

Produce a Quiz Show

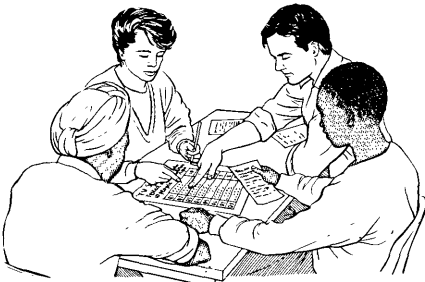
This booklet will help you to plan, organise and run a quiz in your class.

There are four stages involved.

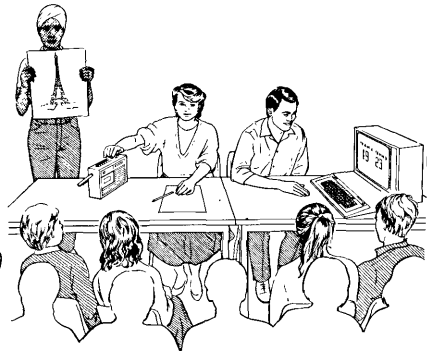


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Stage 1 Looking at examples



To begin with, groups in your class will take it in turns to take part in a number of quizzes. The rest of the class will watch carefully to see what can be learned from them. Later on, you will produce your own quiz either for your class or for another class within your school. Will you be able to make it better than these?

The quizzes are called:

		<i>page</i>
■ 4-in-a-line	needs 6 people	4
■ Brainbox	needs 4 people	6
■ Pass the bucket	needs 7 people	8
■ Team challenge	needs 7 people	10
■ Bluff it out	needs 4 people	12

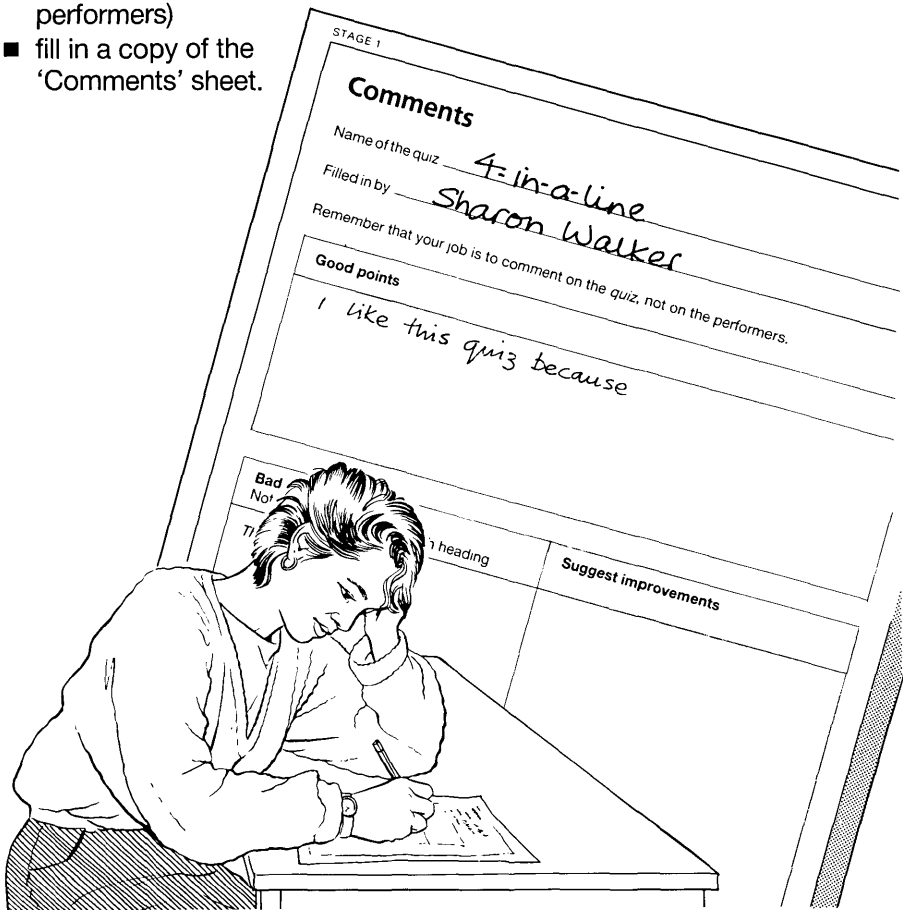
You will also be asked to think of other quizzes you have seen or heard. They may give you some more good ideas.

If you are acting in a quiz

- there is a package which tells you what to do (ask your teacher for it)
- keep the contents of it secret from the rest of the class.

If you are in the audience

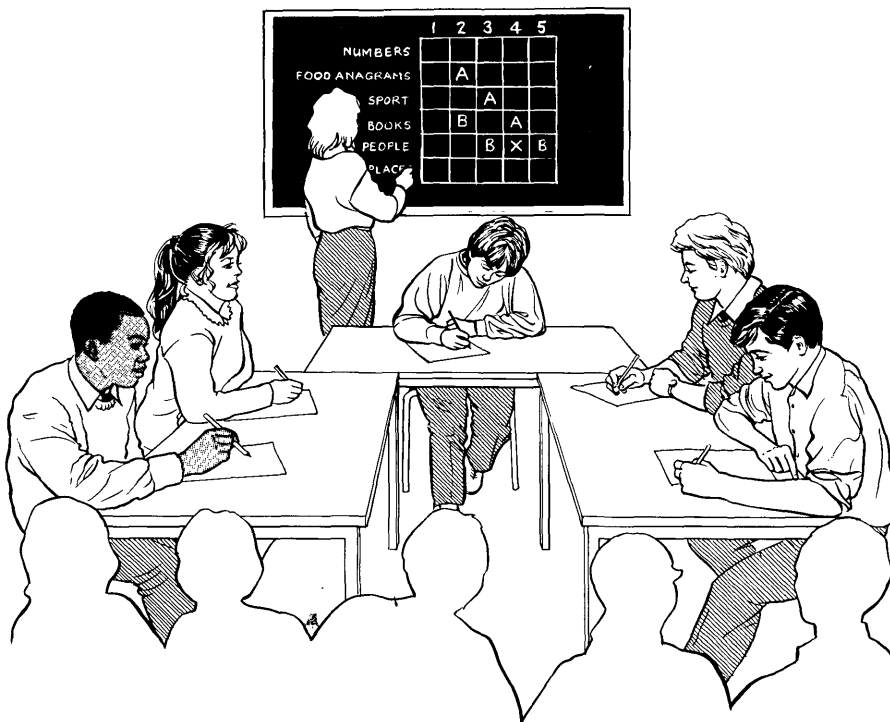
- find the quiz description in this booklet
- watch the quiz carefully
- spot things that are good or bad about *the quiz* (not about the performers)
- fill in a copy of the 'Comments' sheet.



