

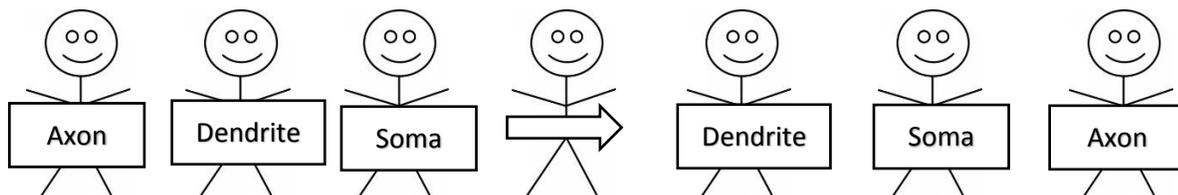
Supplemental Instruction Games & Activities

These are a series of games that can be incorporated into your SI sessions. These activities serve to add the informal and fun nature of your sessions through interactive learning. Many of these games can be used as tools to engage more students in sessions with a medium – large audience, or when sessions are a little slow (e.g., right after exams).

Role Play

*Interactive Learning

- **Optimal Class Size:** Medium – Large
- **Best For:** Going over material that involves steps, formulas, etc.
- **Set Up:** (Groups) Divide students into groups, or (Entire Session) pick the needed amount of volunteers
- **Supplies:** Large/blank piece of paper, markers
- **Example:**



- **Goal:** Arrange steps/formula into the correct order. (This activity could function as a healthy competition)
- **Procedure:** (1) Write out individual parts/steps/etc. on pieces of paper. (2) Assign pieces of paper to individuals or amongst groups. (3a) Have the students sitting down guide the volunteers into the correct order. (3b) Have each group arrange themselves into the correct order.

SI BINGO

*Concept Knowledge Test

- **Optimal Class Size:** Medium – Large
- **Best For:** Variable (e.g., languages, numbers, concepts, definitions, etc.) (Information that does not take too long to go over)
- **Set Up:** Individual
- **Supplies:** SI BINGO sheet
- **Example:**

	(Free)	

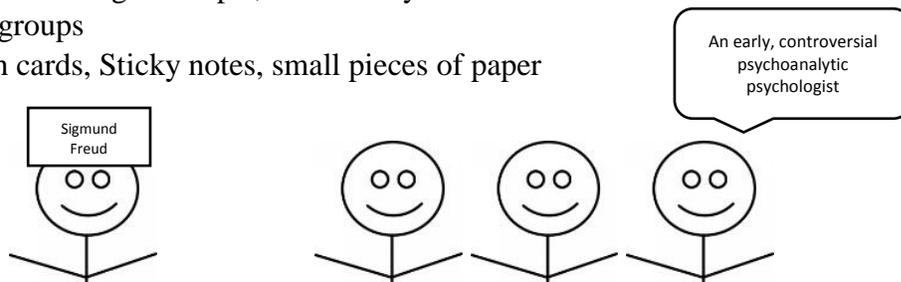
		(Free)		

- **Goal:** Achieve BINGO (any straight row on the board)
- **Procedure:** Each student is given their own BINGO card (found on the AST Resource page). SI leaders will create a separate sheet with a list of answers and ask students to fill in the BINGO card however they wish (in order to randomize and individualize each card). As questions are called out, students mark the box containing the answer. Once a straight line is marked, the student(s) stands and calls out “BINGO!” The SI leader can go over the questions any students did not mark off each round after a winner is called.

Taboo

*Interactive Learning

- **Optimal Class Size:** Any
- **Best For:** Understanding Concepts, Vocabulary
- **Set Up:** Small groups
- **Supplies:** Flash cards, Sticky notes, small pieces of paper
- **Example:**

