



This tool allows students to assess the knowledge of their classmates in an engaging quiz-game format.

Quiz, Quiz, Trade

Some of the most popular and long-running programs on television are quiz shows. Millions of people around the world watch “Jeopardy,” “Wheel of Fortune,” “Family Feud,” and “Who Wants to Be a Millionaire?” Even before quiz shows became popular on TV, they were first found on radio. The growth of television brought bigger and more elaborate programs with increasing amounts of prize money at stake.

Quiz, Quiz, Trade is a cooperative learning strategy that allows students to assess the knowledge of their classmates in an engaging quiz-game format. This strategy pairs students to review content by asking questions of their partner and allowing the partner to respond with an answer. If the partner doesn’t know the answer, the student gives clues or assistance, and then the question-answer format is repeated. When both partners have answered the assigned questions, they trade partners with other pairs who have completed their respective questions.

Quiz, Quiz, Trade helps students review key information and practice problem-solving quickly and efficiently. Students build a knowledge base and fluency with facts that support deeper work. They work with multiple partners in a short period of time, and the tactile and kinesthetic aspects of the strategy supports and engages a variety of learning styles.

How to Use Quiz, Quiz, Trade

1. Distribute Questions

Provide each student with a flash card or cards about the current unit of study. One side of the card has a question or vocabulary term, and the other side provides the answer or definition. Questions may be factual or conceptual and will review the material the teacher would like the students to remember.

Another option is to provide students with a blank index card or cards and ask them to write a vocabulary word on one side and the definition on the other. Alternatively, students may write an interesting question about the content being reviewed or reinforced.

2. Hands Up-Pair Up Student Partners

It is important to let students know that they will have multiple partners during this activity. To get the first round of pairings, use the “stand up-hands up-pair up” method for students to find a partner. At your signal, students stand up and push in their chairs. Then, each raises a hand to indicate that they are looking for a partner. Students begin to walk around the classroom looking for another student with a hand raised. Partners connect by giving a quick high five or fist bump and begin working together. Some teachers choose to play music during the initial pairing up time. Watch as students pair up to assist those having difficulty finding a partner or assist if there is an odd number of students. You can partner up with the last student or add the student to another pair forming a group of three.

Alternately, pre-assign pairs or randomly match students by pulling names out of basket to begin the activity.

3. Quiz, Quiz, Trade

Once the partner pairs are formed, Partner A holds up the question card to show to Partner B. Partner B answers. Partner A affirms if correct or coaches if incorrect. If a student is stuck, the partner can provide hints or coaching to assist. The partners then switch roles, and Partner B asks Partner A a question. As soon as both partners have asked and answered a question, the partners trade cards, raise their hands,



Quiz, Quiz, Trade (continued)

and find a new partner. The process is repeated several times. Students are changing partners until the activity ends.

Quiz, Quiz, Trade is a seven-step process. You must first have note cards that have questions on one side and answers on the other side. Give each student one or more of these cards.

- ♦ **Step 1.** Have students Stand Up, put their Hands Up and then Pair Up with someone else who has a hand up.
- ♦ **Step 2.** Partner A quizzes.
- ♦ **Step 3.** Partner B answers.
- ♦ **Step 4.** Partner A praises or coaches. Teach students how to give specific partner feedback. Rather than say, “Good job,” give students options for feedback like, “You answered the question correctly.” “Your answer is on target.” “Your response was perfect.” When coaching, students give hints to the partner to help in recalling the information.
- ♦ **Step 5.** Partners switch roles.
- ♦ **Step 6.** Partners trade cards and raise their hands to find new partners.
- ♦ **Step 7.** Repeat steps 1–6 a number of times.

When to Use Quiz, Quiz, Trade

This is an excellent tool to review or assess students’ knowledge of previously learned material. Use Quiz, Quiz, Trade at any point in the lesson to structure meaningful conversations:

- ♦ Before introducing new material to tap into prior knowledge
- ♦ After a unit to review terms or concepts
- ♦ At the beginning of the school year as a way to review and assess students’ knowledge about classroom procedures
- ♦ After a math unit to review shapes or problems
- ♦ Before students begin an assignment, such as an essay, a set of word problems, or a science activity/experiment, to gather ideas or formalize procedures
- ♦ To assess students’ identification skills by putting a picture on one side and the identification on the other
- ♦ To remediate weak skills
- ♦ To practice newly learned skills

Quiz, Quiz, Trade Variations

Student-Created Quiz, Quiz, Trade

Have students create their own cards with questions and answers. Review the cards for accuracy before allowing students to play. When students write their own questions, assist them in creating interesting, thought-provoking questions that encourage higher-level thinking. “Yes/No” and “True/False” questions are not as helpful in this activity.