4~IN~A~LINE

This quiz needs a group of 6 people:

- 1 presenter,
- 1 scorer,
- 4 contestants in 2 teams: A and B.



- Read the rules. Make sure you understand them.
- Observe the quiz while it is being acted.
- Fill in a 'Comments' sheet.

The scoreboard

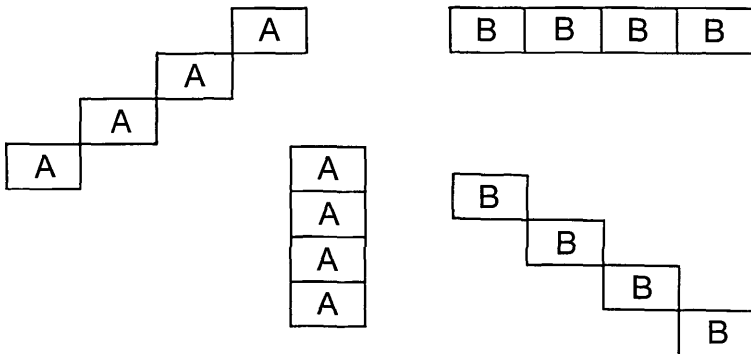
	1	2	3	4	5
NUMBERS					
FOOD ANAGRAMS					
SPORT					
BOOKS					
PEOPLE					
PLACES					

Rules

- Team A chooses a 'box' on the scoreboard.
- The presenter reads out the matching question.
- If team A gets the answer right, the scorer writes 'A' in the box. If team A gets it wrong, the scorer writes 'X' in the box.
- Now it's team B's turn to choose a box . . .

Winning

The first team to have 4 of its letters in a straight line wins the quiz. Here are some ways of making a line.



BRAINBOX

This quiz needs a group of 4 people:

- 1 presenter,
- 1 scorer,
- 2 contestants.



- Read the rules. Make sure you understand them.
- Observe the quiz while it is being acted.
- Fill in a 'Comments' sheet.

Rules

- Each contestant has a round of questions on a special subject followed by a round on general knowledge.
- In each round a contestant has to answer questions for 2 minutes.
- One point is scored for each correct answer.
- If a contestant answers incorrectly, the presenter reads out the correct answer.
- If a contestant does not wish to answer a question, he or she says 'pass' and the presenter moves on to the next question.
- The contestant who scores the most points wins.
- If the result is a tie, then the winner is the contestant who 'passed' on the fewer questions.

pass the bucket

This quiz needs a group of 7 people:

1 presenter,

6 players, in 2 teams of 3; Team A and Team B.



- Read the rules. Make sure you understand them.
- Observe the quiz while it takes place.
- Fill in a 'Comments' sheet.

The situation

There is a bucket containing numbered scraps of paper.
The presenter has matching questions and answers.
The teams sit alternately: A, B, A, B, A, B.
The bucket starts between the middle two players.

The start

- The presenter picks a number out of the bucket, and asks the matching question to the middle two players.
- The first player to answer correctly takes the bucket.

Passing the bucket

- The player with the bucket takes out a number.
- The presenter reads the matching question.
- If the player answers correctly the bucket moves two places towards the team's target goal.
- If the answer is wrong, the bucket moves one place in the other direction.

Scoring

- A goal is scored when the bucket reaches the target goal.
Then the bucket starts again in the middle.
Continue till there are no numbers left in the bucket.

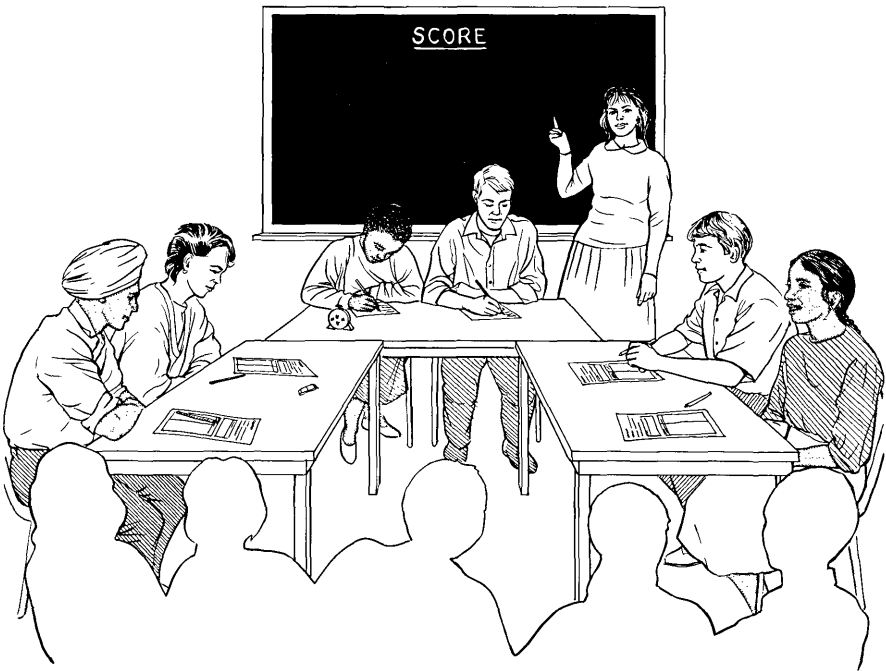
Winning

- The team which scores the most goals wins.

Team Challenge

This quiz needs a group of 7 people:

- 1 presenter,
- 1 scorer,
- 1 timer/referee,
- 4 contestants in 2 teams.



