

WHAT IS IT? (RATIONALE)

This activity can be a valuable tool in getting students not only to learn their vocabulary words and definitions but also focusing on the task at hand.

GETTING STARTED (PROCEDURES & MATERIALS)

You will need two fly swatters (different colors), a chalkboard, and a vocabulary list with definitions. To play this game, simply write all of the vocabulary words on the chalkboard in a block pattern. The teacher is to keep the copy of all of the words and their corresponding definitions. Divide the class in half to form two teams. Give each team a fly swatter. Have the class clear their desks and line up in two single file lines in front of the chalkboard. The first one in each line begins at the chalkboard. The teacher reads a definition and when the student knows the answer, he/she hits the right word on the chalkboard with the flyswatter. Whoever hits the word first earns points for his/her team. Both students then pass the flyswatters to the next person in line and those students do the same thing as the teacher continues through the vocabulary list.

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REFERENCES

Mrs. RueterAlm, Health Teacher, Pinckney High School, 1996-1997

ADAPTATIONS

To make this a little more challenging, you could have the student say what part of speech the word is (noun, verb, adverb, adjective, etc.) or you can vary the subject matter. You could also have two people reading off the definitions (one for each team) and have the teams race to see which one can get through the list of words faster.

In addition to helping study vocabulary, try this exercise to review other subjects. One teacher from the pilot program used this to review states and counties. A description was read and students were to swat the correct location on a map.



BODY IMAGE
LATERALITY
LANGUAGE



BALANCE
GENERAL COORDINATION
HAND/EYE COORDINATION
TACTILE TOUCH

DOMAINS ADDRESSED



FLEXIBILITY



BEST EFFORT
COOPERATION