

# Educational Packet



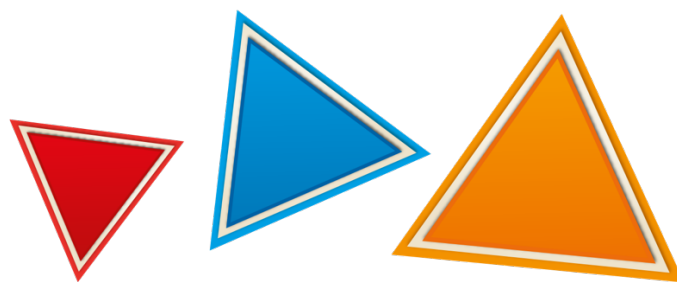
*It's your choice,  
make a difference!*

Learn while playing JUST ONE during class



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# Forward

The game was designed in 2017 by Bruno Sautter and Ludovic Roudy. It was called *We are the Word*. Repos Production published the game under the name *JUST ONE*.

This collaborative party game immediately gained huge popularity with players and professionals. It was even awarded the coveted *Spiel des Jahres 2019* - Germany's game of the year award.

Beyond its play factor, we are convinced that the game *JUST ONE* - like games as a whole - is an indispensable tool for any educator.

In this packet, we've outlined its educational aspects, as well as the skills it helps develop.

We hope it is useful, since we've organized the ways this game can be leveraged, not just in your classroom, but in classrooms across the world.

We also offer a series of activities that can be adapted to use *JUST ONE* to its fullest extent. Each activity can be used independent of the others.

They can also be adapted to suit your goals, needs, and students.

Feel free to explore other uses. This is not an exhaustive list.

With fun and games,

Repos Production and Ludismart





# Getting started

**1**

1 Dwarf  
2 **Circus**  
3 Elvis  
4 Mower  
5 Stone

One of the players draws a card, then without looking at it, randomly chooses a number between 1 and 5.

**2**

Arena

Secretly write a clue on your easel.

**3**

Arena  
Clown ~~X~~  
Juggler  
Clown ~~X~~

Compare your easels and remove any identical clues.

**4**

Circus

Arena  
Juggler

Reveal the remaining easels so the active player can guess the Mystery word.



# Educational opportunities

Board games, through the rules they impose and the social interactions they inspire, promote the gradual development of the various fields that make up the foundation of knowledge, skills, and culture.

In an academic framework, using games as a learning tool is an efficient way to encourage growth as a person while supporting language skills needed to think and communicate.

In the classroom, it is sometimes the trigger for students to refocus their attention and become more motivated during the entire activity. It can also stimulate prior knowledge or support acquisition of new knowledge.

## Using *JUST ONE* with your class

If you would like to use JUST ONE in class with all of your students, you should ideally purchase 2 copies of the game to play as a group. This will give you 14 easels total, which should be enough use with groups of teams.

Depending on the students' ages, the curriculum, and the timing, you can easily find relevant reasons to play the game, since there are so many educational topics.

Here are just a few topics to explore with your class:

### For English language:

- Reinforce spoken vocabulary
- Reinforce the semantic field
- Create a definition using the words provided by players
- For a single word, find 5 words in common with the Mystery word
- Work together to define a single word to help the student guessing
- Odd one out: add a word that doesn't fit to the list of clues. The student guessing must find the Mystery word + the extra word.
- Explore the principle of double meaning:  
Example: *pupil, crane, prune, company, etc.*
- Make a list of the keywords given during the game
- Explore homophones
- Explore antonyms
- Explore words in the same family
- Write short stories using the words on the card
- Explore the alphabetical order
- Define parts of speech

### **For remedial lessons with a student:**

Ask them to help you guess a word by coming up with 3, 4, or 5 words that they write on the easels.



## Depending on the curriculum:

Use this game to check students' prerequisites at the beginning of a unit, to expand their vocabulary, to consolidate or draw upon prior knowledge, to assess a theme covered in class in a formative manner.

- ⇒ If you want to cover more precise concepts, you can choose your own Mystery words that align with the subject(s) you teach. This will let you cover specific topics in a fun manner.

Some examples of cards in the game you can use with different subjects:

History	gladiator, emperor, Titanic, war, viking, mummy, Churchill, etc.
Science	Darwin, cycle, nucleus, heart, magnet, cell, electricity, light bulb, etc.
Geography	Greece, mountain, Tokyo, river, desert, Mars, volcano, forest, etc.
Math	Triangle, pyramid, nine, number, cube, radius, star, scale, etc.

## For foreign language classes (English, Spanish, French, etc) :

- Use the word in English and rewrite the clues on the easel in the target language.
- You can also buy a version of the game in the target language and use vocabulary from specific units.

## For specific classes:

For ELL (English Language Learner) students, *JUST ONE* has proven to be well suited for those who are still mastering English. The game allows them to enrich their vocabulary in a fun way.