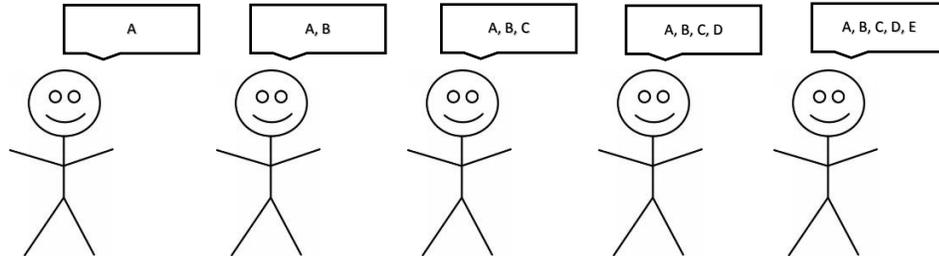


- **Goal:** Correctly guess the item written on the card.
- **Procedure:** (1) Divide the session into small groups (3-4). Pass out cards (flashcards, sticky notes, small piece of paper, etc.) with content written on them to each group. (2) Each group gets 1-2mins to try to guess as many concepts as possible. (Students rotate roles each round) (If students have a difficult time effectively explaining a concept, SI leader can use that as a learning opportunity.)

Pass It On

*Concept Knowledge Test

- **Optimal Class Size:** Any
- **Best For:** Going over material that involves steps, formulas, etc.
- **Set Up:** Sitting or standing in line/circle
- **Supplies:** N/A
- **Example:**

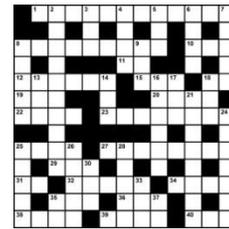


- **Goal:**
- **Procedure:** Students take turns giving a step (part of formula, etc.). Each student will build on and repeat what each person beforehand stated.

Crossword Puzzle

*Concept Knowledge Test

- **Optimal Class Size:** Any
- **Best For:** Vocabulary, very simple concepts
- **Set Up:** Individual, or groups
 - **Supplies:** Crossword puzzle (easily accessible online) www.theteacherscorner.net
- **Example:**



- **Goal:** Complete the crossword puzzle using clues.
- **Procedure:** Students can work on the crossword on their own or with their group. The first person/team to finish is the winner. (SI leaders can go over any questions students had a hard time with.)

Snowman / The Flower Game

*Interactive Learning

- **Optimal Class Size:** Medium – Large
- **Best For:** Reviewing any material, post-exam sessions
- **Set Up:** Groups
- **Supplies:** Whiteboard, markers
- **Example:**



- **Goal:** Answer the questions correctly and reframe from having a completed picture of a snowman/flower
- **Procedure:** Divide students into group. Ask each group a question (or the entire session). If the answers are incorrect, add an element to the drawing. The less complete the drawing, the better.

Left Swipe (Next!)

- **Optimal Class Size:** Medium – Large
- **Best For:** Reviewing challenging material
- **Set Up:** Groups
- **Supplies:** Piece of paper
- **Procedure:** Divide students into groups. Ask each group to write down one question they think might be on the exam on a piece of paper. Have each group switch papers and try to answer the question.

The Big Picture

*Interactive Learning

- **Optimal Class Size:** Any
- **Best For:** Reviewing before an exam, overall concept review right after class
- **Set Up:** Groups, entire session
- **Supplies:** Big sheets of paper, whiteboards
- **Procedure:** (A) Divide students into group based on chapters. Assign a giant stick note, or space on whiteboard, to each group. Allow each group 15-20mins to write fill their paper/board with anything they consider to be part of the “big picture” from each chapter (names, vocab, formulas, etc.). Once the time is complete, have each group present the “big picture” items they included and why. (B) If the session immediately follows a lecture, give the students 3-5mins to write down every main concepts they remember from lecture. Once complete, the written topics can be discussed.

Snowball Fight

*Interactive Learning

- **Optimal Class Size:** Small – Medium
- **Best For:** Post exam sessions,
- **Set Up:** Entire session
- **Supplies:** a sheet of paper
- **Procedure:** Have students write down a question (simple is better) on a piece of paper and crumble it into a ball. Instruct students to pass the “snowballs” to other students across the room 1-3 times. Then, have students read each question and answer it. (If the student does not know the answer, another student can assist them.)

Adapted From: The University of Wyoming’s Supplemental Instruction Manual (2015)

University of Wyoming (2015). Supplemental Instruction Leader Manual. Retrieved from https://www.uwyo.edu/learn/studentstaff/_files/201510.pdf