

KS3, KS4

Classroom games templates

TEMPLATES
PACK

- 20 adaptable templates and teaching notes
- two PowerPoints
- for use in any subject

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1. Challenge track - teaching notes

Preparation

In groups of two or more, your students will need:

- one counter each
- one dice
- one game board
- a set of questions provided by you. (Alternatively, provide a set each of keywords and command words. Students take one of each and ask a question which includes both.)

How to play

1. All players place their counters on the starting square.
2. The player to the right of player one takes a question card and reads it aloud. If player one answers correctly, they may roll the dice and move their counter forward along the track. If they answer incorrectly, play passes to player two. Remember, players must answer a question before rolling the dice.
3. Each player must perform the action on the square they land on or miss their next turn:
 - a. Question squares - another player takes a question card and reads it aloud. The question must be answered correctly before moving on.
 - b. Action squares - the player performs the given action repeatedly until they move off that square (although players may pause to ask someone else a question if required).
 - c. Forfeit squares - players follow the rule on their next turn.
 - d. All change square - if a player lands on this square, all players continue the game with the counter of the player on their left, wherever that might be.
4. Play passes clockwise around the players. The first player to reach the finish is the winner.

Differentiating the activity

The level of difficulty is established by the question cards you decide to use. You could also make the game longer or shorter by:

- cutting off the bottom row (or more!) to shorten the track
- asking players to choose between moving one, two or three spaces by answering that many questions, rather than rolling a dice
- making students land on the finish square exactly to win (remembering that players must answer a question before rolling the dice).



Question	Only take your next turn if you roll three or less	Mime making a cup of tea	Question	Finish Shout 'I am the champion!'
Don't bend your elbows				
Question	Only take your next turn if you roll an odd	Give high fives to the other players	Question	Miss a turn
			Question	
Stand up and slowly turn on the spot	Question	Don't answer a question to take your next go	All change!	Move your piece backwards on your next turn
Move ahead two spaces				
Question	Question	Write a haiku about the last topic	Answer two questions to have two rolls on your next turn	Question
				Go back four places
Question	Recite the planets in our solar system	Only move your counter if you roll an even on your next turn	Quietly sing the alphabet backwards	Question
Play Hangman. Next turn goes to the correct guesser				
Question	Double your next roll	Question	Pat your head while rubbing your tummy	Question
				Miss a turn
Start →	Question	Wave at the teacher	Question	Answer two questions to take your next turn

2. Chase - teaching notes

Preparation

To play the Chase game in groups of two to four, your students will need:

- one coloured counter each
- one dice
- one game board
- a set of questions provided by you. Alternatively, ask students to devise their own questions using a pile of keywords and a pile of command words, picking one of each to use in their question. For different levels of challenge, you could provide different command words suitable for each group of students.

