6. Review games

This section has review games which can be used to re-enforce terminology and concepts from many different sections of the course material. They can be interspersed immediately after training on a topic or later on as a refresher.

GAME: It’s time to play Family Feud!

MATERIALS

- Projector
- PPT display for game (see template)
- Chalkboard or dry erase board for keeping score
- Timer

PROCEDURES

Course participants are divided into two “families”. Each family should designate a captain. Representatives of the family (course participants) are posed questions that they should know the answer to (based on their participation in previous trainings). An answer is considered correct if it is one of the concealed answers on the game board or judged to be equivalent.

To start each round of the main game, the two opposing captains “face-off” to see which family will gain control of that particular question. (Traditionally, the contestants greet each other with a handshake before the question is read.) Whoever gives a correct answer is given control of the board. If both contestants give correct answers, control goes to the player that buzzed in first. If neither contestant gives a valid answer, the next member of each family provides an answer, with control going to the family giving a correct answer.

Once control of the board has been established, the family members take turns giving an answer to the host. Family members may not confer with one another while in control of the board. There is a time limit. An answer not on the board or a family member failing to provide an answer within the time limit results in a strike being charged to the family. When a family is able to reveal all the answers on the board before accumulating three strikes, they win the round.

When a family in control accumulates three strikes, control passes to the other family, who then has one chance to steal the points in the bank by correctly guessing one of the remaining unrevealed answers. The family is allowed to confer before coming up with an answer, which then must be given by the team’s captain. If the family guesses a remaining answer correctly, they receive the points accumulated by the other family. If unsuccessful, the opponents keep the points they scored during the round before three strikes.

For an example of Family Feud in action: [http://www.youtube.com/watch?v=mbhkgNp7_Hc](http://www.youtube.com/watch?v=mbhkgNp7_Hc)

For those who are not familiar with Family Feud, watching a clip can make the process more clear. Play several rounds so that players can get into it and competition heats up!

Examples of topics for the feud are given below. (Make sure to have a list of answers you will accept handy when leading the game.)

- Name types of information that can be found on a CPA label.
- Name the principles of integrated pest management; name IPM practices
- Name types of IPM practices
- Name different ways for grouping pesticides (e.g. specificity, toxicity, active ingredient…)
- Name different tactics which can be used in a resistance management strategy
- Name good practices for pesticide storage
GAME: Win, Lose or Draw

MATERIALS
- Timer
- Chalk board for keeping score
- Flip charts and markers
- slips of paper with terms written on them
- A bowl or other receptacle
- Coin

PROCEDURES

The slips of paper with the terms on them should be prepared in advance. Terms can potentially be colour coded by category (e.g. “health and safety”, “post-spraying activities”). Select terms that can be visualised (e.g. “Environmental hazard”) but also do not be afraid to test participants’ creativity with terms that are a bit harder to draw or more abstract, e.g. terms for nozzle type or “beneficial organisms”. Optionally, you can include explanations of the terms on the slip of paper as well.

Divide players into two teams. Each team will have a flipchart and markers.

Each team should pick one person to select and draw the first word. Decide which team goes first by coin toss.

The person who won the coin toss will select the first slip of paper. Give the player five seconds to read the slip of paper, and then start the timer. The player who read the slip of paper will attempt to illustrate the term using the marker and paper. Everyone else on the team will try to guess the term as they draw. Give the player 60 seconds to draw the term and then call time. If their team guesses the term within the 60 seconds, they get a point. If they do not, then the other team is given the opportunity to “steal” the point by guessing the term.

If a team is able to guess the term, ask them if they can also explain what it means. If they can, then they are awarded a bonus point.

Teams take turns drawing terms until all of the slips have been used. The team with the highest score wins.

Examples of terms to include on the slips of paper: Pesticide life cycle, residue, systemic herbicide, very toxic, corrosive, sprayer calibration, PPE.
GAME: “Pub quiz” for health and environmental effects

MATERIALS
- Pens and paper
- Projector

PROCEDURES

Live trivia

Format
Live trivia (also known as pub quizzes or table quizzes) are often weekly events and will have an advertised start time, most often in the evening. While specific formats vary, most pub quizzes depend on answers being written in response to questions which may themselves be written or announced by a quizmaster. Questions are asked over the course of various rounds.

