

Introduction



This resource pack contains a variety of resources designed to engage students and allow them to enjoy revision sessions. Students learn best when they are motivated, attentive and engaged. Although many of these activities will be seen as games, their potential to reinforce knowledge is powerful. They allow the teacher to check understanding of key concepts and fill in and explain any gaps in knowledge. Educational experts such as Geoff Petty and Robert Powell are advocates of such revision exercises, as is Howard Gardner, who believes that revision should be varied to appeal to the range of 'intelligence traits' that students possess. For example, these exercises allow students to work in small groups (matching, triominoes), whole class situations (dominoes, talk about) and individually (crosswords, missing words). This taps into linguistic, logical, interpersonal and intrapersonal intelligence traits.

Once a teacher has copied or printed out sets of the activities, perhaps laminating them for longevity, they can be stored in a cabinet at the front of the class and brought out to fill any suitable moment. Most of the activities are short and sweet and can add variety to any lesson.

Business studies in particular demands a strong grasp of theoretical concepts. The activities here aim to develop the relevant terminology required for the exams. Ofsted will also be impressed with any reflective work such as the activities in this pack.

In this second edition, the activities have been updated with many new additions, reflecting the new specification changes from 2008 onwards. The disk with the pack allows clear presentation at the front of the class using a projector and computer for games such as talk about, missing words and play your cards right, some of which are available as separate PowerPoint files.

How to use this pack

Dominoes

There are several uses for these cards.

Whole-class activity

Photocopy one set of dominoes onto card. Each domino has a question on one half and an answer (to another question) on the other half. Cut out the dominoes and give one or more to each student. One student starts by reading out the question on his or her domino; the other students listen and read out their answer if they think it is the correct one. The student who has read the correct answer then reads the question from the same domino and the game continues until every student has answered. The game will finish with the person who read his/her question first.



If there are blank faces after a particular question, you can clarify it or give the correct answer so the game will continue with each domino card being followed by the next one in the correct sequence. You can check answers by looking at the teacher answer sheet, which shows the correct sequence.

Small-group dominoes

Photocopy several sets of dominoes and cut them out as before. Students should be divided into groups of three or four and each group given a complete set of dominoes. Dominoes are dealt equally, and the youngest player places the first one. Play then moves to the left, and each player should lay a domino with a corresponding answer (or question) to a domino already on the table. The winner is the player who gets rid of his or her dominoes first. Students should 'knock' (tap the table and miss a turn) if they cannot place a domino.

Small-group matching

Photocopy and cut out several sets of dominoes and then cut them into separate questions and answers. Divide students into small groups, give each group a set of dominoes and ask them to match each answer to the correct question. Time the exercise and reward the group that finishes first.

An alternative method is to give each group a complete set of dominoes and ask them to make a long chain of connected dominoes — see which group finishes first.

Matching and ranking exercises

Photocopy several sets of a matching exercise onto card and cut them up. In groups of two or three, students should match each tinted card to its white partner. In some cases a third, stippled card provides an example.

In some cases, the cards have to be ranked in order. This generates excellent discussion, as does the matching itself. When students have completed the ranking, circulate a copy of the correct sequence. Students should be encouraged to argue why their sequences might be more appropriate, as this leads to deeper thought and learning.

Triominoes

Photocopy several sets of triominoes onto card and cut them out. In small groups, students should be given the central black triangles and outer triangles separately, and asked to match three outer triangles to each of the relevant central topics (as on the teacher answer sheet).

Play your cards right

Photocopy the cards and cut them out. Each student needs a set of the four cards. Ask students to stand up, holding their four cards. Read out the first definition — students must then quickly hold up the most appropriate card for the definition. Students who hold up a wrong answer must sit down. The game continues until only one person is



standing — this student has won and could be rewarded with a small prize (come prepared with a chocolate bar).

As an alternative to reading out the terms, using the PowerPoint file on the disk allows students to read them on the PowerPoint then hold up their card, with the answer being shown on the next slide.

Bingo

Photocopy the bingo card and give one to each student. Ask students to select terms from the list provided to fill their card. Read out definitions randomly from the list provided, and ask students to listen carefully and cross off each term on their cards once they think it has been defined. When all the terms on their card have been crossed off, students should shout 'bingo!' The first student to shout out should read out the terms on his or her card, so you can check they were defined. This game helps students to learn vocabulary, concentrate on terminology and have fun at the same time. Come prepared with a prize for the winner if you feel generous.

