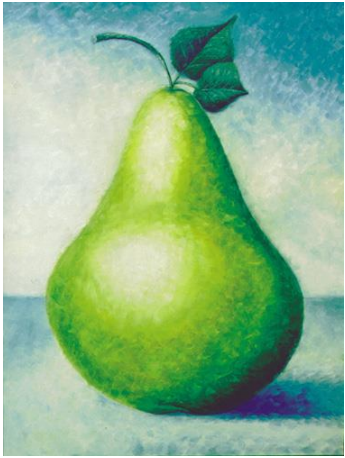
Set up a Blockbusters style grid using appropriate key terms/names/places etc. to play



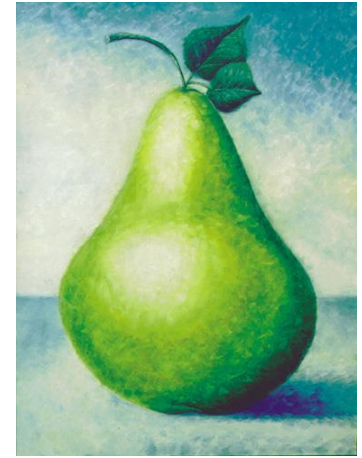
Can I have a 'P' please Bob



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Pair It Up



Hand out a set of cards that students have to sort into matching pairs.

e.g.	Type of political system	Key example
	Democracy	Britain under Henry VIII
	Monarchy	Stalin's Russia
	Totalitarian State	France in 2008
	Theocracy	Zimbabwe in 2008
	Autocracy	Ancient Egypt



My Word!

Students are given (or choose) a word related to the topic. They must stand up and point to someone in the group who must then give the meaning. That person then chooses the next person to pose a word.



Statement Exploration

“Everybody has rights yet they cannot be seen
and belong to nobody”



In pairs explore this statement.

What does it mean?

Can you explain it
to someone else?



Strongest Argument



Which of the following arguments is the best piece of evidence that taxes are spent effectively?

- A) All government income and expenditure is carefully audited.
- B) Voters can throw out governments they think spend money inefficiently.
- C) Most people get along OK in Australia, so the money must be being used effectively.
- D) Taxes aren't as high as in Europe yet we still have very good public services.

(reveal: Do you think taxes *are* spent effectively?)

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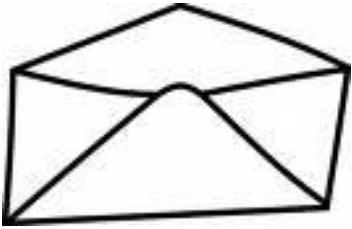


Concept Map



Give students a list of words related to your chosen concept. This can either be on cards or on the board. They must then turn these into a 'map', where each connection can be explained and justified.





What's Your Reply?



Use a controversial statement and ask students in pairs to come up with a reply.

e.g.

“All teachers should be allowed to teach whatever they want”

Draw me the answer

- Like 'show me the answer'...except with drawing only!



e.g.



A) Show me what democracy looks like

B) Draw fairness

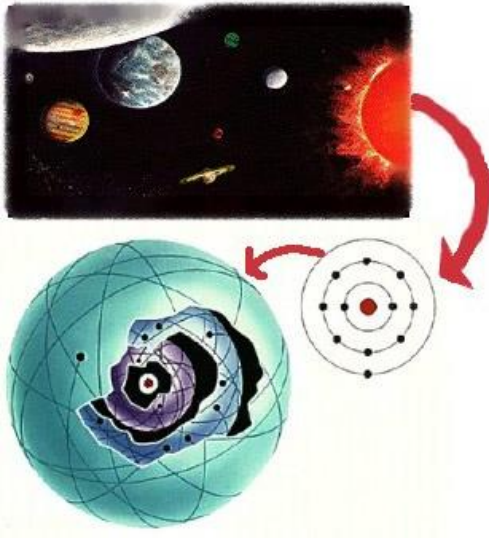
C) What does change look like?

Who Wants To Be A Millionaire?

Google 'Who Wants To Be A Millionaire template' and off you go!