- Read the rules. Make sure you understand them.
- Observe the quiz while it is being acted.
- Fill in a 'Comments' sheet.

The aim is to obtain the highest score after four rounds.

Round 1: 'Alphabet quickies'

The presenter reads out a letter of the alphabet followed by a subject (e.g. P. Colour). The first team to give an example which begins with this letter scores 1 point (e.g. Pink).

Round 2: 'Lo-go!'

The presenter shows pictures to each team in turn. 1 point is scored each time a team correctly identifies a picture.

Round 3: 'Wild goose chase'

The presenter slowly describes a mystery object. Each *contestant* only has *one* chance to guess the name of the object. The first contestant to do this correctly scores 1 point for his or her team.

Round 4: 'Rattle 'em off'

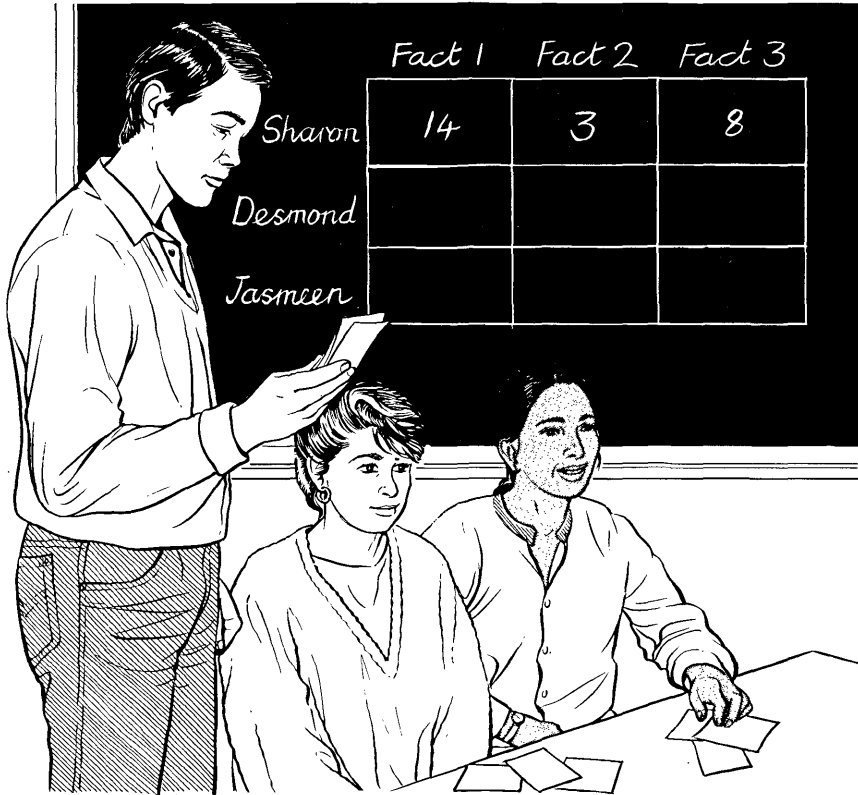
Each contestant is given a topic (e.g. Trees). Contestants have to name as many items on this topic as they can in 10 seconds (e.g. Ash, Oak . . .). 1 point is scored for every item correctly named.

bluff it out

This quiz needs a group of 4 people:

3 players,

1 scorer.



- Read the rules. Make sure you understand them.
- Take part in the quiz.
- Fill in a 'Comments' sheet.

The situation

Each of the players thinks of 3 strange 'facts' about him/herself. Two 'facts' should be lies but the other should be true.

The players try to hide their true 'facts' while the audience tries to spot the true 'fact' for each player.

Rules

- Players write their 3 different 'facts' on separate bits of paper and write 'True' or 'False' beside each of them.
- In turn, each player reads out his or her 3 facts.
- Then members of the audience vote for the 'fact' they think is true (1st, 2nd or 3rd 'fact').
- The scorer writes down the votes on the scoreboard.
- At the end, each player shows the 'True' paper to the audience and the scorer circles the matching number of votes.

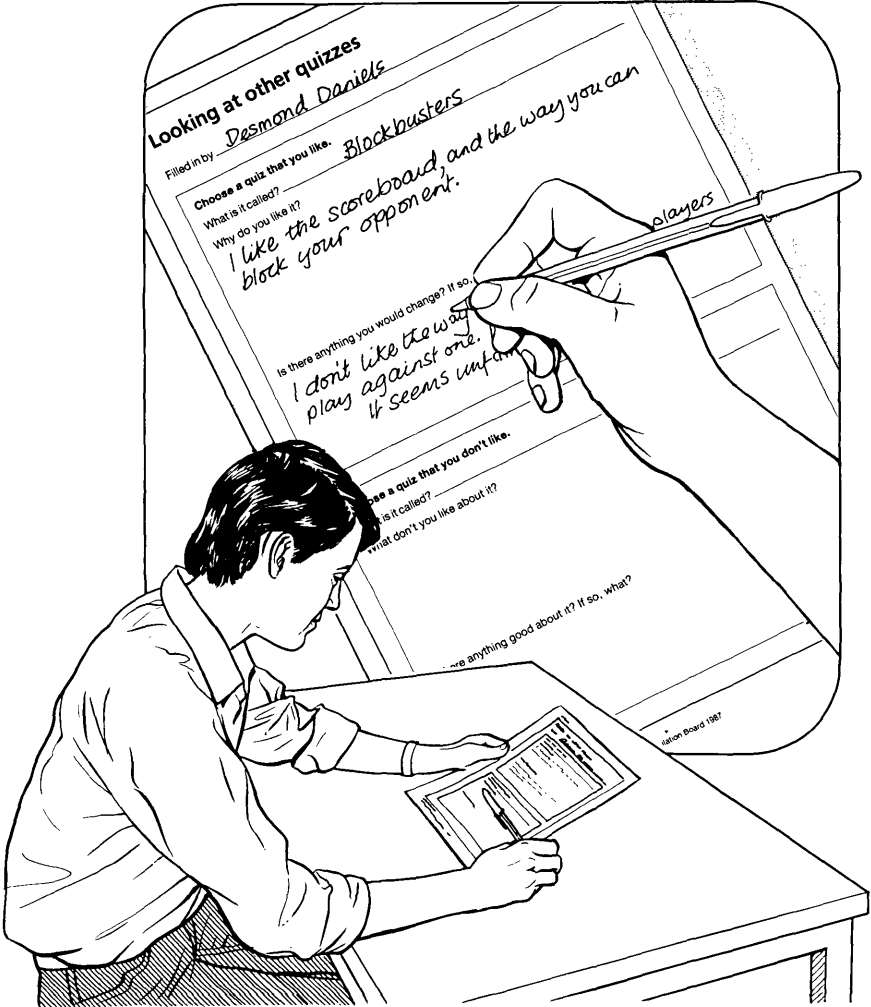
Winner

- The winner is the player with the highest number in his or her circle.

