Clue Quiz: Facilitator Guide

Purpose

Clue Quiz is a Jeopardy-style interactive quiz game. The front of each card shows the answer. The learners must respond by supplying the correct question. Two teams take turns to choose clues from three difficulty tiers, competing for points.

The activity combines competitive team play with formative assessment. It encourages quick recall, peer discussion and confident use of subject terminology, making it well suited to revision, exam preparation and interactive lectures in Health and Life Sciences.

Learning Outcomes

By the end of the activity, students should be able to:

- Recall key facts, terminology and concepts under time pressure.
- Reformulate information from statement to question form.
- Justify their reasoning and identify remaining knowledge gaps.
- Collaborate effectively within a team.
- Reflect on which topics require further review.
-

Before You Start

Create Your Activity

Every game contains exactly 15 clues, arranged in three difficulty tiers:

- **Five clues worth 10 points** — foundational recall
- **Five clues worth 20 points** — intermediate application
- **Five clues worth 30 points** — challenging synthesis or clinical reasoning

1. Decide on the learning objective or topic.
2. Write the "answer") on the front of each card.
3. Write the correct question on the back of each card.
4. Match the difficulty of the clue to its point value.
5. Click Save Changes when you are finished.

keep 30-point clues genuinely challenging. If every tier feels the same, the competitive tension of the game is lost.

Saving and Sharing Your Game

Save Changes stores your game in that browser's local storage — enough for day-to-day use on the same computer.

Generate Game Link creates a unique web address containing your entire game. Copy and save the link — anyone who opens it will load your exact set of clues, ready to play.

keep a list of your game links in a module handbook or shared document so you can reuse activities quickly across cohorts and sessions.

How to Play

Step 1 – Set Up the Teams

Divide the class or group into two teams. Enter each team's name in the boxes at the top of the play screen. Team 1 begins on the clock — the turn banner shows whose turn it is at any moment.

Step 2 – Take Turns

The team on the clock chooses a clue by point value and clicks the card to reveal it.

- After discussion, the team gives their response phrased as a question.
- Click the card again to flip it and reveal the correct question.
- **Correct** — points are awarded to the team on the clock and the turn passes to the other team.
- **Incorrect** — no points are awarded, and the turn still passes.
- **Skip Turn** can be used at any time if the group is stuck or you want to hand control over.

Step 3 – Review the Answers

Once all 15 clues have been answered, the team with the highest score wins. Before revealing the final total:

- Revisit any clues that caused difficulty.
- Discuss the reasoning behind the correct question.
- Address any misconceptions the incorrect responses have revealed.
- Use Reset Game to play again with the same deck (scores clear).

The discussion is often the most valuable part of the activity.

Example Activity

Topic: Cardiovascular Anatomy

Points	Clue (front of card)	Correct question (back)
10	This muscular organ pumps blood around the body.	What is the heart?
10	The liquid component of blood, making up around 55% of its volume.	What is plasma?
20	The largest artery in the human body, arising directly from the left ventricle.	What is the aorta?
20	This node is often described as the natural pacemaker of the heart.	What is the sinoatrial (SA) node?
30	The valve between the left atrium and left ventricle, also known as the mitral valve.	What is the bicuspid valve?

Points	Clue (front of card)	Correct question (back)
30	This law states that stroke volume increases in response to increased venous return.	What is the Frank–Starling law?

Teams take turns choosing a point value, giving their response as a question, before the correct question is revealed.

Facilitator Tips

Keep the pace energetic and the discussion focused. Useful prompts and techniques include:

- Encourage teams to phrase every response explicitly as a question — "What is…?", "Who was…?" — to reinforce the Jeopardy format.
- Give each team a short discussion window (10–20 seconds) before accepting a response.
- Use Skip Turn to keep momentum if one team is dominating or an answer is taking too long.
- When a clue is missed, use the flipped card as a teaching moment before you mark it incorrect.
- Two teams may give different but equally valid phrasings — acknowledge both and highlight the reasoning.

Teaching Ideas

Clue Quiz can be used for:

- Revision sessions
- Interactive lectures
- End-of-topic recap
- Exam preparation
- Team-Based Learning (TBL)
- Problem-Based Learning (PBL)
- Formative assessment
- Icebreaker for new cohorts
- A high-energy close to a teaching session

Debrief Questions

Discuss the activity using questions such as:

- Which clues did you find the hardest, and why?
- Were there any clues that had more than one plausible correct question?
- Did any of the tiers feel too easy or too hard?
- What topics do you now realise you need to review?
- How does phrasing something as a question change how you understand it?

Encourage students to reflect on how competitive retrieval affected their confidence and recall.

Educational Benefits

Clue Quiz supports active learning by combining:

- Active retrieval practice
- Reformulation of knowledge (statement → question)
- Competitive engagement
- Peer instruction and team collaboration
- Immediate formative feedback
- Cognitive challenge across three difficulty tiers
- Clinical reasoning at the higher tiers

By reversing the traditional question–answer format, the activity requires learners to think more flexibly about how they represent knowledge. The team-based mechanic encourages discussion and peer instruction, while the tiered difficulty keeps learners of all abilities engaged throughout the session.