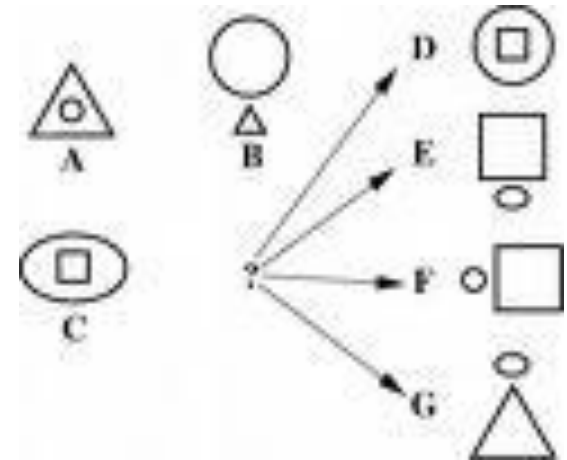
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Analogies

Right is to Need
as

Desire is to Want



Give students two lists that they must form into analogies

e.g.

Judge

Voters

MPs

Jury

Prime Minister

Governors

Head teacher

Cabinet

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Sculpture

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Provide material that may be used to make sculptures (cardboard, coat-hangers, string etc.).

Start the session by handing out some materials to groups and asking them to sculpt a concept or an idea linked to a topic.

Develop by setting a specific design (i.e. a bridge or Henry VIII with success criteria – can be esoteric as well as literal).





Play Doh



Hand out pots of Play Doh and ask students to make a concept, idea, event etc.

Could develop by handing out the concepts secretly. Students work in groups and have a limited amount of time. They must then go around the room and try to work out what each group's concept is.

Or, introduce the session topic and then ask students to turn the Play Doh into what they would like to have learnt by the end of the session (or how they would like to have changed through the learning)

Find the definition

Liven up definitions of key words by printing them off and sticking them up round the room for students to find and copy down.

(tip – print the definition in a large font and the key word underneath in a tiny font so they have to move around. Also, can supplement it with the key words on the board so they know how many they have to get)



Genre

Hand out material related to the topic and asks students to re-write or re-act it in a given genre.
(good for enlivening review and recall in particular)



Tree-mendous



Use the outline of a tree – given or drawn by students – to order information or learning and provoke questions.

For example, the tree on the right could have basic concepts of the topic at the bottom, then more specific information along the trunk and branches followed by questions students now want answering in the leaves.

Tree on the left could be split in half – what we have learnt so far about the topic and what we want to find out.

Stimulus



Taking a lead from Philosophy For Children (<http://www.sapere.org.uk/>) , begin the session by placing stimulus material around the room for students to inspect. This could take any form you like – poems, articles, experiment results etc.

- Use the stimulus as a means to initiate thinking about the topic
- Ask students to come up with a list of questions they want to be able to answer by the end of the session

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Prop-tastic



Use props by:

- Dressing up (or have a student dress up) as a character somehow related to the session – the rest of the group must try and guess who it is and what the link is.
- Having a bag of props relating to a character. Students take one prop out at a time and have to try and guess who it is and what the link is.

(alternatively props could relate to a country, concept, text etc.)





Noun Play



_____ is like (a) _____ because....

First blank is for the topic, concept etc.

Second blank is for the random noun.

e.g. Photosynthesis is like a road because...

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Solutions



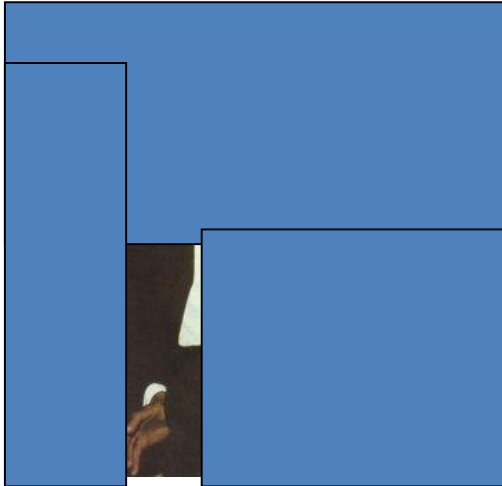
Set students a problem. This could be nonsensical, philosophical, scientific etc. and ask them to think of solutions. Encourage them to reason through the full implications of their solutions.

Develop by

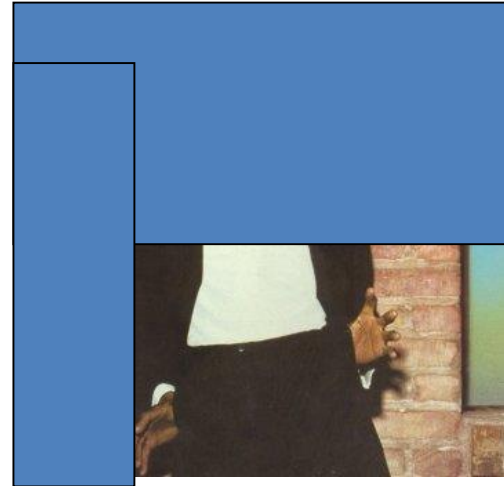
- snowballing
- taking student solutions and using the session to explore whether these are or are not feasible (e.g. if the question was 'How can we stop global warming?')
- asking students to set problems for other group members to solve.

