INSTRUCTIONAL STRATEGIES

I Have Who Has

The I Have Who Has strategy helps students engage in critical thinking as they review a variety of content topics. This strategy can be used to practice vocabulary, problem and solution, cause and effect, or can be applied to any process students need to understand.

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Summary

I Have Who Has is a critical thinking strategy that helps learners make connections to content knowledge. First, determine what content knowledge you want to cover. Make a list of terms and definitions, causes and effects, problems and solutions, chronological events, or key ideas important for students to master. Use the list to create your question-and-answer cards. These can be created using a template (attached) and printed out or written on index cards. It is important that each question you write has only one possible answer so that there is no confusion when students share their cards.

Procedure

1. Create a list of the content you want to cover.
2. Transfer this list to I Have Who Has cards.
3. Shuffle the cards and hand them out to students.
4. The student with the card that says “Start” begins the activity by reading the card. Example: Who has a four-sided shape?
5. The student with the answer to the first question on the top of their card reads that answer, followed by the question at the bottom. Example: I have a square. Who has a three-sided shape?
6. Play continues as students read out the answers and questions.
7. The activity ends when all cards have been read and you reach the “end” card.
8. The cards can be shuffled and played again for further review.

Neal, Mandy. (2021). Differentiated instruction with I have…who has… Teaching with Simplicity. https://teachingwithsimplicity.com/freebies/differentiated-instruction-with-i-have-who-has/