As an alternative, using the PowerPoint file on the disk allows the students to create their bingo card on a sheet of scrap paper, saving the need for any cutting out of the bingo card templates.

Variation

Ask the winning student to repeat the definitions as he or she reads out the terms on the winning card. Other students could assist, in order to help learning further.

Crosswords

Photocopy a class set and give out individually to test understanding. Crosswords are particularly good at the start of a lesson because punctual students are rewarded by completing theirs first. You might need to walk around and see which questions are creating difficulties, giving subtle clues when needed. Read out the answers at the end, or get students to read out their own answers and check them.

Missing words

Photocopy a class set and hand out individually. Your role is to give clues if needed and go over the answers. Alternatively, nominate different students to read their answers out for all to hear.

Talk about

Talk about is a whole-class board game. Photocopy (or print out) and laminate the generic talk about board (page x) to A3 size, as well as one set of terms from the activity. Cut out each term (remembering to remove the headings) and divide the cards into three piles according to their shading (which represents a specific category/topic).

As an alternative to copying or printing the board, it could be displayed on an interactive whiteboard, where the teacher can indicate the positions of the different teams.



The game is played in teams, with a minimum of two teams and a recommended team size of five players. Each team is given a counter to be placed on the start square. One player then describes as many terms as possible in 1 minute (or less if you wish) to the team members. Describers must explain each term verbally and/or visually without using the actual term(s) on the card, while team members call out their responses. When the term is identified correctly, the describer moves on to the next card from the same category. It is up to you whether to allow teams to 'pass' on one term during their minute. Once a term has been identified correctly, it should be placed in a pile to be counted at the end of the turn, at which point the number of correct terms is totalled. The team's counter is then moved the corresponding number of places clockwise around the board. The colour of the square landed on determines the category of terms to be described on the team's next turn. Play continues with the next team describing. When play returns to a team, a different team member must describe the terms. The game finishes when one of the teams reaches the finishing square.

Weakest link, sorting exercise and critical path game

Instructions for these are provided with each exercise. (A special thank you to Jim at www.tutor2u.net for inspiration for the Weakest link: sources of finance activity.)

Jigsaw

Jigsaws come in a variety of shapes and are slightly more ingenious than dominoes, because if students cannot match a particular pair of statements, they can work around that problem with other answers. A jigsaw is self-checking, as incorrect matching will result in the shape not being completed. Students should work in pairs, agreeing each 'match' to complete the jigsaw. It is the process of discussing each possible match that is the strength of the activity. As the shapes in the pack are in a random order, students can be given the photocopies to cut up. They may wish to stick the completed shapes onto a sheet of paper to keep at the end. Alternatively you could keep photocopied shapes in sets (perhaps on card and laminated) for future use with classes.

Human ranking

Photocopy or print out the cards, ideally so that each card is A4 size. Give one card to each student in a random order and stand these students in a line, perhaps in a corridor or on a staircase. Other students are helpers. Give the students some time to get into the right order before checking to see if they have got it right.



Timing of activities

It is difficult to provide times here, as it depends on whether you decide to intervene — for example, you might stop a dominoes activity whenever someone has difficulty and explain the key concept in depth to the whole class. Naturally, this will lengthen timings from the rough guidelines given below.

Bingo	10–15 minutes
Crosswords	15–20 minutes (plus 5 minutes to go through the answers)
Dominoes	5–10 minutes
Human ranking	5–10 minutes
Jigsaw	10–15 minutes (plus any review time needed)
Matching	10 minutes (plus 5–10 minutes to go through the answers)
Missing words	10 minutes (plus 5 minutes to go through the answers)
Play your cards right	10 minutes
Ranking	10–15 minutes (plus 5 minutes to go through the answers)
Talk about	15 minutes (plus 5–10 minutes to review any difficult terms)
Triominoes	10–15 minutes (plus 5 minutes to go through the answers)

Take the time to pick up on any problems your students have. These activities can highlight areas of knowledge that students are lacking — it is up to you to use the time wisely.