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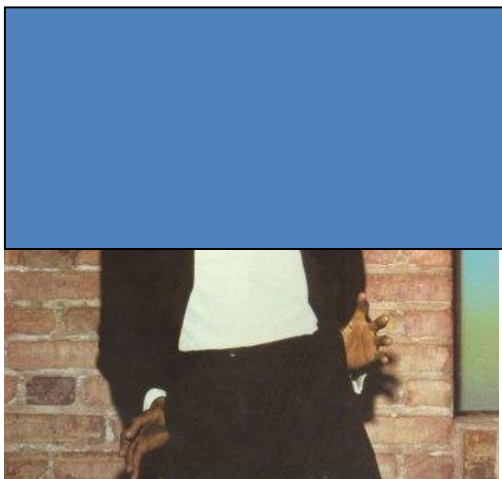
Uncover



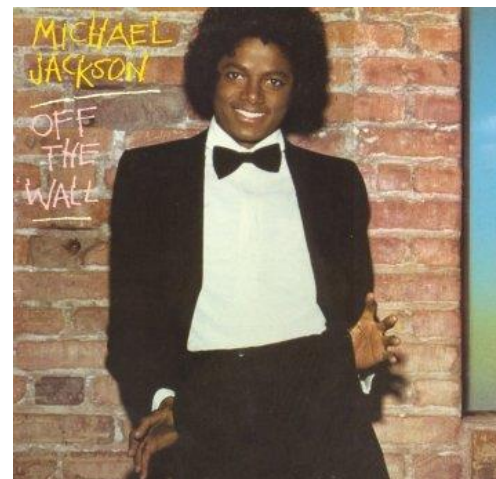
Can you guess what its is yet?



Can you guess what its is yet?



Can you guess what its is yet?



Can you guess what its is yet?

Uncover Variation

Enough for lots of guesses and lots of students to have a chance to remove a square and guess.

Probably easier with an IWB but can be done with PowerPoint by deleting an object when it is chosen.

(uncover for a famous action hero)

Redesign



e.g. How would you redesign _____?

Develop by:

Setting parameters i.e. how could you redesign this to make it more effective/easier to use/more affecting?

Giving a physical object and some materials for redesign

Giving more abstract briefs – how would you redesign democracy/the horror genre/multiplication?

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Silent Instructions

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Students are in pairs. One receives an instruction and must convey this to their partner without speaking (or writing).

- Develop by allowing students to say 1 or 2 words only (you could specify or they could choose).
- Scaffold by showing a clip of scuba divers communicating.



Translate

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- Students are in pairs.
- One student receives a key word, question or topic related to the session and a sheet with the Morse code or ASL alphabet on it.
- Their partner also receives this (but obviously not the key word!) The first
- student communicates and the second translates.

International Morse Code

1. A dash is equal to three dots.
2. The space between parts of the same letter is equal to one dot.
3. The space between two letters is equal to three dots.
4. The space between two words is equal to seven dots.

A	• —	U	• • —
B	— • • •	V	• • • —
C	— • — •	W	• — • —
D	— • •	X	— • • —
E	•	Y	— • — —
F	• • — •	Z	— — • •
G	• — • —		
H	• • • •		
I	• •		
J	• — — —		
K	— • —		
L	• — • •		
M	— —		
N	— •		
O	— — —		
P	• — — •		
Q	— — — •		
R	• — •		
S	• • •		
T	—		
		1	• — — — —
		2	• • — — —
		3	• • • — —
		4	• • • • —
		5	• • • • •
		6	— • • • •
		7	— — • • •
		8	— — — • •
		9	— — — — •
		0	— — — — —

