Active Learning and Assessment to Wrap Up the Year

Just as students learn in many different styles (i.e., Howard Gardner's Multiple Intelligences), they can show their knowledge in a variety of ways as well. We recommend offering students choice in how they show what they know (assessment). The active learning activities in this list allow students to use both their preferred and less preferred learning styles to share knowledge gained throughout the year. These activities are authentic assessments that ask students to reflect on their learning and then share that with the class/school community.

Select up to 4 projects for students to choose from. Be sure projects incorporate a variety of the intelligences. In the chart below, each intelligence is represented by an icon. These icons are also used in the active learning list to help you make your selections.

Consider using BYOD – Bring Your Own Device – to increase access to iPads and/or other tech tools. You can find a helpful Technology Planning Checklist here on JTeach.org. Remember, you don't have to be a technology expert. Provide the parameters, and then let the students go! Enjoy the process of providing students with meaningful choices and encouraging them to reflect on the year creatively and collaboratively.

Planning an End of the School Year Assembly? Try a Learning Showcase. Invite parents and community members to view students' projects. Ask each class or group of students to set up their project to share. Each student group could have a booth in the social hall or you could list student group locations on a floor plan of the school. Use BYOD to increase access to devices.

Icon Legend							
Verbal / Linguistic	Logical / Mathematical	Visual / Spatial	Musical / Rhythmic	Body / Kinesthetic	Naturalistc	Interpersonal	Intrapersonal

***Before beginning an activity from the chart on the next page, ask students to brainstorm a list of major topics, themes, people, and projects that were part of your year of learning. Use this list to focus students in their project creation.

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Activity	Multiple Intelligence(s)
Review the class brainstorm list of major projects/themes covered in class. Students can survey/graph/chart a variety of things using this information: favorite project, project that most applied to everyday life, theme that students would like to learn more about next year, etc. Students can collect data on paper or in Google Sheets/Excel. If you use digital tools, try out the graphing functions!	
Create a series of "If … Then…" statements for students to fill in regarding your year together. Before they begin, review the class brainstorm list of major projects/themes to focus on themes covered in class. **If… Then… Examples:** **Holidays**: If we were slaves in Egypt, then… **Holidays**: If Judah Maccabee hadn't stood up and fought, then… **Israel**: If you went to Jerusalem, then… **Values**: If we hadn't collected Tzedakah to plant trees in Israel, then…	
Set up an interactive timeline of your year for students to create collaboratively using post-its on a wall or Timeline JS. Timeline JS allows you to incorporate text, pictures, videos, and many more kinds of media into your timeline.	
Students script and record an end-of-year press conference. Students can include highlights from projects and parashiyot studied, as well as interviews of classmates and/or historical figures that you studied. Try iMovie or TouchCast.	

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Brainstorm an A to Z list of words related to your year together. Use this list as a word bank to create an A to Z comic strip (try Strip Designer) or book (for ebooks try Book Creator) on milestones of the year.	
Play "Who Said This?" Make a list of famous quotes from people you have studied. Have students guess who said each one. Even better… have the students search for and choose the quotes to ask their classmates!	
Students can work independently or collaboratively to create a Hidden Picture for other students. They begin by drawing a large outline background then add small pictures that represent all of the *mitzvot* your class did either as individuals, groups, or a whole class. Make copies of the Hidden Picture and see if classmates can find all the *mitzvot* hidden within. Have a list ready as a guide.	
Compose a musical masterpiece that represents the emotions and feelings of the Jewish holidays that you celebrated as a class. Ask students to bring in their instruments/kazoos or try Garageband. Experiment with changing instruments, volume, and tempo. You might include fast paced dancing music to represent a Simchat Torah *hakafah*, somber and reflective music to represent Yom Kippur, or dizzying music to represent spinning a dreidel on Hanukkah.	
Try rhythmic poetry and reading. Learn about rhythm in poetry here. Have students write rhythmic poetry about the topic(s) that was most impactful and/or meaningful to them personally from your year long studies. Ask them to either record or share their poem with the class. If students are willing, try a choral reading where the whole class reads the poem together and emphasizes the rhythm of the words.	

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Activity	Multiple Intelligence(s)
Pack 3-4 small backpacks or bags with items that represent topics covered in class. Give each bag to a small group of students. Without looking in the bag, ask students to identify an object by touch. Then, share a memory, story, or idea covered during the year that is represented by that object. Ask students to connect their idea to something that they see in their daily lives outside the classroom as well. Rotate the bags between each group of students.	
Use story cubes to ask questions and stimulate discussion. Create one for students or ask students to create cubes for each other. Each side of the cube should ask a question about a topic, idea, or person (e.g., historical or biblical) integral to the curriculum. Once the cubes are created, students can roll them as they would a die and answer the question that appears on top. Try creating your cubes online with this handy tool, then printing them and/or sharing via email. You can find a blank printable one here. Or, download the JTeach.org assessment story cube. If you have access to a copier that can enlarge, you may want to enlarge the cube and/or template to 11x17.	
Play human Tic-Tac-Toe. Ask students to create questions about anything that you learned in class this year. Use colored masking tape to create a large Tic-Tac-Toe board on the floor. After splitting the students into two teams, ask the questions. Each correct answer leads to a student taking a seat/space on the board.	
Using the class brainstorm list, write each topic/idea on a separate card. Ask students to pick one card and act out the idea/theme on the card for the rest of the class to guess. The actor can gather a small cast if needed.	

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How would each topic covered in class be represented in nature? Ask students to create a virtual museum of natural artifacts to represent topics covered in class. You might have a symbol for each holiday, each *parashah*, and/or each *mitzvot* you have learned about in class. Students can host their virtual museum on paper, in Popplet, or using any presentation tool that they have access to.	
Create a learning tree. Ask students to bring in natural materials to build a tree. Make the tree blossom with learning by having students write the projects/topics that were most meaningful to them on paper leaves to hang on the tree.	
Provide students with a list of *middot*, Jewish values, (like the one here from JTeach.org). Encourage them to create a "paper plate award" for each student in the class. Or, use JTeach.org's award certificates.	
Ask each student to write a thank you note to another classmate who showed him/her a kindness during the past school year.	
Create a Padlet wall for each student in the class. Ask classmates to each post a compliment about that person on the wall. Share the completed wall with the student as a memory of the year together. Looking for less tech? Ask a student to sit in front of the whiteboard; classmates write their compliments on the board and add an arrow pointing to the student. Snap a picture and share with the student.	

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Stay in touch by sharing texts and pictures over the summer through an Edmodo group (most private and best for all ages) or sharing via Flickr, Twitter, or Instagram (students should be 13 or over, privacy settings vary, parental permission may be required).	
Students can create a collage by cutting pictures out of magazines, drawing pictures or using PicCollage that highlights the topics and people that were most impactful for them. Then, upload the picture into Thinglink and tag parts of the picture with text, video, and other pictures that tell why each part of the collage was picked and was meaningful.	
Ask students to create a personal learning timeline on paper or Timeline JS. Timeline JS allows you to incorporate text, pictures, videos, and many more kinds of media into your timeline. For each item on the timeline, ask students to add a description of what they learned and why it is important to them personally. Students can also add how they can apply/use what they learned outside of religious school.	