

Sustainability is in Jeopardy Game

Created by Emily Menzies while working for the Sierra Youth Coalition / Sierra Club BC

Game Set-up

Divide class into teams of 10 (each team arranged around a table for quick discussion works best) to compete in an interactive powerpoint game based on everyone's T.V. favourite, Jeopardy! (Yes, Alex Trebeck will be making a guest appearance!!!)

Give each team a couple of sheets of paper and pens on which to write their answers to the 200 and 300 level questions.

There are 3 sets of questions (worth 100, 200 or 300 points) and answers for each of the 5 categories of sustainability: Air, Water, Energy, Economy, Materials. Write score chart on board – each team can come up with a name if you have time. Have each team choose a “buzzer” – their team rep who will indicate if the team can answer a question. Give a demo of how a “buzzer” can buzz – jumping up, making a beep or buzz sound up etc. Start the game by asking the class “who is ready to play sustainability is in jeopardy?! – first team to “buzz” gets to pick the first category.

Playing the Game

Just as in T.V. Jeopardy, each team will have a chance to select the category and difficulty of the question they attempt by answering the previous question right. These questions will:

- 1.) Build awareness of the category itself (100 points is awarded to the team that selects it, if they answer correctly within 10 seconds)
- 2.) Create understanding of the importance of the category (200 points is awarded to each team with a correct answer that is different from all the teams that have answered already. Tip: brainstorm as many unique ideas as you can in 2 min.)
- 3.) Encourage participants to brainstorm projects and actions they can take to solve or promote sustainability of the category (300 points is awarded to each team for each project they come up with and 50 points for each action they commit to doing in the 4 minutes provided)

Before starting the game, explain the difference in the three categories, and why the different types of questions are worth more points when they are about actions students can take. You will have to remind the class of this after each of the first couple of questions is asked until they get the hang of it.

End of Game

The game will end when the 15th question has been attempted. The score will be tallied and the winning team will get cool eco-prizes for all of its members!!!

Wrap-Up

1. Get each student to commit to one of the actions brought up during the game and write it on their “Next Step to Sustainability” sticker and on their team's Take Action Chart, then post on the wall
2. Classes can use the Sustainable High Schools Kit to assess and improve their school sustainability: <https://sierraclub.bc.ca/wp-content/uploads/2015/08/SHS-Kit.pdf>

Summary of the Jeopardy questions and answers:

	Question	Answer
Air for 100	What do we call substances such as Carbon Dioxide and Methane that trap the sun's heat in the earth's atmosphere	What are: <i>Green House Gases</i>
Air for 200	What are negative impacts of Parents idling while picking up or dropping off students in front of the school	What are: <i>asthma and breathing problems created by air pollution; climate change by the emission of GHG's; waste of gas (a non-renewable resource), waste of parents' time and money, safety hazard for students crossing the street, obesity in students</i>
Air for 300	What are Personal Actions and/or School Projects that would maintain or improve air quality?	What are... <i>personal actions: bike, walk, skate, or bus to school; projects: environmental club issues "idling tickets" to guilty parents to educate school community about health/enviro risks of idling.</i>
Energy for 100	CFL is short for something that uses at least 2/3 less energy than standard incandescent bulbs and last as much as 10 times longer.	What is a Compact Florescent Lamp
Energy for 200	The production and use of this accounts for nearly 80% of air pollution, >83% of GHGs and more environmental damage than any other human activity. What is it and give an example of how its production and consumption can negatively impact non-humans.	What is energy? And it its production destroys habitat through mining, damming, drilling, transportation (spills), war... In consumption use of machines, lasers, pesticides etc. to kill non-humans....as well as ecosystem integrity, food sources and migratory routes through climate change
Energy for 300	What are Personal Actions and/or School Projects that would reduce the amount of fossil fueled energy consumption?	<i>Replace windows, fixtures and appliances with efficient and energy star rated ones, invest in renewable energy sources, reduce consumption,</i>
Economy for 100	What is a place of work where employees can be "Girls as young as 13 to 15 years old, who work from 7:30 am to 9:00 pm, Monday through Friday. These workplaces often do not pay legal wages or comply with safety, labour or environmental laws, have mandatory pregnancy tests and forcibly eliminate union activity.	What is a sweatshop factory?
Economy for 200	What is a widely available ethical product?	What is... <i>fair trade bananas, organic sugar, unbleached paper, sweat-free shoes, hemp shirt, locally grown vegetables, second-hand bike, biodegradable soap, rechargeable batteries, energy star fridge</i>

Economy for 300	What are Personal Actions and/or School Projects that would increase global economic justice and local economic viability?	Buy fair trade, organic, sweat-free, union made, local, bio-regional, non-GMO, from non-monopolistic, smaller companies with policies or commitments that ensure ecological, social and economic well-being
Water for 100	What is a North American household activity that uses, on average, 19L of water, which is about the same amount that many people in sub-Saharan Africa use in an entire day for ALL their water needs.	What is flushing the toilet?
Water for 200	What are Effects of climate change on water- globally and/or locally?	<p>What are:</p> <ul style="list-style-type: none"> ✓ melting glaciers, rising snowlines ✓ reduced stream and river flow ✓ rising sea levels ✓ droughts, floods, more intense storms ✓ less water for agriculture and human consumption, ✓ decreased number of aquatic species, reduced fish stocks ✓ decreasing water quality, increase in parasites
Water for 300	What are Personal Actions and/or School Projects that would maintain our access to quality, healthy water in the long run?	<p>Personal: shorter showers, efficient fixtures, more permeable surfacing, intact watersheds, no toxins/cleaners/pesticides/fertilizers, native & drought-resistant greenspace Project: improve sewage treatment, water reclamation, litter & cigarette butts, stop leaks, restore wetlands</p>
Materials for 100	This room in your school produces tons of waste in the form of metal, plastic, paper, food, glass every day	What is the Cafeteria?
Materials for 200	The production of this material destroys habitats, creates bioaccumulative toxins such as dioxin, pollutes waterways, takes up space in landfills and is the 3 rd largest source of GHGs in the world.	What is paper? Bonus: specify chlorine bleached, from virgin resources, double spaced, single sided and thrown in the garbage
Materials for 300	What are Personal Actions and/or School Projects that would reduce the amount of materials taken to a landfill?	<p>Personal: Refuse, Reduce consumption, reuse, refill, recycle, refurbish, more durable, biodegradable goods, services and practices, projects: compost, anti-consumerism, stuff swaps, ethical purchasing policy</p>