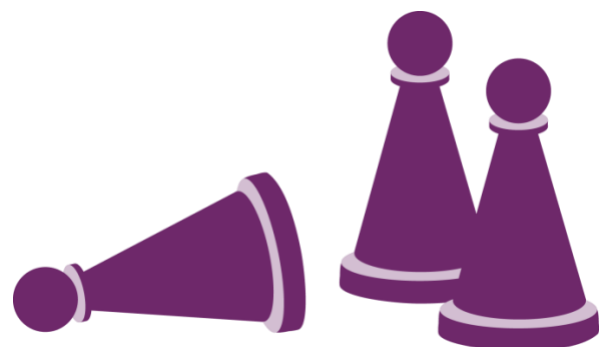
How to play

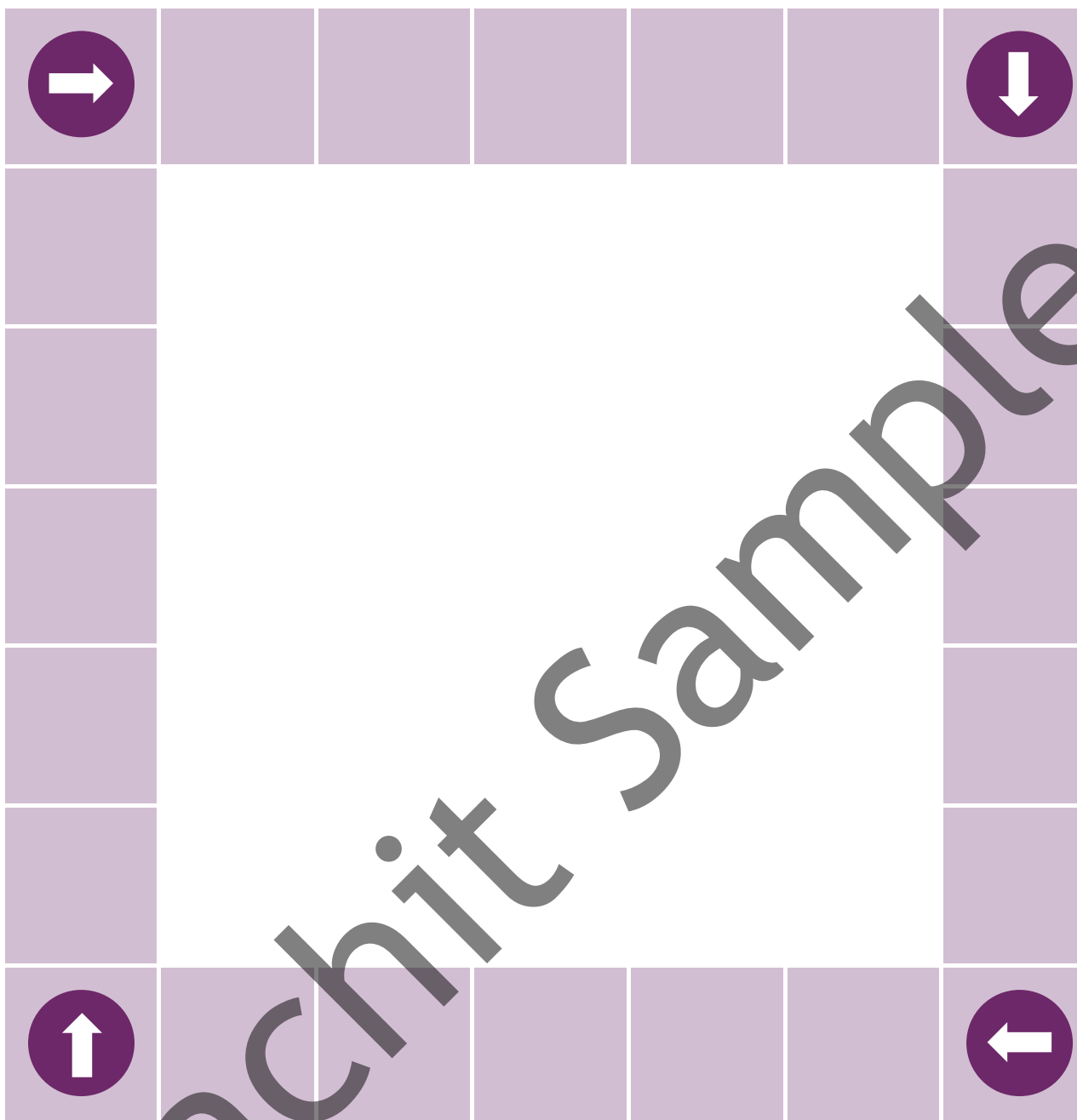
1. Place your counter on a coloured starting space. If playing in pairs, use spaces diagonally opposite one another.
2. The first player rolls the dice. The player to their right takes a question card and reads the question aloud. If the player can answer the question correctly, they move their counter forward the number of spaces shown on the dice (clockwise).
3. The player to their left then takes their turn, and so on.
4. If you land on another player's counter, you capture it and that player is out of the game. The winner is the last player to have their counter on the board.

Differentiating the activity

To make the activity longer or shorter try:

- giving each player three lives (if their counter is captured, they may place it back on their starting square three times before they are out of the game. They may not capture a counter on their starting square when replacing their counter).
- adding some 'free roll' squares on the board to effectively remove some squares, meaning counters are more likely to be captured.





3. Chatterbox - teaching notes

Chatterbox - teaching notes

This is a teaching version of the playground game.

Preparation

Edit the template to add four titles relevant to the topic, eight questions and answers or eight instructions, e.g. recite a times table. Alternatively, ask students to create their own versions.