Develop by

- Handing out a second key word for 2 to communicate to 1

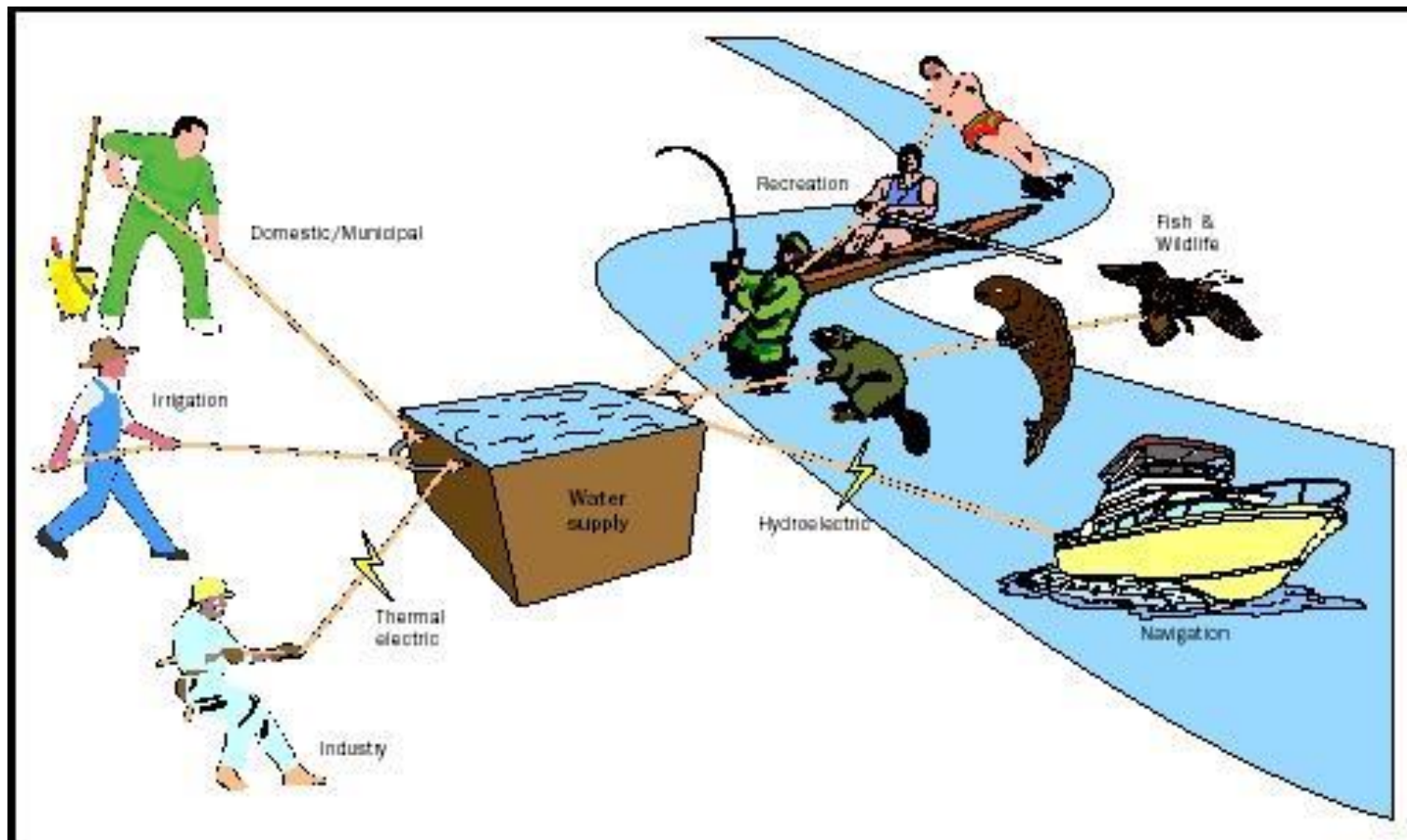
- Ask students to come up with their own, related, messages

- Pairs ask and answer questions using the code



Uses

List as many uses as possible for a given object



Pass the Parcel

Wrap up an object related to the session and play pass the parcel. Each layer could include a question related to previous learning or the session to come.





Time/Place Lapse



- Students close their eyes whilst you guide them through a short narrative transporting them to a different time or place.
- This 'lapse' then becomes a means to think about a topic, idea etc. and the role it plays in our (everyday) lives.



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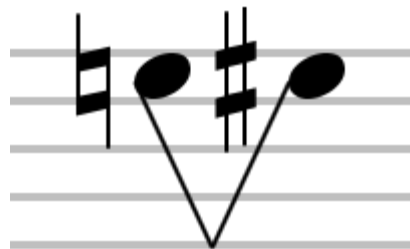
Mystery Guest



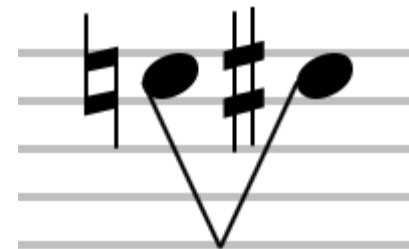
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- One student receives a card with a famous figure and some biographical details on it.
- The rest of the group questions them to ascertain who they are.
- Answers should be limited to 'yes', 'no' or 'don't know'.





