connect
community + climate + action

Climate and Community Jeopardy

A Guide to Using Online Jeopardy for Community-Based Climate Education

Introduction

Climate Jeopardy is a fun twist on the popular question-and-answer game show. It provides an engaging way to find out what people know about climate change and start to expose them to a bit more climate education. It also provides players with an opportunity to get to know each other and explore the benefits (and possible difficulties) of working with multidisciplinary teams where people bring different knowledge, experiences and perspectives.

For Connect, we have created a new version of this Jeopardy game, focused on Climate Change in Great Lakes Communities. This version introduces people to the ideas of community assets and concerns as they relate to climate change and climate action.

You can use this as an active, participatory introduction to the subject of community-based climate action or as a wrap-up activity to see what people have learned. Climate Jeopardy is also a great student activity; see below for some suggestions on using it in the classroom. It can be done with small or large groups, in a workshop or auditorium setting.

> **Objective:** Learn about the impacts of climate change on your community with an engaging trivia game
> **Audience:** High school and up; could be adapted for middle school
> **Materials:** Computer with Internet access and projector/screen or printed game cards (30 index cards or Cheat Sheet game cards below, cut out), pencil or pen, and paper
> **Time:** Multi-team (12-30 participants) about 1 hour; single team (30+ participants)

Climate Change in Great Lakes Communities Jeopardy

http://tinyurl.com/GLclimatecommunityjeopardy

Facilitator and Space

At minimum, this game requires one facilitator to lead the group. It is helpful but not necessary for the facilitator to have some background in climate change, especially community-based climate action, to answer questions about the Jeopardy answers. It is also helpful to have another person do the online scoring.

For multiple teams, you will need a room with small tables or at least movable chairs that you can group together in teams. For a single team, any room setup will work—classroom, workshop, or lecture style.

Instructions (Multiple Teams)

- Divide your group into teams of three to seven people as they arrive. If you know the participants, try to build teams of people with different backgrounds, knowledge, and experience. You can have up to 12 teams online—but three or four are much more manageable. Select the number of teams from the dropdown menu.

- When everyone is seated, welcome them, explain the purpose of the activity, and ask them to introduce themselves, sharing their name and, for fun, their experience, if any, with Jeopardy. If they have never watched or played Jeopardy, ask them to share an experience with a different trivia game.

- Explain how this Jeopardy game works.

- Determine which team will go first. You may randomly select a team or create one in a fun way:

  - Ask a trivia question about your community; the first team to get the correct answer gets to begin the game.

  - Play a few rounds of rock-paper-scissors with one person from each team, and start with the winner of two or three rounds.

  - Give the starting turn as a reward for an activity that precedes the Jeopardy game.

- The first team selects a category, then selects a point value. Point out that questions worth 100 points are intended to be easier than questions worth 500 points.

  - Click on the point value to reveal the response and read it out loud.

  - Any team member from any team can clap hands (or ring a bell—or any other interesting and easy-to-spot way to show they want to respond) to indicate that they have the correct answer.

  - The host calls on the first team that claps and asks them to provide the answer, which should be given in the form of a question.

  - Here's how to score:
    - If the answer is correct, add points to the team score and move on to the next one. See instructions for keeping score in the text box below. The team with the correct answer chooses the next category and point value.

    - If the answer is not correct, announce that the answer is incorrect and subtract points from the team score. Ask the group if anyone else wants to take a stab at responding, and keep trying to get the correct response so everyone can learn more about climate change and communities. Other teams can ring or clap to get a chance to respond.
    - If no one gets the correct response, read the correct answer and discuss it for a few minutes. Ask the last team that gave a correct response to choose the next category and point value.

> ### Keeping Score in Online Jeopardy
>
> Use the score tracker at the bottom of the screen. Click on the + or – buttons to add or remove points for each team. Note that scorekeeping doesn't happen automatically, and the program will allow you to continue playing without keeping score. It's helpful to have an assistant run the program on the computer while the host runs the game.