How to play

1. Working in pairs, one player chooses a category from the Chatterbox.
2. The second player opens and closes the Chatterbox for each letter of the category i.e. S - P - E - L - L - I - N - G. They then open the numbered flap they land on and read what's written underneath.
3. Player one should try to answer the question or complete the task. Players take it in turns to choose a category and answer questions using the Chatterbox.

Title	Question 1	Question 2	Title
Question 8	Answer 1	Answer 2	Question 5
Question 7	Answer 8	Answer 5	Answer 6
Title	Question 4	Question 3	Title

4. Connect five - teaching notes

Preparation

Use the row and column headings to complete the grid with questions about the revision topic (or ask students to do some or all of them).

How to play

Students should answer five questions, choosing one question from each row. The first to answer five questions correctly wins. Play as a whole-class team game or in small groups.

Differentiating the activity

Remove columns or rows to further differentiate the activity.

Teachit Sample

Question grid	Is/are	Do/does/did	Can/could	Will/would	Might
What/who/which	<i>Who is ...</i>	<i>What did ...</i>	<i>What can ...</i>	<i>Which was ...</i>	<i>What might ...</i>
Where	<i>Where are ...</i>	<i>Where does ...</i>	<i>Where could ...</i>	<i>Where were...</i>	<i>Where might ...</i>
When	<i>When are ...</i>	<i>When did ...</i>	<i>When can ...</i>	<i>When was...</i>	<i>When might ...</i>
Why	<i>Why are ...</i>	<i>Why do ...</i>	<i>Why can ...</i>	<i>Why would ...</i>	<i>Why might ...</i>
How	<i>How is ...</i>	<i>How did ...</i>	<i>How could...</i>	<i>How will...</i>	<i>How might ...</i>

5. Cube - teaching ideas

1. Make a dice

- Enlarge the cube and create a dice. Set students the task of creating a revision or question game, based on the six sides of the dice. The best suggestion would then be played in class.

2. Make a revision cube

- Students make notes about a topic on the six sides of the cube.
- Students make a 'who, what, when, where, how, why' cube to explore a topic/an idea.
- Students make a keywords cube.
- Students make a question cube and a cube with the solutions and get other students to match them up.
- Students make a classroom display using revision cubes.

3. Create a peer teaching cube

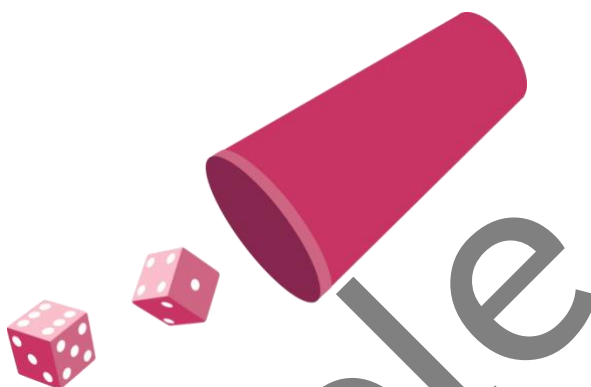
- Students create a revision cube (as above) along with a series of related questions about the topic which are placed inside the cube. The cube is then passed to another student, who revises what has been written on the cube and then takes the questions out. The cube is then hidden while the student answers the questions. The first student then 'marks' what the second student has written and they discuss the answers.
- For a class activity, students can make the cubes and questions in groups and then swap with another group who answers the questions. For an added challenge, give students a time limit - the group who answers the most questions in the time given are the winners.