Dissonance

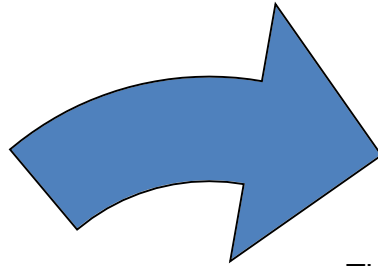


Try to encourage students to experience dissonance in their thinking.

e.g. Imagine a square egg; Why doesn't university not exist?; Addition, Subtraction, Multiplication and Division – why isn't there another one?

This could be used to disrupt or question habitual ways of thinking. It can also challenge reasoning or encourage students to reason more deeply and carefully.

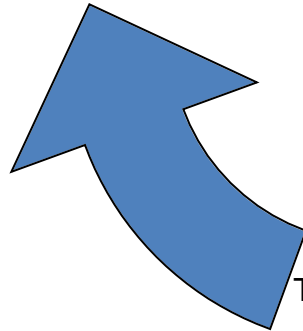
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Give groups a resource
which they must examine

The inspection should
lead to a series of questions
they want answered

Detectives

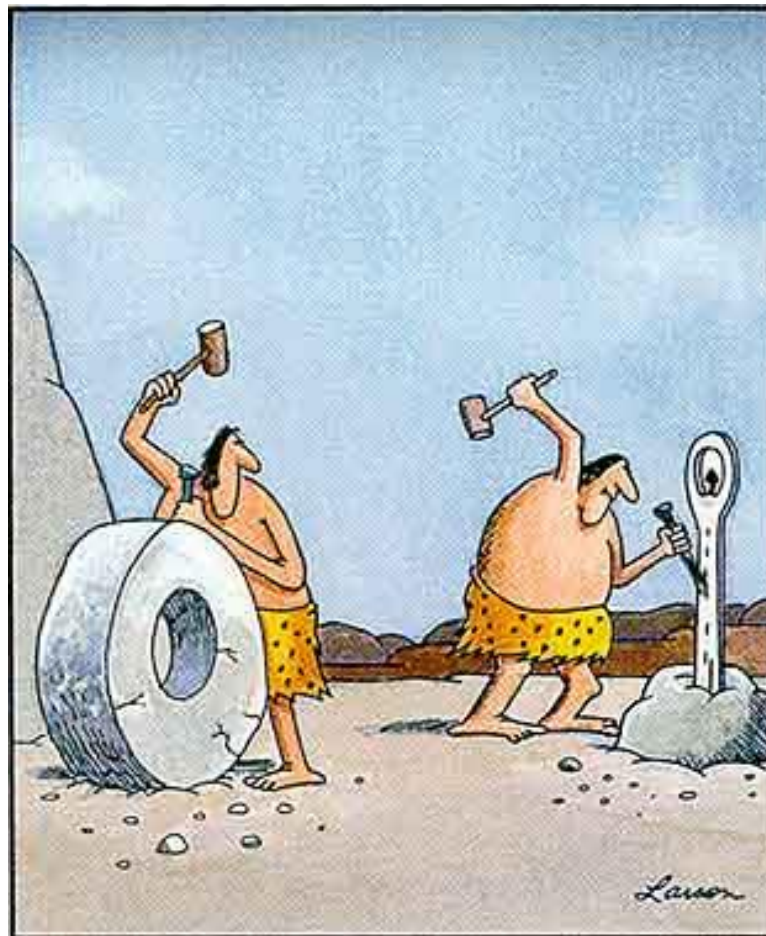


The whole class comes
together to try and
answer each others' questions

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New Inventions

Devise a new invention that relates to what we were studying last session



Dominoes



Great Barrier Reef	Environ ment
--------------------------	-----------------

Pollution
Climate Change



Global Warming	Oil Depend ency
-------------------	-----------------------

Iraq War
OPEC



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Develop by making huge dominoes to lay out on the floor

