

Game Bank

The following games may be used to review any lesson or chapter.

Game Bank

Baseball Challenge

Identify four areas in the classroom to use as bases. Divide the class into two teams and flip a token to determine which team bats first. Ask a question to the first student, or “batter.” If the batter gets the question right, he may proceed to first base. Players advance to the next base each time a batter answers a question correctly. Correct answers to difficult questions could allow the batter to advance more bases.

If the batter answers incorrectly, someone from the opposing team (the outfield) may answer the question. If the outfield answers correctly, the batter is out. If the outfield’s answer is incorrect, the batter receives a second chance. Three incorrect answers from the batter equal an out. When a team has received three outs, both teams switch sides.

Basketball

Divide the class into two teams. Each team should choose a spokesperson. Give the teams time to make up several questions about the lesson or chapter. They must know the correct answers to the questions.

The teams will take turns asking each other questions. The team may discuss the answer to a question, but the final answer should come from the team’s spokesperson. If the team answers correctly, it receives two points. If desired, the team may also get a chance to make a “basket” by shooting a foam ball into a trash can or other container.

Concentration

Divide the class into two teams. Display a grid with various point values. There should be two of each value. Cover the point values with consecutively numbered squares. Ask a review question. If a student answers correctly, he may choose two squares. If he finds two of the same point value, he may add those points to his team’s score. If he does not find a match, play switches to the other team. The team that has more points wins.

Ducks and Decoys

This game is best used with a multiple choice review. Designate the four corners of the classroom as A, B, C, and D. Count out enough blank index cards so that you have one for each student. Label three-fourths of the index cards “duck” and the remaining cards “decoy.” Give one card to each student. The student should not tell others whether he is a duck or a decoy. As the review questions are read, ducks should go to the corner that corresponds with the answer they believe is correct. Decoys should intentionally pick a corner that does not have the correct answer. This will encourage students to think of the answer for themselves and not to “follow the flock.”

Football

Display *Football Field* (see next page). Divide the class into two teams. Use a token or marker to represent each team. Place the markers at the 50-yard line. Decide which team goes first. This team receives the first question. If the

team answers correctly, its marker advances 10 yards. The opposing team’s marker also moves to the new mark (losing ground). If the answer is incorrect, the markers stay in the same place. When two consecutive questions are answered incorrectly, the ball switches to the other team. The second team now receives the questions.

When a team advances its marker to the end zone, a touchdown is scored (6 points). The team has the option of receiving an additional question for an extra point while in the end zone. After a touchdown, place the team markers back at the 50-yard line. The team who did not score the touchdown should now receive the questions.

Four in a Row

Display a grid of five horizontal lines and five vertical lines. Divide the class into two teams—Xs and Os. As team members answer the review questions correctly, they may place their team symbol in a section of the grid. The first team to get four symbols in a row wins.

Jump Start

Divide the class into teams. Provide two “jump” chairs in the front of the room—one for each team. The first jumper from each team should sit in his team’s chair, keeping both feet flat on the floor and his back against the back of the chair. After the question is read, the seated students who know the answer should jump to their feet and remain standing. The first student to stand and give the correct answer receives points for his team.

Mix and Match

Divide the class into teams. Write several questions on strips of paper. Write the answers to those questions on separate strips of paper. Place the questions in one container and the answers in another container. Mix up the papers. Draw a question from the container and read it aloud. Choose a student to draw an answer. The student should determine whether the answer matches the question he heard. If it does match, the student receives a point for his team. If it does not match, he has the option of stating the correct answer. If he can give the correct answer, he receives a point for his team. Questions and answers should be placed back into their respective containers before the next question is drawn.

Puzzling Questions

Divide the class into teams. Write several questions on strips of paper. Write the answers on separate strips of paper. Mix up the papers and give each team a set of questions and corresponding answers. At a given signal, each team should start organizing its papers and matching up the questions with the correct answers. The first team to display all the questions and answers correctly wins.

ENDZONE

10 20 30 40 50 40 30 20 10

10 20 30 40 50 40 30 20 10

ENDZONE