

Earth Club Jeopardy #2

Objective:

To play a fun game and have students review what they have learned in previous Earth Club lessons.

Background Information:

This game is a nice follow up activity to the lessons: “Going Batty”, “Erupting Volcanoes”, “Build a Plant Game”, and “The Edible Landfill”. This lesson should serve as a review to remind students of previous important information that they may have forgotten. It is a fun game, and it can also be used during the last Earth Club session as a party game. Read through the directions and the jeopardy questions and answers. Be prepared for the game to get a little competitive!

Preparation:

1. Write the following chart on the board:

Bats	Volcanoes	Trash	Plants
100	100	100	100
200	200	200	200
300	300	300	300
400	400	400	400

2. Print out a copy of “Earth Club Jeopardy Questions” at the end of this file. These are the questions that correspond to the chart that you have written on the board.
3. Read through the procedure; it explains how to play “Earth Club Jeopardy”.
4. Determine a question for “Double Jeopardy” (For example, Landfills 200). When a team picks this, they have the option of betting as many points as they have. If they get the answer right, they can add those points to their score. If they lose, they lose all of those points. Circle this question on the “Earth Club Jeopardy Questions” sheet so you remember it is the “Double Jeopardy” question.

Procedure:

1. Inform the class that they are going to play a game called “Earth Club Jeopardy”, which is a review of the previous lessons about landfills, bats, plants, and volcanoes.
2. Divide the class into two teams.
3. Have teams come up with a name. Write the team names on the board in an area where you can keep track of points.
4. Explain the rules of Earth Club Jeopardy:
 - a. Explain the categories: Bats (questions about bat characteristics), Volcanoes (general questions about volcanoes), Trash (how landfills work), and Plants (questions about plant parts and what they need to grow).
 - b. Under each category there are numbers: 100, 200, 300, and 400. Each number corresponds to a question and indicates how much that question is worth. Higher numbered questions (like 400) are worth

more than smaller numbered questions, but they are also more difficult questions.

- c. Have one individual from a team pick a question. The whole team may decide on the correct answer together. If the team gets the question right, they receive the amount of points that question is worth. This information will be recorded on the board. It is then the next team's turn to choose a question.
 - d. If your team gets the question wrong, they lose no points. The other team then gets to answer the question. If they get it right, they get the points. This does not count as their turn. Therefore, both teams should discuss the answer to each question as soon as the question is read.
 - e. Inform students about the "Double Jeopardy Question". It is hidden within the chart. If Team 1 picks it, they can bet as many points as they have. If they get the answer right, they receive all of those points. If they get the answer wrong, they lose all of those points and team 2 gets to try to answer.
 - f. Each team gets one minute to answer.
 - g. The team with the most points wins.
5. Cross off the questions as they are chosen.
 6. Have fun playing the game!

Earth Club Jeopardy #2 Questions

Bats

100: True or **False**. Bats can't see

200: **True** or False. Bats are at risk of extinction (disappearing forever)

300: True or **False**: Bats only rely on their sight to catch insects (such as moths) at night.

400: True or **False**: All bats carry a lot of strange diseases

Volcanoes

100: What did we add to our volcanoes to make them erupt? **Baking Soda and Vinegar**

200: Mt St Helen last erupted on May 18 a. 1920, **b. 1980**, c. 2000 answer: b

300: The cloud above Mt St Helen when it erupted was: a. magma b. lava **c. steam & ash**

400: How many active volcanoes are there in the world? A. 5,000 **B. 500** or C. 50

Trash

100: What did the licorice represent in our edible landfill? **Pipes to remove liquids**

200: What did the chocolate pudding layer represent? **A dirt layer**

300: What did the M&Ms represent? **Garbage**

400: Name two things that should not end up in a landfill. **Cans, bottles, etc...**

Plants

100: Name two things a plant needs to survive: **light, water, soil**

200: Name the parts of a plant: **stem, leaf, roots, flower,**

300: What do plants eat for food: **nutrients in the soil**

400: What do many plants grow from? **Seed**