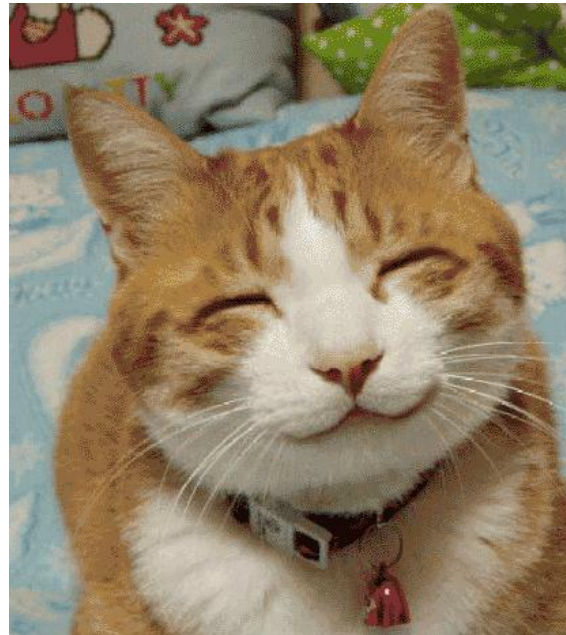


Smile



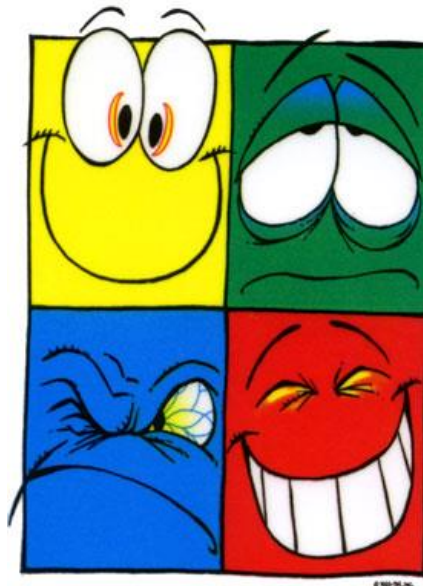
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Imagine a time when something good happened to you. It could be a big thing like winning a prize, or something simple like laughing with friends. Hold that image and think about how it felt. Imagine you have that same feeling now and smile. What a lovely way to start the session.



Mood

- Decide on a particular mood you would like students to begin your session with – calm, attentive, enthusiastic etc.
- Ask them to role-play this mood; take them through a series of different scenarios in which they must maintain it. Then slip into the session itself and return to the role-play if and when required.





Creative Writing



Atom

Ion

Molecule

You have ten minutes to write creatively. What you write must include these three key terms from last session.



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Abstract Thinking

Get students to jot down responses to such questions as:

What shape is grief?

What is the colour of emptiness?

What is the texture of a rainbow?



What if poetry

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Extend 'What if...'

What if bridges had families?

What if trees had rights?

What if colours were numbers?

So that initial responses must be turned into a poem with the question as the title.





Performance



- Perform a poem, part of a play, movie scene, extract from a book, speech and ask the group to respond.
- Develop by getting group members to do the performance.

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Big Picture

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- Ask students to reflect on what the bigger picture is – in relation to education, the particular subject, the current topic or whatever.
- This can lead to a clearer understanding of the details, a re-energising of the session or a more meaningful experience for the students.
- You could use resources (e.g. images) to stimulate thinking about the bigger picture.



Summary

Ask students to provide a summary of what they learnt last session or across the unit. Develop by asking for different styles, i.e. a newspaper report, 60-second news-flash, mime.





Sentences



- Cut up a sentence (or two) related to the topic and hand out the parts to students. They then have to arrange the words to reproduce it.
- Develop by using texts related to the topic and asking them to compose a paragraph.



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Arrangement

Ask the class to arrange themselves in order of age, shoe size, height etc. The rule is that they are not allowed to talk.



Simon says

- Play Simon says with the group.
- Could develop by asking them to do the opposite of what you say, or by bringing in requests related to the learning.





HELLO!



HELLO!

Post it

- Put up a number of different questions around the room and give each student 1-2 post-it notes.
- They have 5 minutes to look at the questions and discuss them with others.
- They must then vote for which they would like to focus on during the session.
- This is done by sticking their post-it note by the question.
- The question with the most post-its becomes the focus of the session.



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- At the end of the semester, use the start of the session to celebrate the achievements of the PAL sessions so far.
- Could give certificates for best attendance or most contributions to sessions.



Key Letters



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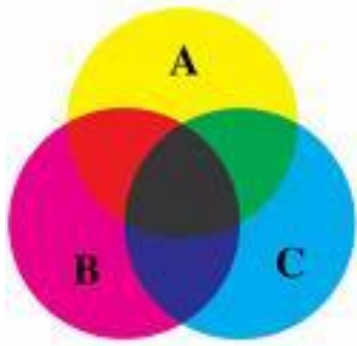
- PAL leader shouts out a letter and student(s) must respond with a key word related to the current topic that begins with that letter.
- Could target specific groups of students or make it competitive (with no writing allowed).



