

Starters

Subject Specific Examples of Starters

Starters create a purposeful beginning which should engage all students.

Below are some specific examples from different subjects but these techniques could be used across the curriculum.

<p>MODERN FOREIGN LANGUAGES</p> <p>Students play 'word bingo'. Words in English are numbered on the board. Students have a grid of random numbers on paper. The teacher speaks the words in French and the students mark them off on their grids. The winner is the first with a 'full house'.</p>	<p>GEOGRAPHY</p> <p>Ready, steady, teach. Provide groups with a shopping bag of ingredients (for example, modelling clay, string, lollypop sticks, etc). Tell them they have five minutes to plan an activity in which they use the ingredients to 'teach' how the coastal features, arches, stacks and stumps are formed.</p>
<p>RELIGIOUS EDUCATION</p> <p>As an introduction to a new topic students are asked to generate words they associate with the concept 'prayer'.</p>	<p>HISTORY</p> <p>The class are shown a mystery object. They are asked to write down five questions that, if answered, might help them to suggest what the object is.</p>
<p>SCIENCE</p> <p>Students are studying 'refraction and colour'. Each student sticks an unseen word onto their forehead, for example dispersion, spectrum, dye, filter, optical fibre. They have to ask a partner questions in order to work out what the word is.</p>	<p>ENGLISH</p> <p>A bag of objects is given to small groups. Students have to come up with a list of five adjectives, which imaginatively describes each item.</p>
<p>FOOD TECHNOLOGY</p> <p>Students are asked to match up cards carrying the name of a piece of equipment with the card containing its definition.</p>	<p>PHYSICAL EDUCATION</p> <p>Following a warm-up, students form two teams. The first member of each group performs a move, on the trampoline. The next person repeats this move, then adds a second. The third student repeats the two moves and links in a third, and so on. Students need an awareness of the capabilities of others in their team who will follow on and types of move that link together. The winners will be the team that creates the longest sequence of moves.</p>

<p>MUSIC</p> <p>Each group of students is given a set of cards with the elements of music printed on them e.g. pitch, tempo, duration, dynamic, timbre, texture, silence, attack and decay. They are asked to sequence them in order of importance to them for composing a short piece of music. Afterwards they have to justify their decisions.</p>	<p>DESIGN AND TECHNOLOGY</p> <p>Sheets with signs, logos and everyday lettering (newspapers, adverts, etc) are provided. Students have only 20 seconds to look at them. They then have to write them down in order of impact on their memories. Extend to discussion on why some signs work better than others or who the message is aimed at.</p>
<p>RELIGIOUS EDUCATION</p> <p>In their first lesson on Martin Luther King students are asked, in pairs, to consider the question 'What would you be prepared to die for?' and then share their reasoning with their group and the whole class.</p>	<p>MODERN FOREIGN LANGUAGES</p> <p>The teacher speaks simple addition and subtraction calculations in French. Students have to write down their answers in numerical form on whiteboards and then hold them up.</p>
<p>DRAMA</p> <p>In pairs, students are asked to agree on five things they learned during the last lesson, and the whole class agree the priorities.</p>	<p>SCIENCE</p> <p>Students complete a word search based on 'plant reproduction'. They have to circle words such as stamen, stigma, ovules, filament, anther.</p>
<p>ENGLISH</p> <p>The class uses whiteboards to identify and consolidate spellings of homophones spoken by the teacher, for example wait/weight, right/ write.</p>	<p>MATHEMATICS</p> <p>Each student is given a piece of A4 paper and asked to write down a number between three and four, being as 'creative' as they can (for example, $3\frac{7}{12}$). They then give the number to another student and all students are asked to 'peg' their numbers onto a washing line in the correct sequence.</p>

50 Ideas for Starters

Recap

- 182.** List 3 things you found out/learnt last lesson (on mini whiteboard).
- 183.** Summarise what you know about the topic in 5 bullet points – reduce to 5 words – reduce to one word.
- 184.** Put in the words missing from a cloze summary of learning last lesson.
- 185.** Draw a graphic summary of knowledge so far – diagram, steps, flowchart, mind/concept map (like a spidergram but shows links).
- 186.** Draw a simple timeline of events covered so far.
- 187.** Selection of pictures/cartoons/objects – which relates to last lesson's learning and how might the others tie in later? e.g. Work by artist or example of technique currently being studied.
- 188.** Groups of 3, numbered 1-3. Put up 3 statements on OHP which individuals must explain to group.
- 189.** Label or annotate a diagram or illustration – one word in each box. Can be half-complete for less able.
- 190.** Tension chart – give score out of 5 for tension at various points in a text. Plot on graph and review findings.
- 191.** Drama activity – freeze frame or 'living photograph' as a summary of learning so far.