Looking at other quizzes

Make a list of different quizzes – ones you have taken part in, heard on the radio or watched on TV.

Ask your teacher for a copy of the 'Looking at other quizzes' sheet and fill it in yourself.



Stage 2 Developing your own ideas



So far, you have been watching quizzes that have been invented by other people. In this stage, your group will invent a new, original quiz.

This will involve

- brainstorming, where you think of as many ideas as you can about quizzes
- reaching agreement on which ideas are best for your quiz
- drawing up a rough plan, where you describe your quiz in more detail.

Brainstorming

You will each need a copy of the 'Brainstorming' sheet. On your own, make lists to show

- possible quiz topics
- what could happen in your quiz
- different ways of asking and answering questions
- different ways of scoring and winning.

The list of different quizzes you have already made should give you more ideas (see page 14).

Brainstorming
 Filled in by Rajiv Dhur

Quiz name	Topics	
4-in-a-line	Anagrams	People
	Sport	Places
	Books	Picture Puzzles
	T.V. and Films	

My idea

What happens in each quiz

One presenter - 2 teams
 4 people in each team. Whole team is asked lots of general knowledge questions on different topics.

One presenter - 2 people - questions on different phrases. Clues from pictures.

As many questions as you can in 3 minutes. 3 rounds - use tape recorder, slide projector.

How many teams?

How many people in each team?

Are there a number of different rounds?

How many people do you need to run the quiz?

The largest animal in the world is an elephant. True or false?

I want you to taste this and tell me what it is.



Who wrote this tune?

What is this used for?



First person to say what these initials stand for... N.S.P.C.C.

Quiz name	Ways of asking and answering questions
Team challenge	Show pictures. You have to guess what they stand for.
Name that tune	Play tune on tape recorder, and you have to guess the title and singer.
Tastes (my idea)	Blindfold them and ask them to taste something and say what it is.
Whats it for? (my idea)	Show them an article and ask them to say what it's used for.
True or False?	Make 3 statements and they have to say which one is true.



Quiz name	Ways of scoring and winning
Team Challenge	Draw scoreboard on blackboard and give points. Most points wins.
4-in-a-line	Use a giant scoreboard, and get 4 letters in a line.
Bluff it out	People vote on the answer they think is true. 1 point for each vote.
My idea	Time how long it takes to guess each of the pictures - smallest total wins.

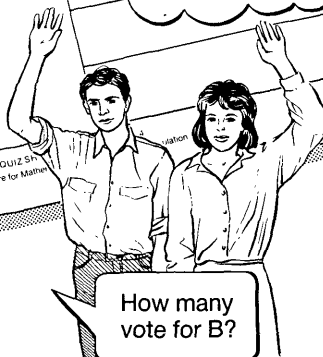
Who is this famous person?



Bonus points?

POP	1	2	3	4	5
TV					B
SPORT	A				
BOOKS	X				
PEOPLE		B	B		A
PLACES		A		A	
NEWS				B	
SCHOOL					

A QUIZ SHOW for Maths



How many vote for B?

A	
B	
C	

Reaching agreement

Look at all the different 'Brainstorming' lists your group has produced. Give each person a chance to explain his or her ideas. On your lists *underline* all the ideas you might use in your quiz.

You may not be able to use all these ideas, so try to agree on the ones that you *will* use.



Find out from your teacher how long your quiz must last. Think of what will happen when you run your quiz – every part from start to finish.

Guess how long the parts will take – you will check the times later.

Drawing up a rough plan

When your group has agreed on your quiz, each person should fill in a 'Rough plan' sheet.

STAGE 2

Rough plan

Filled in by Jenny Thomas

Names of group members Rajiv, Sharon, Desmond, Jenny

STAGE 2

Rough plan (continued)		Quiz details	
Topic or title of each round	How we will put the questions (e.g. pictures, sounds, reading out)	Any rules for answering (e.g. teams in turn, first to answer, time limit)	How we will score the round
T.V. Sounds	Play tape	First team to guess which T.V. programme it comes from. If	2 points for correct answer. 1 point for bonus

Write out a 'Rough running order' on the back of the sheet.

Rough running order

Total time for our quiz is 20 minutes

Name Jenny Thomas

0 mins	Organise teams and furniture	They guess 2 minutes to get ready
	read rules - explain what happens	then 2 mins to explain what happens
5 mins	round 1 - T.V. sounds	3 mins for the first round
	round 2 - Seconds away	4 mins for round 2
10 mins		
	round 3 - People and places	6 mins for round 3
15 mins		
	announce results and clear up	3 mins to clear up
20 mins		
25 mins		

Stage 3 Making detailed preparations



In this stage, you have to plan your quiz in detail.