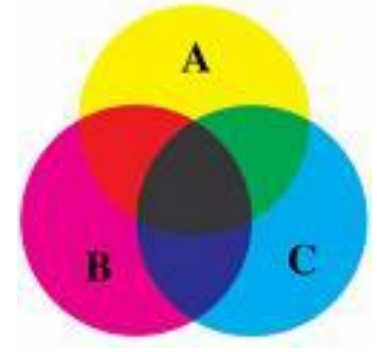
Create-a-title

Put 3-5 key words on the board which students must use as they 'create their own title' for the task they are going to do.

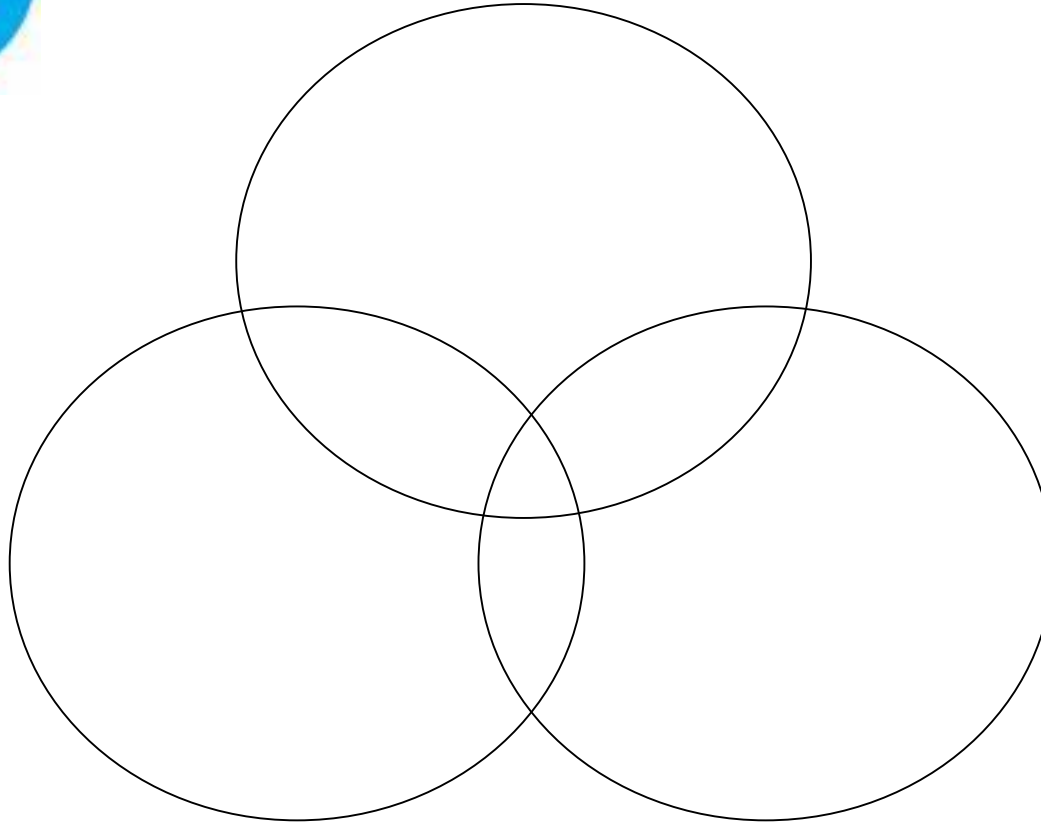




Venn Diagram



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Develop by making a life-size one using rope and words written on A4 paper for students to hold.



Noises



Play a noise and ask students to respond to it or work out its relevance to the session/unit.

<http://www.grsites.com/sounds/>

<http://sounds.bl.uk/>



Think – Pair – Share



Give students a problem or question and then allow think time in which they can engage with it.

Following this, students turn to their ‘Learning Partner’ and discuss, clarify, challenge etc.

The pair then share with another pair or the whole class (students should share their partner’s ideas as well as their own)

Goal Setting

If beginning a unit of work, ask students to set their own goals by creating a chart showing –

What I know about the topic...

What I want to know...

What I have learnt...



Multi-Tracking

Ask students to perform a multi-tracking activity such as patting their head and rubbing their stomach at the same time.
Develop by asking a particular student to lead the starter.