- Continue to play until you run out of time, a team reaches a preselected "winning" point value that you determine beforehand, or all the questions are answered.

- You can give out prizes—or just a warm congratulations. This is a good time to point out how much everyone already knows about climate change and about their communities. It's also a good time to discuss the benefits (and possible difficulties) of working with interdisciplinary teams where people bring different knowledge, experiences, and perspectives.

Have fun! Read on (after single-team instructions) for some additional ideas for tailoring and building on the game.

Instructions (Single Team)

There may be cases when splitting a group up into teams is not practical, either because of the large size of the group or time constraints. You can still play Jeopardy and have fun doing it! Single-team Jeopardy works well in very large groups and can be done with auditorium-style seating. It illustrates the collective knowledge of the group and reinforces the idea that everyone brings resources to the table. It can also be a good introduction to a presentation or workshop to get people excited and engaged.

● Ahead of time, set up the Jeopardy scoreboard by selecting "1 team" from the dropdown menu and clicking "start." Use full screen mode (F11 key) if you are projecting onto a large screen.

● When everyone is seated, welcome them, explain the purpose of the activity and how the Jeopardy game works. Announce that they will be playing together, as a single team, to see how much as a group they know about climate and community. Points will be cumulative for the group.

   ○ Ask the audience to raise their hands to choose a category and dollar value. Point out that questions worth 100 points are intended to be easier than questions worth 500 points. Choose an audience member.

   ○ Click on the point value to reveal the response and read it out loud.

   ○ Allow the audience member to answer the question.

   ○ Here's how to score:
     • If the answer is correct, add points to the team score and move on to the next one. See instructions for keeping score in the text box below. The team with the correct answer chooses the next category and point value.

     • If the answer is not correct, say so and subtract points from the team score. Ask if anyone else wants to take a stab at responding, and keep trying to get the correct response so everyone can learn more about climate change and communities.

     • If no one gets the correct response, reveal the correct answer and discuss. Ask the audience for another contestant to choose the next category and point value.

● Continue as time allows. You can choose to complete the entire activity, or give yourself a time limit (10 to 15 minutes), then move on to other planned activities.

● To wrap up, highlight the number of points the group accumulated and emphasize that they do have knowledge about climate change and communities.

Additional Ideas

Want to Brush Up on Climate Change Basics?

● If you feel it would be helpful to learn more yourself before facilitating this game, here are a few helpful websites. You can also share these with your group after the game, for people interested in learning more on their own.

● EPA: Climate Change – Basic Information (http://www3.epa.gov/climatechange/basics/)
Concise summary including current status, causes, effects, and action that can be taken to mitigate climate change.

- A Student's Guide to Global Climate Change (http://www3.epa.gov/climatechange/kids/basics/index.html)
  Similar to the EPA resource above, but unnecessary jargon has been removed and complex concepts reframed for increased comprehension and engagement with a younger audience.

- Climate Kids: NASA's Eyes on the Earth (http://climatekids.nasa.gov)
  Fun, interactive informational guide for school-aged children. Walks students through "the big questions" around climate change, addressing definitions, carbon, the greenhouse effect, scientific evidence, ocean impacts, action, and areas for further research.

- National Climate Assessment: Midwest (2014) (http://nca2014.globalchange.gov/report/regions/midwest)
  Well-designed resource detailing the specific impacts of climate change in the Midwest. Integrates scientific datasets and highlights impacts on agriculture, forest communities, public health, fossil fuel use, rainfall and flooding, and the Great Lakes.

Make Your Own Climate and Community Jeopardy Game

Jeopardy can easily be modified to meet the unique needs of your group. Redesign itself can be a valuable student activity, allowing students to select categories in line with their interests and conduct research independently or in small groups to propose potential questions and answers (see below for instructions on jeopardy design as a student activity).

