Many researchers strongly advocate active learning as an essential part of the educational process. Numerous studies have concluded that active learning improves student retention, understanding, performance, and attitudes toward the overall learning experience. In the mathematics classroom, requiring students to create problems of their own is a simple and fun way to introduce active learning. This paper presents some examples and ideas for engaging students in this way, illustrating the ease with which active learning can be implemented in mathematics instruction. (Received September 13, 2019)