

# Main Activity – Team Cranium Jeopardy Review Game

## Description:

A fun lesson focused on review of any topic/grammar points chosen by the ALT/JTE. In my experience the students get really competitive, which builds their teamwork skills and they seem to actively volunteer to answer questions. This game is can easily be adapted to include any grammar point or review topics that you see fit. Because of this, the game can be adapted for any level of ES or JHS. Essentially, this game is based on Jeopardy gameplay/rules but incorporates some activities that reference a board game called 'Cranium' to keep it fun and interesting.

## Materials Required:

- Blackboard/Whiteboard
- Play dough (called nendo in Japan, available very cheap at Daiso – please refer to Fig 1.)
- Students will require 1x pencil and 1x piece of paper per group

## Explanation of key terms in the Game Title

### Team

Though Jeopardy contestants are usually solo in the original TV game show, this version will have students in teams of three, four or five (you can make that call depending on class size).

### Cranium

A popular team-play board game designed to test general knowledge as well as creativity. Players must answer general knowledge questions on a myriad of topics (similar to trivial pursuit), and also perform/draw/sing/sculpt with play dough (similar to charades/pictionary) to progress on a board in order to win the game.

### Jeopardy

A popular US game show. The format is set so that contestants can choose to answer questions of varying difficulty levels that have been categorized by topic/theme. If answered correctly, they can add the corresponding points of that question to their score. If answered incorrectly, the corresponding points to the question are deducted from their score. The winner is the person with the highest score once all the questions have been answered.

## How to Play

1. Divide the class into groups of around 4 people. Get the teams to choose an English team name.
2. Write category names and points on the board, as per the following example:

<b>Number</b>	<b>J2E</b>	<b>Q&amp;A</b>	<b>Make</b>	<b>Draw</b>
100	100	100	100	100
200	200	200	200	200
300	300	300	300	300
400	400	400	400	400
500	500	500	500	500

3. The first team may choose a category and amount of points, keeping in mind that 10 will be an easy question and 50 will be difficult. Please refer to category list for instructions on asking the question as this changes depending on category.
4. The fastest team to answer correctly will receive the corresponding points, and also can choose the next category and points amount to play for. Play until time runs out or all questions are answered.

## Explanation of Categories – (adapted to ES 5年生 level)

### Number

Write the corresponding number on the blackboard. The first person to raise their hand and yell their team name may attempt to say that number in English. If correct, the team will earn the corresponding points. If incorrect, the corresponding points will be deducted from their team.

- 100. 5
- 200. 10
- 300. 27
- 400. 12
- 500. 15

### J2E (Japanese to English)

Say the corresponding word/sentence in Japanese. The first person to raise their hand and yell their team name may attempt to say the equivalent word/sentence in English. If correct, the team will earn the corresponding points. If incorrect, the corresponding points will be deducted from their team.

- 100. Genki (fine)
- 200. Onaka ga suitea (hungry)
- 300. Akai T-shatsu (Red T-shirt)
- 400. Suika (watermelon)
- 500. Nasu (eggplant)

### Q&A

Ask the corresponding question. The first person to raise their hand and yell their team name may attempt to answer the question. If correct, the team will earn the corresponding points. If incorrect, the corresponding points will be deducted from their team.

- 100. What color do you like?
- 200. What drink do you like?
- 300. What's this? (display to the class a medium difficulty classroom object from Hi Friends L7)
- 400. What's this? (display to the class a difficult classroom object from Hi Friends L7)
- 500. What do you want? (display a selection of fruit flashcards and use the structure studied in HF-L6)

### Make

Teams must choose one person to go to the front of the classroom. Explain that this person cannot speak for the remainder of this round or points will be deducted. Show them the corresponding word (written in Japanese – refer to Fig. 2) which they must sculpt using the nendo. Give them a countdown to ensure they all start at the same time. The first person to raise their hand and yell their team name may attempt to say in English what the nendo sculpture is. HRT is to choose their favorite sculpture, a bonus point will be given to that team.

- 100. サクランボ (Cherry)
- 200. いぬ (Dog)
- 300. ピザ (Pizza)
- 400. くつ (Shoes)
- 500. ラーメン (Noodles)

### Draw

Teams must choose one person to go to the front of the classroom. Explain that this person cannot speak or open their eyes for the remainder of this round or points will be deducted. Show them the corresponding word (written in Japanese – refer to Fig 2.) which they must draw with their eyes closed. Ensure they are seated the give them a countdown to ensure they all start at the same time. The first person to raise their hand and yell their team name may attempt to say in English what the nendo sculpture is. HRT is to choose their favorite picture, a bonus point will be given to that team.

- 100. りんご (Apple)
- 200. ねこ (Cat)
- 300. サメ (Shark)
- 400. カレーライス (Curry and Rice)
- 500. しまうま (Zebra)



Fig 1.  
Nendo set from Daiso.

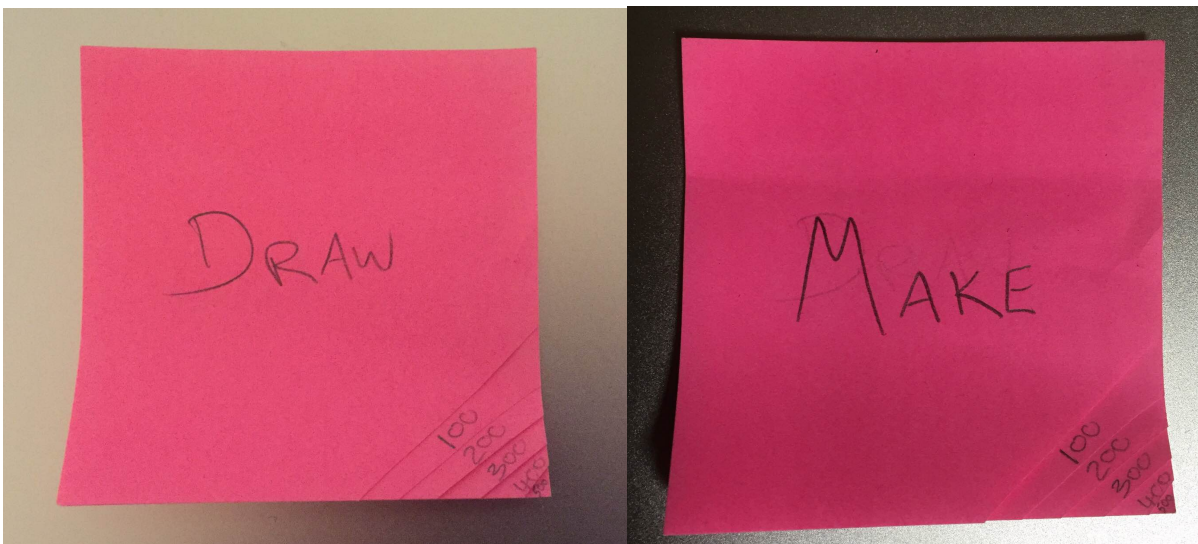


Figure 2.  
Post it notes with cutaways make it easy to show students the objects/animals/food etc that they must draw or sculpt in a round for the 'Draw' or 'Make' categories. This is useful so that they don't see the answers for questions to follow.

#### Notes:

Don't spend too long explaining the rules, just make a start with an easy question and the students will catch on quickly.

I usually only deduct a maximum of 1 point for an incorrect answer as to not deter the students from attempting questions.

Try to keep the 'Draw' and 'Make' items relevant to what the students have recently studied for an effective review tool.

Experiment with your own categories, this is a very flexible format that can be useful to sugar coat some of the more dry grammar points etc