This will involve

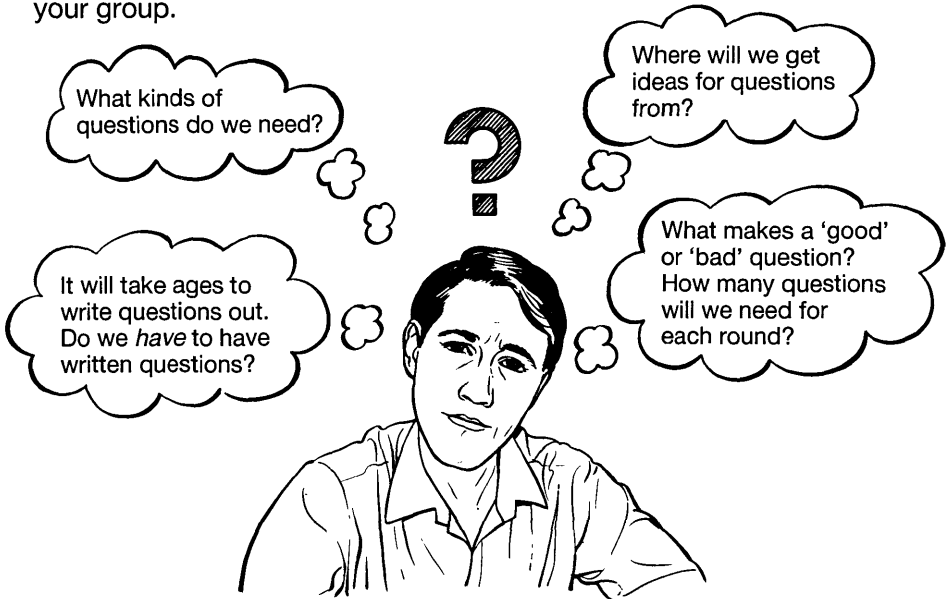
- preparing your questions
- testing your questions
- making sure that you have enough questions
- sorting out your questions
- planning the scoring system and writing the rules
- drawing up the final running order
- deciding on the room arrangement
- the final check.

Your group will need to keep all these details in the 'Our quiz' envelope.

Fill in the cover of the envelope now.

Preparing your questions

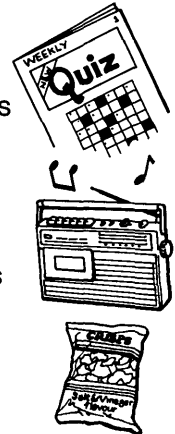
Using your 'Rough plan' sheet, discuss the following problems with your group.



Try to think of easy ways of making up interesting questions. Maybe you could



- use the local library
- use questions from quiz books or games
- cut up magazines, or take photos for picture questions
- use a video for memory questions
- use a tape recorder for sound questions
- use food for taste questions
- use puzzles, anagrams, 'true or false' questions



Use your imagination and try to make your quiz fun to watch!

Look at the questions shown below.

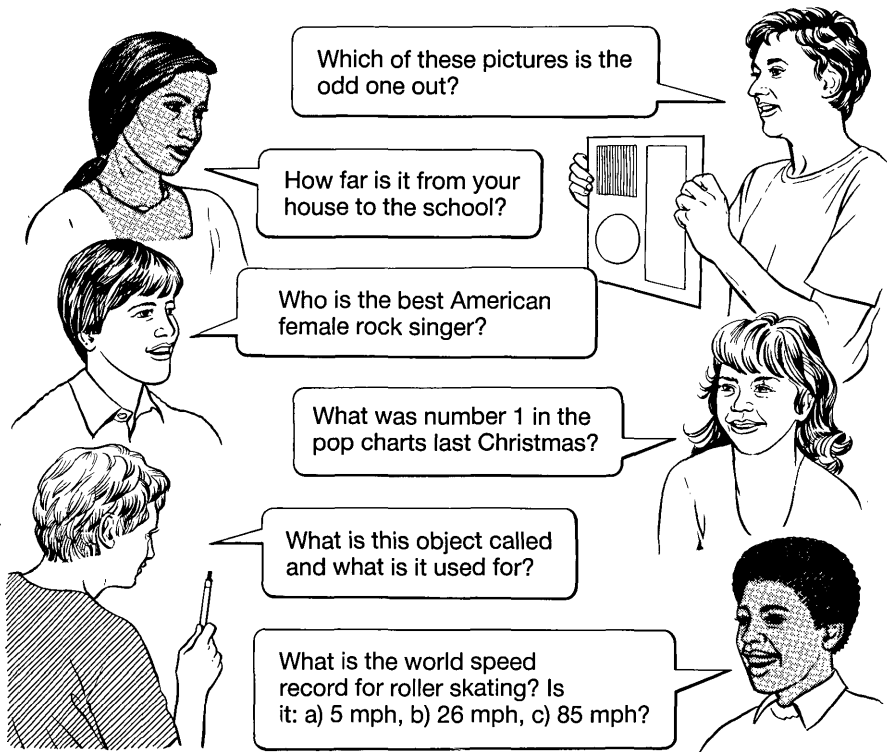
Are they 'good' questions or are they 'bad' questions?

If a question is 'good' then say why.

If a question is 'bad' then try to improve it.

Make up some more examples of 'bad' questions.

Say why they are 'bad'.

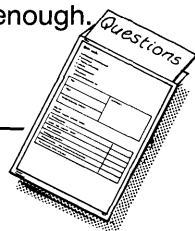


Begin preparing questions for *your* quiz.

How many will you need for each round?

Ask a friend to help you decide if the questions are good enough.

Keep all the 'good' questions in the 'Our quiz' envelope.



Testing your questions

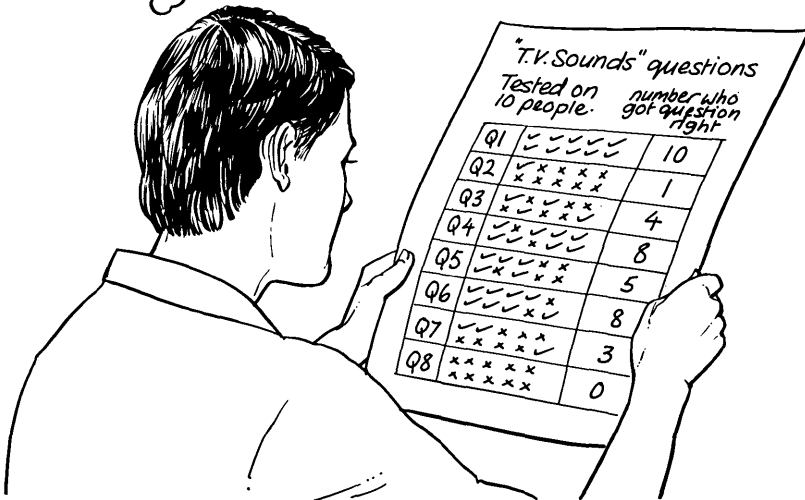
You will need to find out how difficult your questions are.