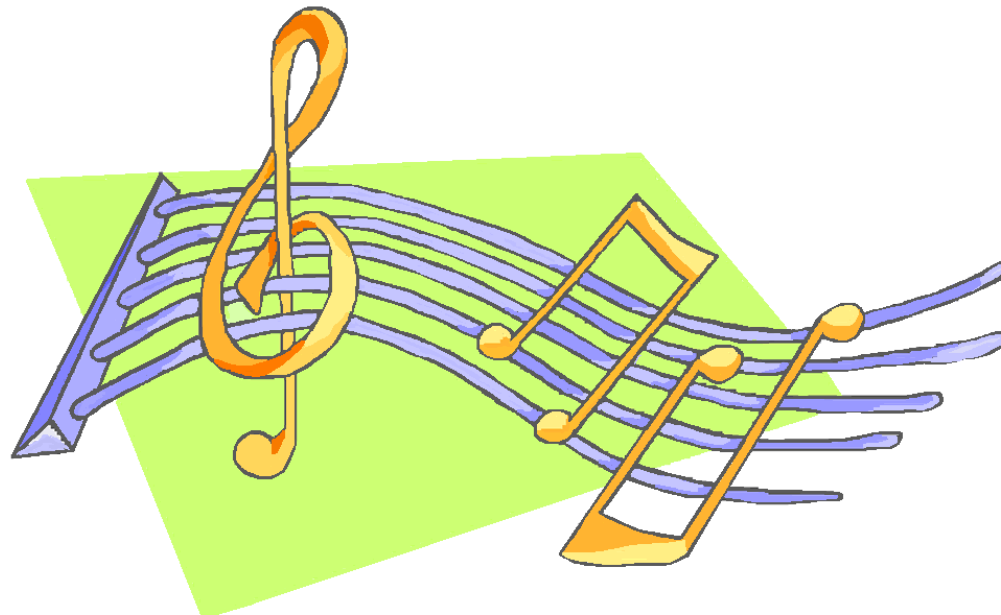


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Song Writer

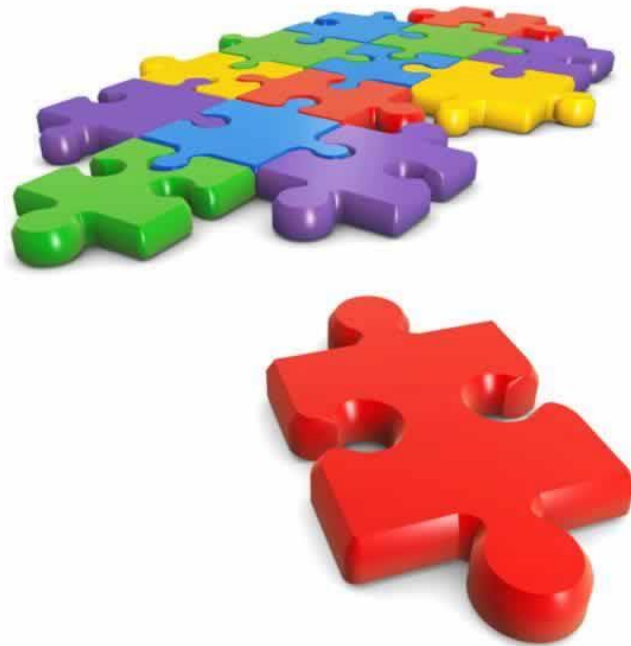
Ask students to write a song explaining what they already know about a topic, what they have learnt etc.

Develop by setting the genre – rap, country, pop etc.



Jigsaw

Cut up a picture or instructions and hand out to groups. They must put the jigsaw back together and then follow the instructions or respond to the picture.



Random Debate

- Have a proposition on the board as students are coming in. They must either defend or refute the proposition, depending on where they are sitting.
- You could reveal a slide showing who is in each group or just arbitrarily divide the class in two.
- The idea is to practice argument – regardless of you personal opinion.

For	Against
-----	---------

For	For
-----	-----

Against	For
---------	-----

Against	For
---------	-----

Against	Against
---------	---------

For	Against
-----	---------

Describe and Draw

Partners sit back to back. One has an image, the other a pencil and piece of paper. The student describes the image to their partner who must try and draw it as accurately as possible.



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Slogans

Students create slogans – for an image, the learning from last session, a specific part of the topic.



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Interview

- Students are in pairs.
- One receives a sheet with information about the topic.
- The other must interview them in order to discover what they will be learning or just to elicit as much of the information as possible.
- Develop by putting conditions on questions and responses.



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Press Conference

Begin the session by calling a press conference – you have an announcement to make and students must take notes and then question you on what has been said.

Could be announcing what the session is about, or a provocative statement related to the content etc.



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