



12.2 Debate Jeopardy!

This activity reinforces basic debate concepts. It is a fun activity that allows you to get a sense of which debate concepts students understand well and which are not as clear to them. It is also an easy way for students to review what they know.

Time Allotment

One class period

Objectives

By the end of this activity, students will:

- review important debate terms and concepts.
- engage in collaborative learning, reinforcing material to which they have already been introduced.

Materials and Preparation

Create a list of 10 questions for at least 6 categories. It is preferable to have two rounds (10-12) of categories prepared, but time constraints might prevent the class from playing two full rounds. Focus on debate concepts to which students have been introduced. It makes sense to have this activity before the first tournament in order to boost student's confidence and ensure they have reviewed material they will need to know in the average round. Possible categories include:

- The affirmative case structure / Stock issues
- Specific affirmative case arguments
- Disadvantage structure
- Specific disadvantage scenarios
- Critique structure
- Topicality structure or Specific Topicality arguments
- Negative Theory
- Potpourri (which could include flowing, research, and filing).

These lists should cover materials for which your students are accountable. They may cover concepts that have been introduced in the previous several weeks of class or concepts introduced in a debate textbook that the students have been assigned to read. The questions should be framed just as questions are in jeopardy (i.e. what is _____).

Once the questions have been generated, create a Jeopardy game board: a ten by six column grid. Each column should be labeled with a different category. The rows should be numbered 100 through 1000 (the first question for each category should be the least difficult; the tenth should be the most difficult and they should increase in increments of 100.) If there is time for a second round, it might make sense to have double Jeopardy wherein the point-values of questions is doubled. It may make sense to assign certain squares as daily double squares – wherein the square is actually worth twice the points it would otherwise be worth. The game board does not have to be too fancy – in most situations it makes sense to just use the chalkboard. You may also want prizes (candy, etc.) to reward teams for performing well during the game.



Method

The activity is a group review exercise that is modeled on the television show Jeopardy. At the beginning of the class, explain (or have a student explain) the rules of Jeopardy. To adapt Jeopardy to a classroom setting, break the class into two (or potentially three) teams and have these teams compete against each other. Elect a score keeper to keep track of each team's points on the black board.

Once you have divided the class into teams and elected a score keeper, begin by letting the first student from the first team select a question. To select a question, a student should ask for a category and a point value (for example, Flowing for 100). If the student answers the question correctly related to that category and point value accurately, their team gets the points associated with the question. If not, another team has the opportunity to steal the points by answering the question correctly. If no team can answer a question correctly, the points are forfeited. Allowing teams to "steal" questions ensures that the competition is stiffened and that all students are paying attention.

Rotate who answers questions so that each student on a given team answers one question before any student on that same team answers two questions. Although, when the first team has missed a question and another team is trying to steal the points, it may make sense to allow the other team to talk silently as a group before attempting to steal the points. This type of whole group, timed (20 seconds or so) discussion provides an opportunity for collaborative learning because teams have to work together to decide upon the right answer.

If the activity has enough time, each student will get to answer multiple questions.