

Activity 1: Syllabus terminology

Description of teaching strategy

The aim of this activity is to assist students in becoming more familiar with syllabus terminology and placing it in a relevant context. The object of the game '*articulate*' is to score the most points by correctly guessing the most words.

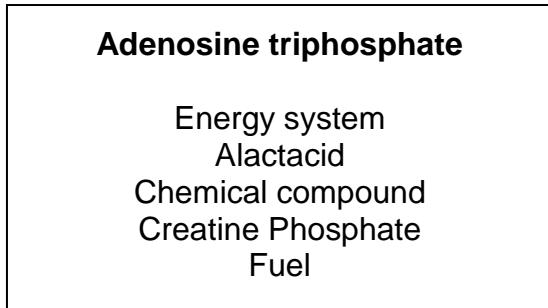
Activity

- Divide into two teams.

Rules

- No form or part of any word printed on the card may be given as a clue.
- No gestures can be made.
- No noises or sound effects can be made.
- You cannot say "sounds like" or "rhymes with" another word.
- No initials or abbreviations can be given if they represent a word on the card.

Example:



You cannot say: adenosine triphosphate (ATP), energy system, alactacid, chemical compound, creatine phosphate (CP) or fuel.

To help your team guess adenosine triphosphate you could say:

- This group of molecules are used to help initiate muscle contraction.
- Consists of three small molecules and one big molecule.
- When used, the molecules break their bonds.

- Team A chooses their first clue giver. Team members sit opposite the clue giver and a member of the team B sits next to clue giver. That person oversees the clue giver and calls out "bleep" if the clue giver breaks a rule.
- Any card where the clue giver breaks a rule is discarded.
- You may pass on a card and place it in the discard pile.
- The clue giver has a **one minute** time limit (teacher is time keeper).
- Team members shout out possible words trying to say the guess word.
- The number of successfully articulated cards at the end of the clue givers turn are awarded as points to team A. The number of cards in the discard pile at the end of the clue givers turn is awarded as points to team B.
- Team B then chooses a clue giver and so on.

The game finishes when all the cards are used or when a team reaches a score limit determined by the teacher.