Teams
It is up to the quizzers to form teams, which are generally based on tables. The team members decide on a team name, often a supposedly humorous phrase or pun, which must be written on all papers handed in.

Questions
The person asking the questions is known as the quizmaster. Quizmasters also mark and score answers submitted by teams, although formats exist where teams will mark each other’s answer sheets.

Some sample rounds with questions related to integrated pest management, rational pesticide use, etc. are provided here but country teams can create their own questions.

Rounds
There may be between one and six rounds of questions, totalling anything from 10 to upwards of 80 questions.
Rounds may include the following kinds (most common first):
- Factual rounds – these are usually spoken, either over a public address system or just called out. Common topics include:
  - General knowledge – covering topics such as IPM, RPU, regulatory, biology, etc. There may well be more than one of these rounds.
  - Sport – comprising the statistics and minutiae of popular, well-known sports and general facts about others.
  - True or False – questions to which the answer is True or False.
- Picture round – these use photocopied or computer-printed hand-outs and consist of pictures to be identified.
- Music round – these consist of excerpts (often only the intro or other non-vocal segment) of songs played over the PA system. Usually the teams must identify the song and also the singer or band (sometimes the year the song was released is also required). A bonus question can ask what all of the songs have in common, e.g. what is the unifying theme. For example, participants could be asked to identify snippets of songs like Outkast’s Hey ya, Harry Belafonte’s Jump in the line, Taylor Swift’s Shake it Off, Peaches and Herb’s Shake your Groove Thing, etc. A unifying theme would be that all of the songs have something to do with shaking. In RPU, you have to shake containers as part of proper triple rinsing.

For each round, the quizmasters should distribute will come around with pens and quiz papers, which may contain questions or may just be blank sheets for writing the answers on. A mixture of both is common, in which case often only the blank sheet is to be handed in.

Marking
Quizmasters should check the teams’ answers for each round. Each correct answer is awarded one point. The team with the most points at the end wins.
GAME: CPA management crossword puzzle

Hand out the crossword puzzle and have participants fill it in.

ACROSS
1 Practices that address environmental, economic and social sustainability for on-farm processes
2 Virus vector
6 Classifies insecticides by MoA
7 Classifies CPAs by acute toxicity
8 Synonym for “pesticide”
10 Third pillar of GAP
14 Time which should be left between CPA application and harvest
15 Active ingredient of neem
17 Amount of active ingredient needed per hectare
18 (pests/m²) = C ÷ (V x D)
20 Absorbed into the plant tissues from where they land, they are then moved about in the plant
23 ______ rinse

DOWN
1 Shares many symptoms with CPA poisoning
2 CPA is aimed at this
3 Put this on whenever handling CPAs
4 Only apply CPAs when this has been reached
5 CPA formulations contain ______ and inert ingredients
9 Combination of methods for pest management
11 Reflex, flat fan and hollow cone are examples
12 Effect that develops slowly, due to a long and continuous exposure to low concentrations of a CPA
13 Once infected, CPAs cannot eliminate this pest
16 Hazard X likelihood
19 CPA stores should be kept ______
21 Abominable Snowman
22 Being above this is a sign that PHI has not been observed
GAME: IPM Charades

One player picks a piece of paper with a key step in the process of IPM / appropriate CPA management from the “hat” and then they attempt to perform it.

The rest of the group will have 60 seconds to guess what the player is acting out.

Clues can be steps for IPM and appropriate pesticide management, e.g.:

- Prevent pests
- Monitor for pests [or scouting]
- Use threshold
- Read label
- Check weather
- Wear PPE
- Mix the CPA / fill the sprayer
- Triple rinse
- Apply the CPA
- Fill record of CPA application

Clues should be drawn at random. Once all of the clues have been acted out, the participants can put the steps in the proper order, from prevention through to CPA record keeping and container disposal.