Click on the Jeopardy link above to start with our template, then click on Edit. This will take you to a screen asking, "Is this your template?" In the No section, you can enter a password to create your own template and then tailor the game to your interests and specifically to the climate affects and community assets relevant to your work, region, and community.

If you are focusing on the Chicago region and want to tailor the climate questions to that region, a good starting point is the Chicago Wilderness region Jeopardy game that focuses on southern Lake Michigan):
https://jeopardylabs.com/confirm/chicago-wilderness-climate-change

Alternatively, if you want to start from scratch, go to the Jeopardy Labs site and click Start Building.

Play Offline

If you prefer to play offline, you can make a gameboard using cards. Here are some simple guidelines for creating your board:

- Print and cut the cards found on the last two pages of this tool. Or, you can write everything out on index cards. You'll need 30 cards: five category title cards plus five cards for each category.

- Write the name of each category on a card. Lay out the cards on a table or post them on a board so that they form a grid like the one shown in the cheat sheet.

- Write out one "answer" per card and write the appropriate point value on the opposite.

- Lay out the cards on a table, with the point value face up. When playing the game, turn over the card with the selected point value to reveal the response.

- Remember to create your own scorecard with one column for each team, and just record scores with a + or – before them during each team's turn so that you can add or subtract the numbers at the end of the game.

Moving from Games to Action

Once your game is over, take a few minutes to reflect on it and think through next steps, either for additional education about community-based climate action and/or about actions that participants might do individually or together. Here are a few questions you might use to guide this reflection, using the ORID framework from the Institute of Cultural Affairs (ICA). To answer these, it might be helpful to display the cheat sheet below on the screen for easy reference to remind people of the responses/questions.

Guiding Questions

O – Objective: What climate-related response/question stands out the most in your memory?

R – Reflective: What community-related question feel most related to your community, and how so?

I – Interpretive: How has this game pushed your thinking in some new ways about climate change and climate action, as it relates to communities?

D – Decisional: What do we want to do next to follow up on this game? Do we need to learn more about something specific related to climate? Is there a particular community asset or concern that we want to try to address in some new ways in our action work?

Using Climate Jeopardy in the Classroom

If you are a classroom teacher, Jeopardy can be used as fun, engaging, pre/post assessment. Pre-activity, play the Jeopardy game and have all students write down their answers before the contestant answers verbally. Once everyone has answered, then have the contestant answer. Alternatively, have all students write down their answer, and then raise their hand as soon as they're done. The first student to raise their hand and answer correctly gets the opportunity to answer the question and choose the next question. You may also have students work in teams to answer questions, again writing down answers before verbalizing. Play Jeopardy again post-activity, and compare students' answers to their earlier game results.

Also consider having the students design their own Climate Jeopardy game. Tailoring the game to your classroom will increase student engagement and ensure that questions and answers are age appropriate and reflect the local community.

First, we recommend an introductory lecture to familiarize students with basic climate science and get students thinking about the intersections between climate change and their community. Next, brainstorm possible question categories together as a class. The instructor can write all the possibilities on the board (such as "water," "storms," "energy," and "school"). After about six to ten potential categories have been suggested, the instructor can help the class identify appropriate categories (based on relevance to climate change and community issues, as well as suitability in scope).

Next, the class can be divided into groups, with each group assigned a category (category/group number can vary as appropriate based on class size). Student groups will be given 15 to 30 minutes for structured research of their category. Research materials could include other Connect tools, including Climate and Community Connections documents. Each student should prepare one to three questions and answers that fit within their research category (depending on group size) and share them with their group. Collectively, with guidance from their instructor, each group will select six questions and submit a written copy of the questions and answers to their instructor. The instructor will construct the new Jeopardy template based on student submissions as described under Make Your Own Climate and Community Jeopardy Game.

This activity is best paired with another class. For example, two fourth-grade classes can prepare Jeopardy as described here and then switch, allowing all of the questions and answers to be new to the receiving class. If unable to switch with another class, students can play with the version they just created; however, they may not answer questions from the category they researched.