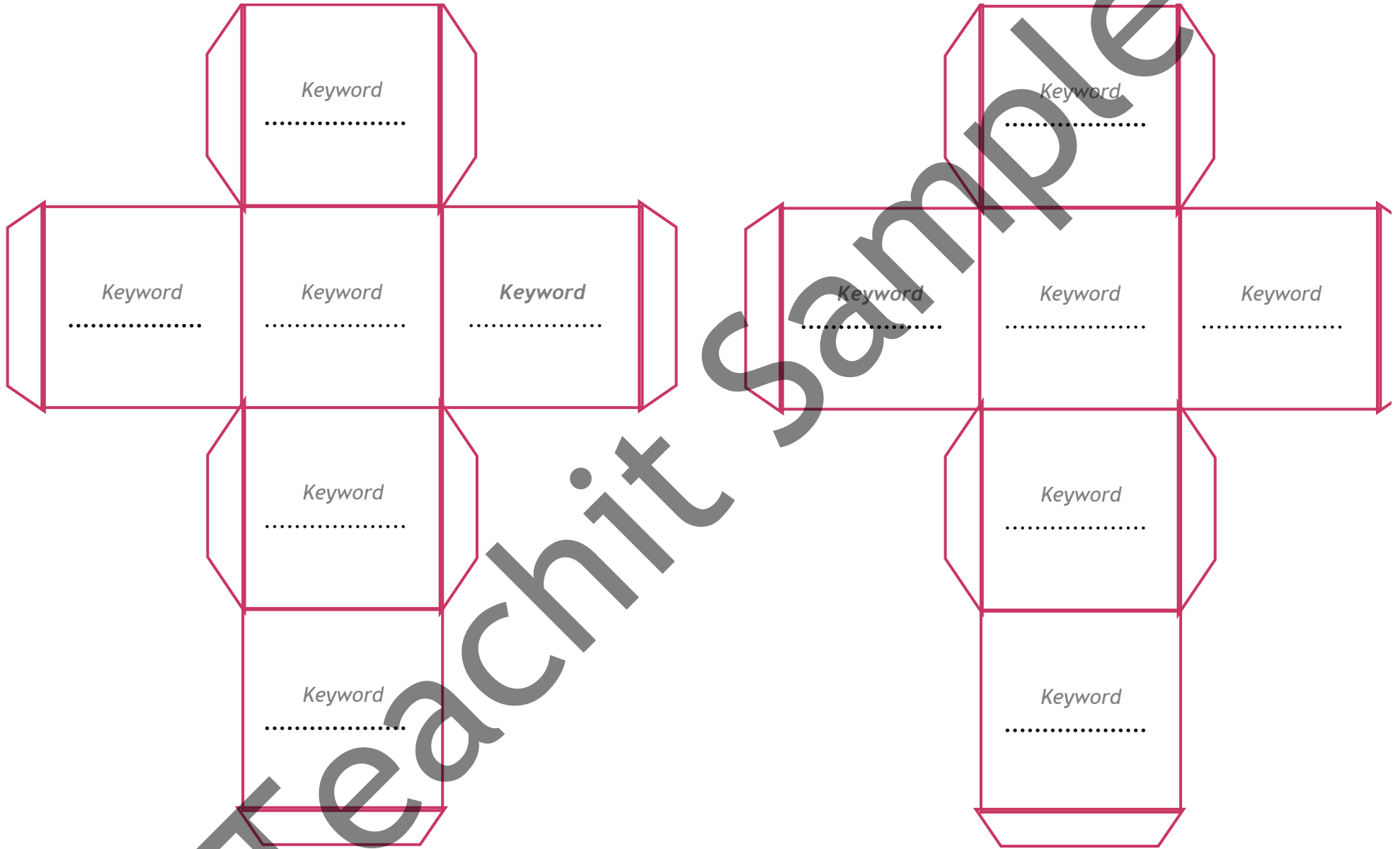
4. Make a research cube

- As a pre-research activity, give individual students or groups the task of researching key information about a theme/topic/discovery etc. They write their findings on the six sides of the cube and share their ideas in class by passing or throwing their cube to others.

5. Make a task or decision cube

- Write six tasks on each side of the cube. Students or groups roll the cube to decide which task they will complete.





6. Diamond nine - teaching notes

The 'diamond nine' technique is an excellent means of generating discussion, as it should encourage in-depth thinking through group interaction. It is particularly useful in an issues-based exercise where there is no correct or obvious answer.

Preparation

Fill in the nine boxes below with the statements, opinions, options etc. to be considered by the students when completing the diamond nine activity. These can then be cut out in preparation for the lesson.



How to play

Students rank their ideas or reasons in order of importance with their most important in the top box, followed by a row of two less important below, then a row of three, another row of two and finally the least important of the nine in the bottom box. This creates the diamond shape.