192. Just a minute – pupils talk on a topic without hesitation, repetition etc.

193. Acrostic – each letter of a term begins a line. Key word begins the line. The 'poem' should reflect the qualities of the concept.

Key words

194. Match word cards and definition cards. Can be done as card sort or snap.

195. Write dictionary definitions or mnemonics for new terms learnt last lesson.

196. Identify the key points/terms to feature in today's lesson from anagrams.

197. Bingo – as teacher reads, pupils must spot word/symbol and mark card e.g. match numbers in French with digit; match muscle with diagram of stretch in PE; match musical term and symbol.

198. Dominoes – match symbol/image/definition and key word.

199. Pictionary – draw the word without speaking or writing.

200. Wordsearch containing key words or information useful in lesson – can use clues/definitions to activate prior knowledge. Similarly, crossword (www.puzzlemaker.com).

201. Break the code to identify the 3 main points of today's lesson (a=b, b=c....).

202. Post-it notes or stickers on foreheads – pupils work out word by asking neighbour questions which receive yes/no answers.

203. Concentration/pelmanism. Two sets of cards face down on table – one set with words, other set a symbol or definition of same meaning. Pupils take turns to turn up two cards to find pairs and have to memorise position of cards.

204. Give groups sets of 3 words and ask them to identify the odd one out.

205. Taboo. Describe a word/concept/character/event to a partner without saying the taboo words.

206. Verbal tennis – divide class into 2 groups who take turns to say a word related to the current topic. No words can be repeated. Scored as tennis.

New topic

207. 60 second challenge – write down all the terms you can think of to do with a topic.

208. Draw a picture of current understanding of a process and redraw at end of unit e.g. Biology – digestive system or plant lifecycle.

209. Concept cartoon. Choose from speech-bubble opinions of different characters e.g. Physics – 4 different opinions about what will happen to a rocket (pictured) that has run out of fuel.

210. In pairs, sequence the 5 factors/influences/events – justify your choices e.g. recipe or sequence for making an object in D&T.

211. Prediction – what will happen if we...? Why do you think this? Spend 1

minute composing a response before you reply.

212. Objects – pupils are given a group of objects and asked to sort/imagine/describe/predict/explain/plan an activity e.g. Given 2 tennis balls must invent a warm-up exercise in PE.

213. Key question/statement snowball – pairs discuss then share ideas with another pair, 4 join another 4, and then 8 join another 8 e.g. 'What would you be prepared to die for?' to introduce unit on Martin Luther King in RS or PSHE.

214. Categorising terms – sort words into related groups, with a pile for 'not understood yet' e.g. words related to volcanoes in Geography as a 'warm-up' to activate previous knowledge. Could be done on computer by highlighting, cut and paste etc.

215. Video clip. Class watches very short extract, then consider in pairs: What do I already know? What did I learn from the clip? What do I want to find out?

216. Painting/musical stimulus – pupils respond to brief exposure and shape an initial response in words, drawing or orally. Vocabulary to support expression can be given.

Questions

217. Card Loops. Cards have unrelated question and answer on either side. Pupil reads question and person with answer responds and then reads theirs e.g. Acids and alkalis in Chemistry, WW1 in History.

218. Answer teacher's questions without saying yes or no.

219. True or false – hold up card/ whiteboard to show whether statement on OHT is true or false.

220. In role answering – hot-seating activity.

221. The answer is XYZ – now write the question. N.B. The question could begin with the words 'What is...'

222. Groups devise multiple choice questions designed to catch out other groups.

223. 'Who wants to be a Millionaire?' questions answered in pairs. Which pair becomes the richest?

224. Quick-fire oral quiz to review/revisit learning.

225. Blockbusters – pupils travel across a grid containing initial letters to answers.

Brain gym

226. Washing Line – pupils organise themselves or pin up cards in order e.g. Maths: Write down a number containing 3 digits in any combination (decimal, fraction). Class sequences numbers in order.

227. Shades of Meaning – useful for preparing pupils to use a wider range of vocabulary e.g. in Art, pupils order terms to describe colour, shade or texture according to the 'strength' or effectiveness of the term.

228. Memory Game – show items for 20 seconds and then dictate an order in which they are recorded e.g. logos in D&T.

229. Sequencing moves – one pupil performs a move, a second repeats it and adds another move and so on e.g. trampoline in PE, composition in Music, class story-writing in computer room.

230. Spot the difference – one picture could contain false information e.g. Maps, diagrams of experiments, charts and graphs.

231. Conceal and describe. Pupils sit back to back. One describes a picture or process and the other must guess what it is – or draw it.