

Sheet A**Task**

For each answer write a suitable question.

The questions and answers should be connected to energy and work done.

| If the answer is ... | What is the question? |
|----------------------|-----------------------|
| energy | |
| pivot | |
| joules | |
| see-saw | |
| force x distance | |
| newtons | |
| load | |
| energy transferred | |
| distance | |
| lever | |
| kinetic energy | |
| meters | |

Sheet B**Task**

For each answer write a suitable question.

The questions and answers should be connected to energy and work done.

| If the answer is ... | What is the question? |
|----------------------|-----------------------|
| work done | |
| joules | |
| pivot | |
| see-saw | |
| energy transfered | |
| force | |
| newtons | |
| load | |
| effort | |
| distance | |
| lever | |
| kinetic energy | |
| meters | |

Sheet C

Task

For each answer write a suitable question.

The questions and answers should be connected to energy and work done.

| If the answer is ... | What is the question? |
|-----------------------------------|-----------------------|
| work done | |
| chemical energy to kinetic energy | |
| $W = F \times s$ | |
| see-saw | |
| energy transfered | |
| double the amount of work | |
| force multiplier | |
| load | |
| deformation | |
| conservation of energy | |
| lever | |
| help us to do work | |
| displacement | |

Teaching notes

This activity is based on the game of Jeopardy.

Students create a question for each given answer that relates to the theme of work done. There are three different sheets, choose the most appropriate to give your students.

If you have used all three sheets with the class then they could pair up and test their questions and knowledge.

Students create a question for each given answer that relates to the theme of work done. There are three different sheets, choose the most appropriate to give your students.

Sheet A - struggling scientists

Sheet B - low to medium achievers

Sheet C - medium to high achievers

As an extension activity - ask students to put the words in order of importance, justifying their choice for top two and bottom two.