To assist students in writing their questions, provide question frames such as:

- ♦ What is _____?
- ♦ How are _____ and _____ different or similar?
- ♦ Why is _____ significant?
- ♦ What is the meaning of _____?

Quiz, Quiz, Trade (continued)

Differentiation

Students can be grouped according to higher- and lower-level questions. Students circulate and quiz within their small group.

Clusters

Each student is given a card with something on it—a word, name, drawing, fact, math problem, etc. Students have a specified amount of time to “cluster” the information into groups—warm-blooded animals, prime numbers, and so forth. Students then explain to the class what the cards in their group have in common, or they can share how they are linked.

Inside-Outside Circles

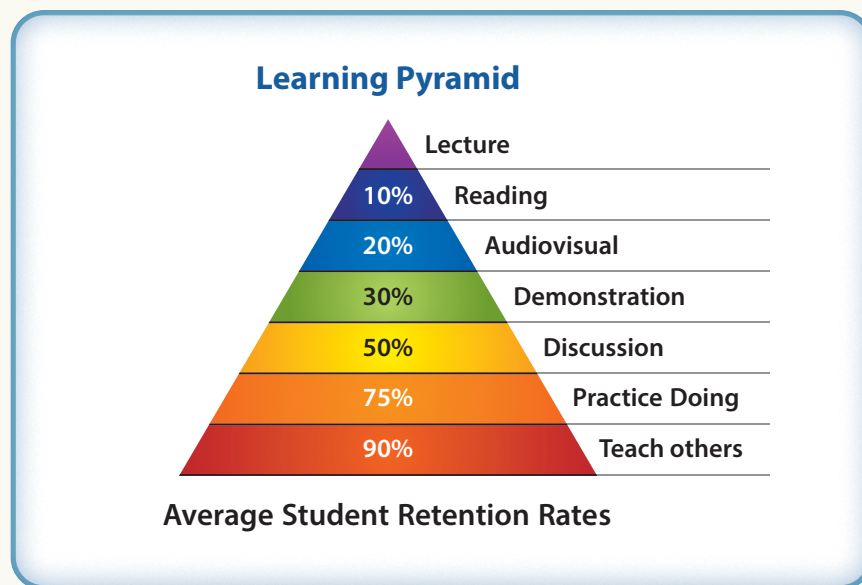
To add structure to the process of finding a partner, divide the class into two equal groups. The first group makes a circle and faces out. The second group makes a circle around the first group and faces in. Each person in both circles should line up and stand face-to-face with the opposite person. Explain to students that this is their partner for the first round of Quiz, Quiz, Trade. Partners ask and answer questions as explained previously. When the teacher gives a signal, the inside circle moves one step to the right, and the outside circle moves one step to the left. Students are now facing new partners. Continue for several rounds.

Rules and Procedures Review

At the beginning of the school year, or when returning from a holiday period, write questions about classroom procedures as the content for a round of Quiz, Quiz, Trade. Students can ask and answer questions to learn or refresh their memory about procedures introduced by the teacher.

Value of Using Quiz, Quiz, Trade

- ♦ Promotes peer-to-peer teaching, which increases retention



- ♦ Incorporates discussion and practice, which also increases retention
- ♦ Allows the teacher to step back and observe student errors or misconceptions, assess student learning, and provide input for correction or re-teaching



Quiz, Quiz, Trade (continued)

- ♦ Provides students with physical movement, which increases oxygen to the brain by 15%
- ♦ Creates student interdependence and a classroom environment that is cooperative, not competitive
- ♦ Actively engages all students in asking and answering questions
- ♦ Appeals to various learning styles

Using a quiz format as a formative assessment to check the understanding of students about a certain topic or lesson during the teaching process can provide the teacher with valuable insight as to what students understand and what is still difficult or confusing for them. Instead of traditional paper and pencil quizzes given at the end of a lesson cycle, using a game format can increase student engagement and assess students' knowledge in the moment that learning is taking place.