When to use the activities

Most of these activities can be used at the start, middle or end of a lesson. For example, crosswords and missing words exercises are useful at the start of a lesson, giving students something to do while latecomers arrive. A more interactive activity, such as play your cards right, can add variation in the middle of a long theoretical session.

The activities are also useful for revisiting a particular module or topic — for example, when teaching finance, you could introduce a game of marketing dominoes to add variety and revisit prior learning.

Contents and specification coverage

Topic	Page(s)	AOA		OCR		EDEXCEL	
		AS	A2	AS	A2	AS	A2
Talkabout board	x						
1 Starting and managing a business							
AS Crossword: starting a business	2	✓				✓	
AS Jigsaw: legal status, location and raising finance	3	✓				✓	
AS Triominoes: legal status	6	✓		✓		✓	
AS Crossword: legal status and types of business	12	✓		✓		✓	
AS Talk about: managing a business	13	✓		✓		✓	
2 Marketing							
AS/A2 Matching and ranking: pricing terms	18	✓			✓*		
AS Bingo: marketing research and understanding markets	25	✓		✓			
AS Talk about: marketing mix	28	✓		✓		✓	
AS Bingo: marketing	31	✓		✓		✓	
AS/A2 Crossword: pricing and promotion	33	✓		✓	✓*	✓	
AS/A2 Dominoes: marketing	34	✓			✓*		
A2 Triominoes: marketing	39		✓				
3 Finance							
AS/A2 Bingo: finance	46	✓		✓	✓*	✓	
AS/A2 Dominoes: financial planning	48	✓		✓	✓*	✓	
AS/A2 Human ranking: income statement	53		✓	✓	✓*		
AS/A2 Human ranking: balance sheet	60		✓	✓	✓*		
AS/A2 Weakest link: sources of finance	70	✓		✓	✓*	✓	
AS/A2 Sorting exercise: balance sheet	81		✓	✓	✓*		
A2 Play your cards right: breakeven	84	✓		✓		✓	
A2 Play your cards right: ratios	87		✓		✓		✓
A2 Matching and ranking: ratio analysis	90		✓		✓		✓
AS/A2 Dominoes: finance	97	✓				✓	
AS/A2 Crossword: balance sheet and income statement	102		✓	✓	✓*		