Just for Fun: Game Show Hosts and Climate Change

Alex Trebek, host of *Jeopardy!*, made a public statement about climate change after the host of *Wheel of Fortune* was in the news saying that climate change is a hoax. Read more about the statement in these two salon.com articles:

- "Pat Sajak's vicious climate change denial, and the world of conservative game show hosts"
  (http://www.salon.com/2014/05/20/pat_sajaks_vicious_climate_change_denial_and_the_world_of_conservative_game_show_hosts/)

- "Alex Trebek tells Salon humans are causing climate change"
  (http://www.salon.com/2014/05/28/alex_trebek_tells_salon_humans_are_causing_climate_change/)

Climate Jeopardy Game – Cheat Sheet

Points	Community Assets	Climate Science	Local Climate Trends	Climate Action	Community Concerns
100	These public spaces offer opportunities for outdoor recreation, sports activities, classes, and more in settings that usually include trees, plants and wildlife. It is one example of a tangible community asset. Q: What are parks?	The day-to-day atmospheric conditions that include temperature and precipitation. Q: What is weather?	This disruption of long-term patterns of temperature, precipitation, etc. on a global and local scale is happening here, now. Q: What is climate change?	This mode of transportation is healthy and carbon free. It can be encouraged in cities, towns and suburbs by providing sturdy sidewalks and safe neighborhoods. Q: What is walking (or biking)?	We want good education and diverse opportunities for personal and leadership development for these community members. Q: What are youth?
200	This space provides residents with books free of charge but also serves as a gathering, entertainment, and educational resource. It is also a valuable asset because it is generally seen as a neutral space that benefits everyone. Q: What is a library?	The average weather conditions for a particular region measured across all seasons for a 30-year period. Q: What is climate?	This type of weather event causes problems for basements and roads—and it's increasing with climate change. Q: What are storms (or flooding)?	This type of garden can accept runoff after a big storm and help to reduce local flooding. Q: What is a rain garden?	We want these spaces in which to run, play, walk our dogs, relax, and just generally enjoy. Q: What are green spaces?
300	This type of knowledge is passed down through generations. Examples relevant to climate action include medicinal gardening, canning, and darning. This is one example of an intangible community asset. Q: What is traditional knowledge (or oral tradition)?	The phenomenon that describes gases trapping heat in the atmosphere. Q: What is the greenhouse effect?	This season is projected to have more rain than snow, in contrast to historical patterns. Q: What is winter?	Checking in on neighbors, especially elderly, is crucial during this type of extreme summer weather event. Q: What is a heat wave?	We want to live in, visit, walk, bike, and drive around the community without fear. Q: What is safety?
400	This term describes someone in the community who has great knowledge and experience in a topic. Q: What is a local expert (or an elder)?	Carbon dioxide, methane, nitrous oxide and some refrigerants are examples of these types of gases that have been increasing in the atmosphere since the industrial revolution because of human activity. Q: What are	This time of day does not get as cool as it used to, so there is less relief from high temperatures. Q: What is nighttime?	Greenhouse gases and other air pollution is reduced when these are turned off. Q: What are cars, buses, and/or truck engines (or computers, electronic devices, and/or appliances)?	We want access to quality and affordable health care as well as clean air and water. Q: What is good health?

		greenhouse gases?			
500	This shared sense of belonging can help neighbors work together to solve problems. Q: What is community?	The percentage of climate scientists who agree that the climate is changing, and getting warmer, because of greenhouse gas emissions from human activity. Q: What is more than 95 percent?	The period of days in which plants are actively growing. This is especially interesting to gardeners and farmers and is getting longer with climate change. Q: What is the growing season?	This type of diet, based on vegetables, fruits, grains, and nuts, has a smaller climate footprint than a diet based on meat. Q: What is a vegetarian diet?	We want communities that provide with well-paying, meaningful jobs, a healthy environment, and a high quality of life for everyone. Q: What is sustainability?