This quiz is boring to watch, because no-one can answer the questions!

It's not fair!
Your questions are easier than ours.

Test out your questions on your group, or on a few other friends. Keep a record of the number of people that answer each question correctly. This will help you decide if questions are 'easy', 'medium' or 'hard'.

Q1 Looks *too easy* . . .
so we can't use it.
Q8 is *too hard* . . . so is Q2.
Q3 and Q7 look *hard*.
Q4 and Q6 look *easy*.
So we can use Q3, 4, 6 and 7.



Making sure that you have enough questions

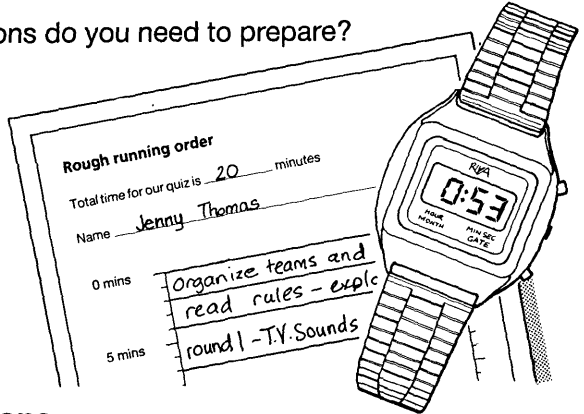
Time how long it takes to ask and answer some of your questions. (You don't need to time them all.)

Look at your 'Rough running order'.

How long do you want each round to last?

So how many more questions do you need to prepare?

It took nearly a minute to ask 10 questions . . . so we'll need about 30 questions for a 3 minute round. Let's prepare 35 to be on the safe side.



Sorting out your questions

Decide how you will organise the questions.

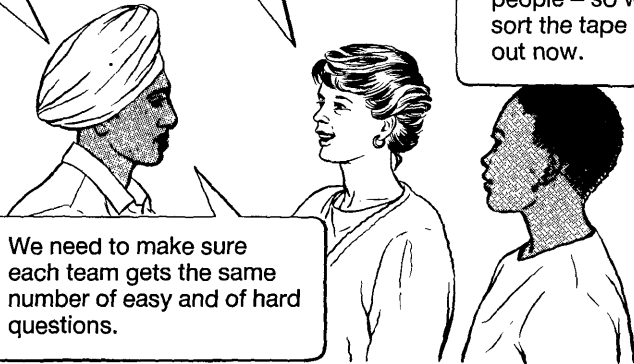
Make sure that you share out the questions fairly.

I think that we should write our questions for round 2 on cards.

Let's sort them into topics.

Let's sort them into easy and hard questions. We've tested the 'T.V. sounds' ones on 10 people - so we can sort the tape recordings out now.

We need to make sure each team gets the same number of easy and of hard questions.

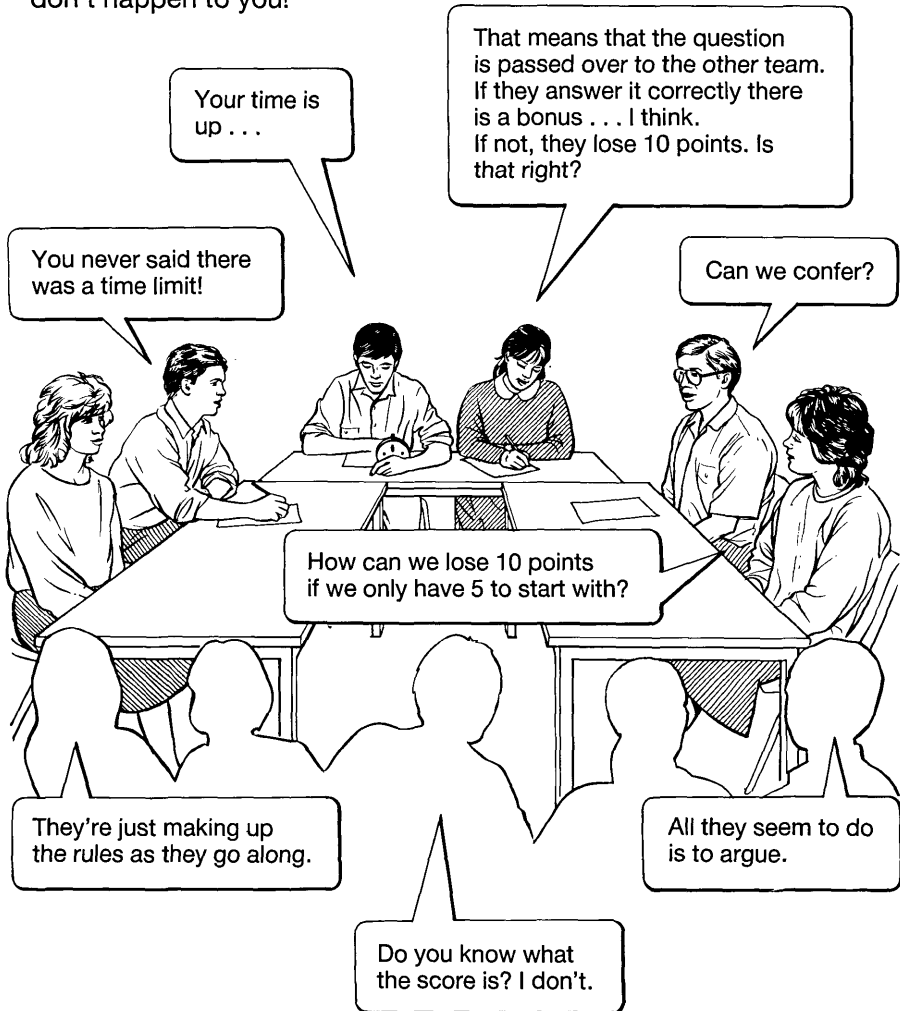


Planning the scoring system and writing the rules

The audience and contestants must understand

- the way the scoring works
- the rules.

