

Clowning Around

Objective of the game for the students

To correctly identify the clown being described by eliminating all the others

General Procedure

1. Allow the students a minute or two to have a look at the clowns.
Exploit the game board with the students by asking oral questions like: *Who's clown #17? What number is Bizz?*
2. Together make a list of the distinguishing characteristics on the board and practice them by asking questions like: *How many clowns are so-so? Tell me two clowns that have a big nose. Can you name a clown that has curly hair, a round face and a melon hat?*
3. Play the game.
(Students will need 23 bingo chips or pieces of paper, etc. to mark their squares.)
Try all four versions of the game listed below.

THE GAME: VERSION 1

1. Teacher secretly chooses a clown and describes it to the class, one characteristic at a time.
2. Students eliminate all the clowns that do NOT have the characteristic given.
(Example: If you say: *My clown has curly hair*, students will put chips on all the clowns with straight hair.)
3. When students think they know the answer, they raise their hands.
4. Teacher gives an additional clue or two before calling on someone for his/her answer.
Note: You can make the game more challenging by using negative statements like:
My clown does not have a melon hat. (He may have a pointed hat or no hat at all.)

THE GAME: VERSION 2

This is played the same way as above, except that students ask “**yes/no questions**” to discover the clown that the teacher has chosen. Sample questions: *Is your clown so-so? Does he have a big nose?...*

THE GAME: VERSION 3

Students play the role of the teacher in front of the class.

THE GAME: VERSION 4

Students do the activity in pairs or groups of four, taking turns to describe a clown. They may do so by either describing one clown at a time (Group members take turns acting as the leader and describing a clown.), or in pairs, simultaneously describing a clown. That is, each pair chooses a clown. They take turns giving a clue about its description. (Although this can be a bit more confusing at first, I find that students enjoy this version because it adds a note of competition. They like to see who can find out the other's clown first.)

Alternative Use of the Game Board

The game board may also be used to have students practise following and giving simple spatial directions:

go up (down); go right (left); go diagonally down (up) to the right (left); go back (forward or ahead).

Example: *Start on clown 1. Go right two; go down one; go diagonally up to the right two; go down three; go back one. Where am I?*

List of Distinguishing Characteristics

Happy/sad/so-so	curly hair/straight hair/going bald	bow	heart
long face/round face	moustache	star	
big nose/little nose	pointed hat/melon hat/no hat	pompom	
big ears/small ears	One balloon/two balloons/no balloons	buttons	

Also, the following, more subtle differences may be made:

In which hand the clown is holding the balloons (left, right or both), if the clown is crying, the location of the flower, the number of hearts, etc.

In addition, teachers may give clues using the clowns' names:

The clown's name begins with a "B" (Ha, ha! They all do!) His name has two vowels, etc

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