

Lesson Plan for “Typhoon” game

Student Outcome: Students will revise and practise lesson material while being engaged in a team game.

Notes:

This game is completely versatile, and can be adapted and used for a great many different purposes. In this particular case I was using it for revision of parts of speech.

Preparing the game:

1. On the board draw a grid – in this case I drew a 5 x 7 grid with 35 squares, and each column and row is given a reference (letter / number / word)

e.g.

5							
4							
3							
2							
1							
	A	B	C	D	E	F	G

In some situations it is worth using vocabulary words for the grid references (e.g. an adjective / number for horizontal and a noun for vertical) because it gives the students practice at reading and saying these words when they choose their box.

The size of the grid can be varied for longer / shorter game sessions, depending on how quickly the class moves through the questions.

2. On a piece of paper draw the same grid. Put a score into each box.

- Most boxes will contain a number score - such as 10, 100 50, 1, 1000000 ... it doesn't really matter.
- Some boxes will contain a 'T' for "Typhoon".

Optionally, some boxes could contain:

- 'S' for "Steal"
- 'D' for "Double"
- 'Swap' for "Swap"!

3. Put the students into teams – it doesn't matter how many, as long as there are at least 3 teams. Write/draw a place on the board where each team score will be (progressively) recorded.

4. Have some questions ready to ask about the set topic. Anything will do, any subject, whatever is relevant at the time. You can even work through a workbook page.

Playing the Game

Each team in turn is asked a question – they can confer and come up with the answer.

(To be 'fair', I try to give the same type of question to each group, so that the game moves on in 'rounds').

If the answer is given in reasonable time and is correct, then they get to "choose a box". If not, then the next team is given their question. If someone blurts out an incorrect answer, that is taken as their answer.

(Whatever is in the chosen box is then written recorded in the corresponding box on the board.)

- If the box has a numerical score, this is recorded (added to previous score) next to the team name on the board.
- If the box has a 'T', they are asked to decide which team's score they would like to 'blow away' – but they get no score themselves.
- If the box has an 'S', they are asked to choose whose score they would like to 'steal', gaining that score and leaving the other team with zero.
- If the box has a 'D', they can double their present score (but $0 + 0$ is still 0!)
- If the box has 'Swap', they must choose which team they wish to swap scores with – although this may in fact give them a lower score.

If the game is progressing more slowly than expected, and there will not be time to complete all the questions before the end of the lesson, then the grid could still be completed by simply allowing each team in turn to choose a box without first answering a question.

Subsequent games

Not all games have to include all of the score options, and more can be added if desired.

It has been found that using massive numbers (millions) can increase excitement without really affecting the way the game progresses. (Large scores get 'typhooned' first!)

After one or two sessions, the students should very soon be able to 'run' the game themselves. Ask a team / group to work on the questions, the grid, presenting the game etc – it can prove a very worthwhile learning activity in itself.