CIS Jeopardy

Theme and Level

Theme: Evaluate Options
Level: Getting Started

At a Glance

Students learn how to locate information in CIS using a Jeopardy-like game.
Time: 75 minutes.

Essential Questions

- How do I find the information I need in CIS?

Preparation

- Reserve computer lab with overhead projector enabled
- Ensure lab has sufficient open space for activity
- Establish CIS portfolios before this lesson
- Review PowerPoint presentation, checking answers for currency and editing if needed
- *Optional:* Buy small prizes for winning group members

Steps

1. Divide the class into five groups with at least one computer per group.
2. Ensure that CIS is open on at least one computer per group. Ask students to log in using their portfolio usernames and passwords.
3. Show PowerPoint (PPT) Slide 1. Explain to students that they will be playing a CIS Jeopardy-like game to enhance their knowledge of CIS and career information. For those who have never played Jeopardy, introduce them to this TV show. Explain that the difference in this version of the game is that they will be given the *questions*, and they must provide the *answers*.
4. Ask each group to appoint a speaker; explain that this person will be the only person in the group allowed to provide answers.
5. Show PPT Slide 2, which is the Jeopardy game board.
6. Ask the first group to select a category and an amount, and then answer the question in a given time period one minute, for example. (You may need to lengthen this time for new users.)
7. Students can whisper answer ideas among the group, but if the answer is heard by the teacher before the group is ready to give their answer, or if anyone but the appointed speaker shouts out the answer, the group loses their turn, and play proceeds to the next group.
8. Groups that answer correctly win the points and continue selecting questions until they make a mistake.
9. Groups that answer incorrectly do not lose points; however, the other groups are given a chance to answer this question and earn the points by raising their hands when they have an answer.
10. Play stays with the group providing the correct answer until the group errs or cannot answer the question in the allotted time. Play then proceeds to the next group, and continues until you run out of questions.
11. The team with the most points at the end of the allotted class time wins.
12. Ask students to enter their reflections about this activity in their portfolios as indicated below.

Variations and Accommodations

- Ask students to design the questions and research the answers, and then assemble the game with their questions and answers.

Assessment

Use the *CIS Jeopardy Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about this activity in the *What did you learn about yourself from the career research you completed?* text box within the Evaluate Options section of Career Plan.

Materials

Computer lab with overhead projector and CIS access
CIS Jeopardy (PPTX)
CIS Jeopardy Scoring Guide (PDF)
CIS Jeopardy Scoring Guide (DOCX)
Optional: Prizes

Materials shown on the left in blue are available by logging into a MCIS Administrative or Staff Account

Goals and Standards

Common Core State Standards

- English Language Arts Career Anchor: Speaking & Listening

National Career Development Guidelines

- GOAL CM3 Use accurate, current and unbiased career information during career planning and management.

American School Counselor Association

- Career Development

Bloom's Taxonomy: Evaluating, Understanding, Applying

American School Counselor Association (ASCA) Mindsets and Behaviors for Student Success

Mindset Standards

- Self-Confidence in Ability to Succeed
- Sense of Belonging in the School Environment
- Positive Attitude Toward Work and Learning

Behavior Standards: Learning Strategies

- Demonstrate Critical-Thinking Skills to Make Informed Decisions
- Demonstrate Creativity
- Apply Media and Technology Skills

Behavior Standards: Self-Management Skills

- Demonstrate Ability to Assume Responsibility
- Demonstrate Self-Discipline and Self-Control
- Demonstrate Perseverance to Achieve Long- and Short-Term Goals

Behavior Standards: Social Skills

- Use Effective Oral and Written Communication Skills and Listening Skills
- Create Positive and Supportive Relationships with Other Students
- Use Effective Collaboration and Cooperation Skills
- Use Leadership and Teamwork Skills to Work Effectively in Diverse Teams