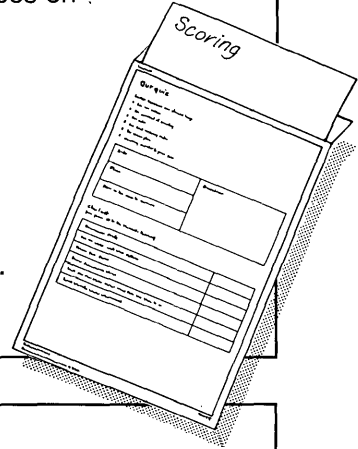
What went wrong in the quiz shown below? Make sure these things don't happen to you!



Look at your 'Rough plan' sheet. Find the parts called 'Any rules for answering' and 'How we will score the round'.

The scoring system

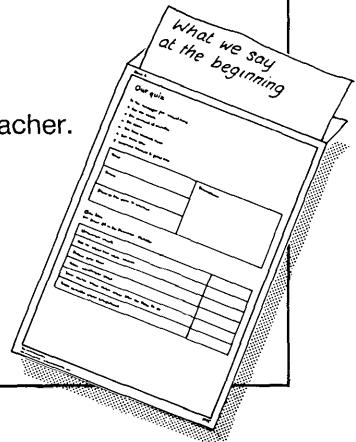
- Make sure that everyone in your group agrees on .
 - the method for scoring each round
 - the method for recording the score
 - the method for deciding who wins.
- Write down your scoring system, and draw a sketch of the scoreboard.
- Put these details in the 'Our quiz' envelope.



The rules

At the start of the quiz, you will have to explain the rules to the audience and contestants.

- Write down exactly what your group will say.
- Read your rules to the group and rewrite anything that is not clear.
- Keep rewriting until you are sure that the audience will understand.
- Test your rules by reading them to your teacher.
- Put them in the 'Our quiz' envelope.



Drawing up the final running order

In your group, try out the whole of your quiz from start to finish.

On a copy of the 'Final running order' sheet, write down

- how long each part takes
- what jobs need to be done during the quiz and who will do them
- what you need to get ready.

Final running order

Names of the group Jenny, Rajiv, Desmond, Sharon

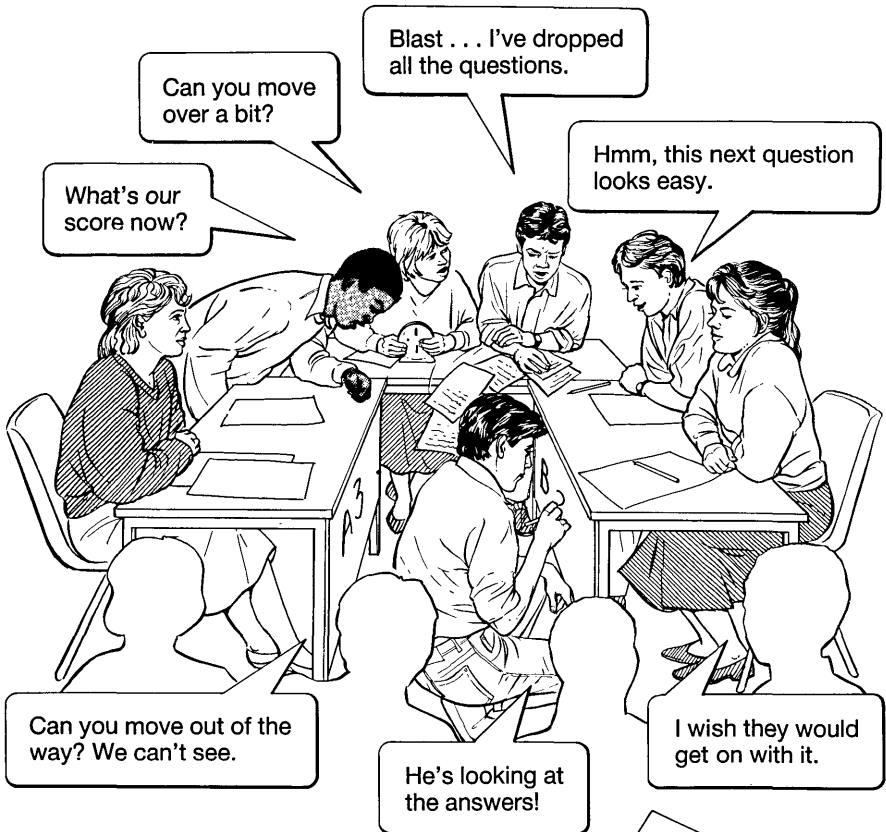
Our quiz must last 20 minutes Number of teams involved 3 Number of people in each team 2

Each part and its time	Who does what	What we need to get ready (equipment etc)
0 mins Introduction 3 mins	Sharon reads introduction Des draws scoreboard Rajiv passes round bucket	Intro speech, chalk, room plan, bucket and bits of paper to choose teams
5 mins T.V. sounds 3 mins	Jenny plays tape Sharon reads rules Rajiv times, Des scores	tape, tape recorder and lead watch, rules for round
10 mins Seconds away 5 mins	Jenny reads questions Des scores Rajiv times Sharon reads rules	Question cards in order ringer and buzzer rules for round
15 mins People and places 4 mins	Rajiv holds up picture Des scores Sharon reads rules	Big pictures rules for round
Double or nothing 3 mins	Rajiv reads questions Jenny scores Sharon reads rules	Question cards in order rules for round
20 mins results and clear up 2 mins	Sharon reads results everyone clears up	
25 mins		
30 mins		

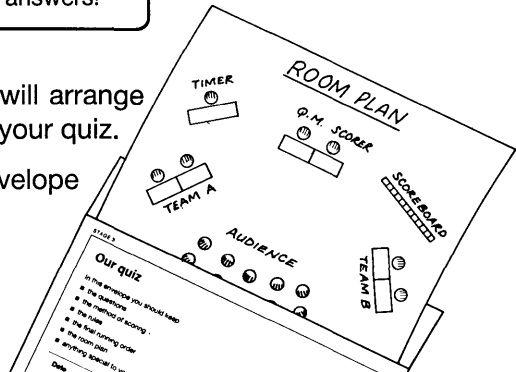
Put your completed 'Final running order' sheet into the 'Our quiz' envelope.

Deciding on the room arrangement

A bad room arrangement can spell disaster . . .