* If relevant option chosen

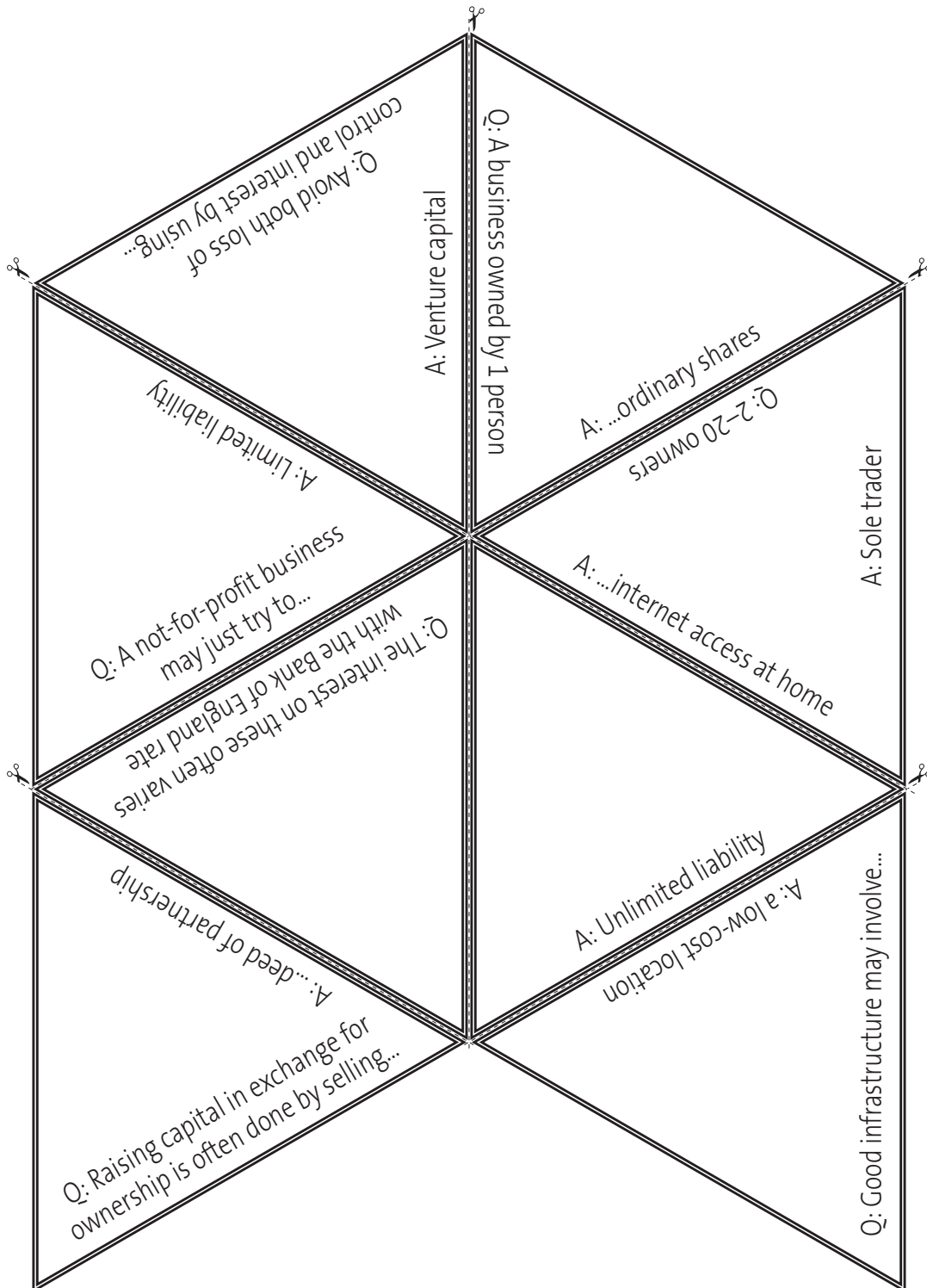
Contents and specification coverage

Topic	Page(s)	AQA		OCR		EDEXCEL	
		AS	A2	AS	A2	AS	A2
4 People							
AS Dominoes: people	104	✓		✓		✓	
A2 Matching: hard and soft human resource management	109		✓				
AS/A2 Jigsaw: measuring workforce effectiveness	111	✓			✓*		✓
AS/A2 Missing words: motivation	114	✓		✓	✓*	✓	
AS/A2 Play your cards right: motivation theory	116	✓		✓	✓*	✓	
AS/A2 Crossword: recruitment, training and motivation	119	✓			✓*	✓	
AS Human ranking: workforce planning and HRM	120	✓					
AS/A2 Missing words: organisation structures	127	✓	✓	✓		✓	
AS/A2 Crossword: organisation structures	129	✓	✓	✓		✓	
A2 Crossword: trade unions and industrial disputes	130		✓		✓		
AS Human ranking: stages in the recruitment process	131	✓				✓	
5 Operations							
AS/A2 Ranking: location	138	✓			✓*		
AS Missing words: quality	140	✓		✓		✓	
AS Jigsaw: customer service, suppliers and technology	142	✓					
A2 Matching: economies and diseconomies of scale	146		✓		✓*		
A2 Critical path: indoor/outdoor game	151		✓		✓		✓
A2 Triominoes: operations	166		✓				
A2 Crossword: operations	174		✓				
6 Business environment and change							
A2 Ranking: stakeholder objectives	176		✓		✓		✓
A2 Ranking: business objectives	178		✓		✓		✓
AS/A2 Play your cards right: business cycle	179		✓		✓	✓*	
AS/A2 Triominoes: economic factors and policies	182		✓		✓	✓	✓*
AS/A2 Matching: economic environment	188		✓		✓	✓	✓*
A2 Matching: legislation	194		✓		✓		
A2 Bingo: social, competitive and technological environment	200		✓				
A2 Dominoes: managing change	202		✓				
A2 Crossword: EU and single currency	206		✓		✓		✓

* If relevant option chosen

Teacher answers	Page(s)
Crosswords	208
Missing words	210
Ranking exercises	210

AS Jigsaw: legal status, location and raising finance



AS Triominoes: legal status

