

50 REVIEW GAMES GAME 03

# Last Student Standing

*Quick rounds, full attention, everyone in the game*

Last Student Standing is a fast-paced review game that keeps every student engaged while reviewing vocabulary, receptive skills, and expressive signing. The emphasis is on participation and confidence rather than competition.

TIME NEEDED

10–15 minutes

GROUP SIZE

Whole class

GRADE LEVELS

Middle, High, College

## 01 Purpose & Objective

Review previously learned vocabulary while increasing student participation, receptive accuracy, and expressive confidence. The standing format means every student answers every prompt — no one waits for a turn, and the whole room is working at once.

*Students will correctly identify or produce previously learned signs while staying actively involved throughout the activity.*

## 02 Materials & Skills

### Materials

- Vocabulary list or cards
- Timer (*optional*)
- Whiteboard for tracking rounds (*optional*)

### ASL Skills Practiced

- Receptive and expressive ASL
- Vocabulary recall under time pressure
- Visual attention and sustained focus
- Clarity of handshape and movement

## 03 Setup

1. **Have all students stand** with a clear sightline to the front and enough room to sign comfortably.
2. **Decide the response mode.** Receptive or expressive — pick one before you start so students know what a correct answer looks like.
3. **Review the rules**, including how long students have to respond and how you will signal the start of each prompt.
4. **Set the tone.** Encouragement and good sportsmanship are expected; sitting down is not a punishment.
5. **Plan for short rounds.** Three or four quick rounds beat one long one.

### Before You Start

Tell students up front that you will restart the game more than once. Knowing another round is coming keeps the first students to sit down from checking out.

## 04 Directions

1. The teacher signs a vocabulary word or shows a vocabulary card.
2. Students respond by signing the correct vocabulary, or by identifying the sign, depending on your objective.
3. Give a consistent response window — three to five seconds — so no one is rushed and no one stalls.
4. Students who answer incorrectly sit down for that round and continue observing and learning.
5. Continue with new vocabulary until one student remains standing.
6. Recognize the last student standing, then begin a new round so everyone has another opportunity to participate.

## 05 Ways to Run a Round

The structure stays the same; only the prompt changes. Rotating through these keeps a fifteen-minute session from feeling like the same drill five times over.

| ROUND TYPE | HOW IT WORKS                                                                                                    |
|------------|-----------------------------------------------------------------------------------------------------------------|
| Receptive  | Teacher signs the word; students show they understood by producing the matching card, picture, or written word. |
| Expressive | Teacher shows an English word or image; students produce the sign.                                              |
| Sentence   | Teacher signs a word; students must use it in a complete ASL sentence.                                          |
| Classifier | Teacher names a category; students describe an item using classifiers, with no lexical sign allowed.            |
| Speed      | Teacher signs two words back to back; students reproduce both in order.                                         |

## 06 Variations

### Beginning

Allow students to check with a partner before responding, and keep a word bank posted where everyone can see it.

### Intermediate

Require the vocabulary in a complete ASL sentence with correct nonmanual markers, not just the isolated sign.

### Advanced

Students explain the concept, use classifiers, or build a short dialogue on the spot without preparation time.

### Challenge Mode

Allow the final student standing to become the next leader, selecting or signing the vocabulary for the following round. Add a rule that the leader may not mouth the English word, and that any student may ask for one repeat if the sign was unclear.

## 07 Assessment Ideas

Observe students for:

- |                                                                |                                                                    |
|----------------------------------------------------------------|--------------------------------------------------------------------|
| <input type="checkbox"/> Accuracy of vocabulary                | <input type="checkbox"/> Handshape, movement, and location         |
| <input type="checkbox"/> Receptive understanding at speed      | <input type="checkbox"/> Nonmanual markers where required          |
| <input type="checkbox"/> Confidence and willingness to attempt | <input type="checkbox"/> Attention and sportsmanship after sitting |

## 08 Troubleshooting

### IF THIS HAPPENS

### TRY THIS

The same students win every time

Give each student two lives, so one miss does not end their round.

Students disengage after sitting

Give seated students a job — judging the next response or tracking which words came up.

Answers come too fast to judge

Have the whole class sign on a count of three so every response lands at once.

The same students go out first

Open with a practice round where no one sits down, using words you know they have.

### Paul's Best Practice

Keep the activity positive. Students who sit down should continue watching and learning. Restart often so everyone experiences success.

*The goal is confidence, not survival.*

## Why It Works

The quick pace keeps students focused while providing repeated opportunities to review vocabulary in an energetic environment. Because every student responds to every prompt, the activity produces far more repetitions per minute than a turn-taking format — and the students who sit down are still reading signs, which is receptive practice in its own right.

### Quick Tips

- ✓ Keep rounds short — three quick rounds beat one long one.
- ✓ Mix easy and challenging vocabulary.
- ✓ Celebrate improvement, not just the winner.
- ✓ Give seated students a role so they stay engaged.
- ✓ Signal the start of each prompt the same way every time.

---

## Continue Exploring

Next in the collection:

▶ [Game #4: Find Someone Who... \(Review Edition\)](#)

---

▶ [Game #5: Partner Teach](#)

---

▶ [Game #6: Around the Circle](#)

---

## Paul A. Fugate

**PAUL A. FUGATE**

Founder & CEO, ASLdeafined