- Draw a plan to show how you will arrange the furniture and equipment for your quiz.
- Put the plan in the 'Our quiz' envelope



The final check



Make sure that each person in your group knows

- when and where the quiz is to take place
- what to bring on the day
- what he or she is doing on the day.

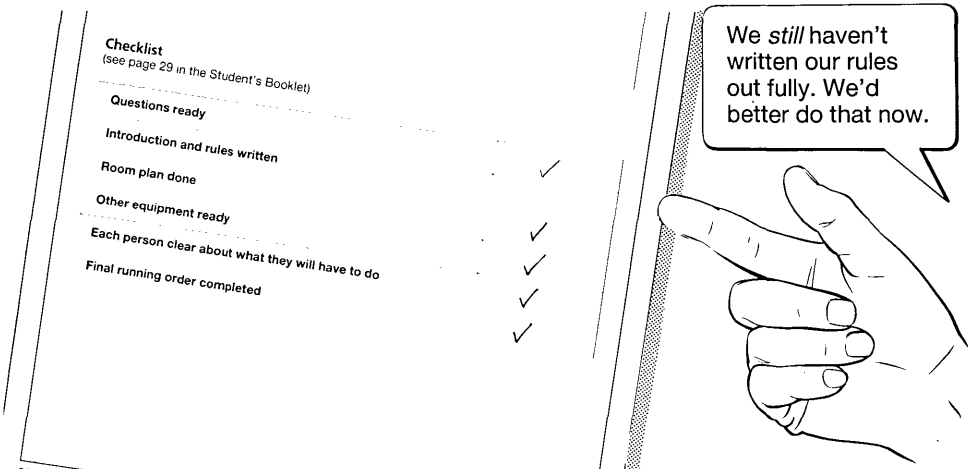
Each person should make a list and keep it in a safe place.



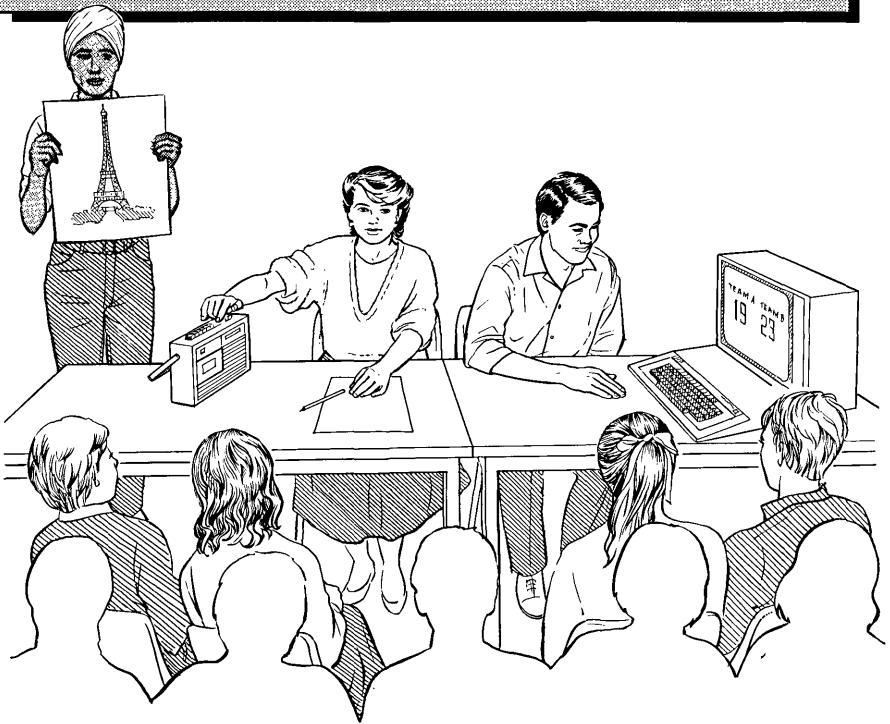
What will you do if one of your group is absent on the day?

Finally, find the 'checklist' on the cover of the 'Our quiz' envelope and tick all the jobs that have been done.

Make sure that you do any remaining jobs *now*.



Stage 4 Running and evaluating the quizzes



In this stage, groups will take it in turns to present their quizzes to the rest of the class.

You will also be involved in

- watching or taking part in another group's quiz and commenting on what happens
- evaluating your own quiz in the light of comments made by other groups.

Watching another group's quiz

While you watch or take part in the quiz

- listen to the rules carefully
- think about the questions being asked
- think about the scoring system used
- notice the way it has been organised.

Afterwards, note down on an 'Evaluation' sheet

- good points about the quiz
- ways in which it could be improved.

STAGE 4

Evaluation

Name of the quiz 'Darts Quiz'

Filled in by Jenny Thomas

<p>Organisation</p> <p>Good points Everyone knew what to do.</p> <p>Ways of improving the organisation ... Spend less time on round one. Move the dartboard and scoreboard to the middle so that everyone can see.</p>	<p>Rules</p> <p>Good points Well explained. Using the dartboard was a good idea.</p> <p>Ways of improving the rules ... They should be read out more slowly. Why not set a time limit for answering questions?</p>
<p>Questions</p> <p>Good points There was a good variety</p>	<p>Scoring</p> <p>Good points You could get between one and 100 points for a question, so it was exciting.</p>

Evaluating your own quiz

When other people have watched your quiz

- read through and discuss their 'Evaluation' sheets carefully
- compare their comments with what really happened
- fill in the 'Evaluating your own quiz' sheet.

STAGE 4

Evaluating your own quiz

Name of the quiz 'Darts Quiz'

Filled in by Thomas Clark

Read through the 'Evaluation' sheets.
What did other people say about your quiz?

<p>They said this about the organisation</p> <p><i>They thought we spent too long on round 1. Some people couldn't see the scoreboard or the dart board. We didn't allow for the time to move desks in between rounds.</i></p>
<p>They said this about the rules</p> <p><i>The rules were clear, but Colleen didn't speak loud enough. They didn't like the system for bonus points.</i></p>
<p>They said this about the questions</p> <p><i>The questions on tastes were far too hard. The pop music ones were too dull - we should have used sound effects. Good range of topics.</i></p>
<p>They said this about the scoring</p> <p><i>the variation</i></p>

Maybe you could try out your quiz again with some contestants from another class