## For fun assessments:

At the end of a unit, why don't you assess your students using a game?

Choose a student, or a group of students, and the word they'll have to guess -- one tied with the current lesson. The other students must come up with words that will let the student/group guess it easily.

This also allows students to create a mental image of a concept, event, etc.

## ***JUST ONE, a game of developing interdisciplinary skills***

- Facilitate verbal expression
- Facilitate communication within a group
- Empower certain struggling students (in relation to multiple intelligences)
- Summarize an idea in a succinct manner (in a single word)
- Use logic to reason
- Form hypotheses
- Practice deduction
- Improve short and long term memory
- Work through shyness



- Discover one's role in a group
- Develop imagination and creativity (form ideas no one else has)
- Improve rapid reflection and thought
- Demonstrate interest in other cultures
- Put oneself in someone else's shoes through use of language

#### Playing in learning groups lets you:

- Differentiate learning processes
- Develop confidence in students' selfs and in the teacher
- Target specific learning processes
- Create bonds between students

#### Playing in a group also lets you:

- Help each other to succeed together, while respecting everyone
- Improve positive communication with others
- Encourage group dynamics
- Understand and accept the rules better by winning or losing together
- Consider other players as allies instead of opponents
- Exchange ideas with others (when playing in teams)
- Work out a joint solution (when playing in teams)
- Accept each person's development
- Enrich interactions between players

### Playing in teams: a great way to learn as-is

Students in teams will have to agree on which word to write on their easel, which means they'll sometimes face dilemmas... Each student will have their own opinions on the best word to write. However, while each student can suggest an idea and propose their own solution, they'll have to agree on a single word. This sharing of ideas leads each student to evolve their original idea into a new proposal, accepted by everyone in the best case.

This dilemma depicts the socio-cognitive conflict (SCC), since there is a "conflict" or exchange between people ("socio") which ultimately produces an evolution of thought or knowledge ("cognitive").

### Putting yourself in someone else's shoes: a winning strategy for *JUST ONE*

When you play *JUST ONE*, and to give you better chances to win, you need to put yourself in the shoes of the player guessing. The better you know the person, the easier it will be, since you'll take their semantic world, their tastes, and their passions into account to find the best clue.

Example: You must make your teammate guess the word "Viking." If they watch the show "Vikings," you could write Ragnar, Lothbrok, Lagertha, or Floki on your easel. However if this isn't the case, you could instead write a more generic word like Drakkar, Barbarian, etc.

Another example: The Mystery word is "Spain." If the person guessing had visited Spain and told you stories about their trip, you could write down a clue referring to that.





## Other variants:

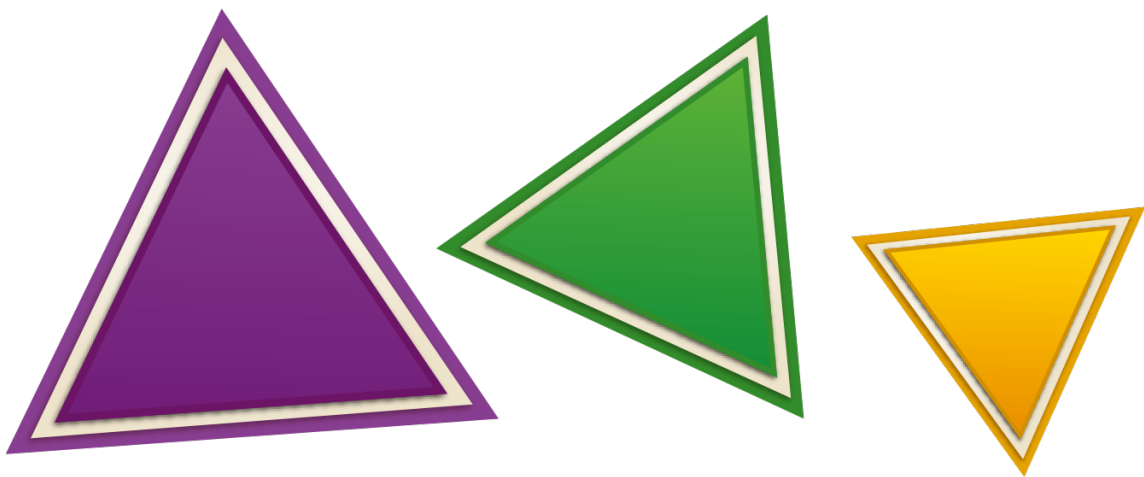
### With younger players (or groups of struggling students):

First of all:

- Do not remove double words
- Let them draw (instead of writing a word)
- Choose the Mystery word beforehand
- Create a document to find as many keywords as possible per team: Create this document!
- After the game: Evaluate the quality of clues - with stars, for example - and explain why a clue was good or not

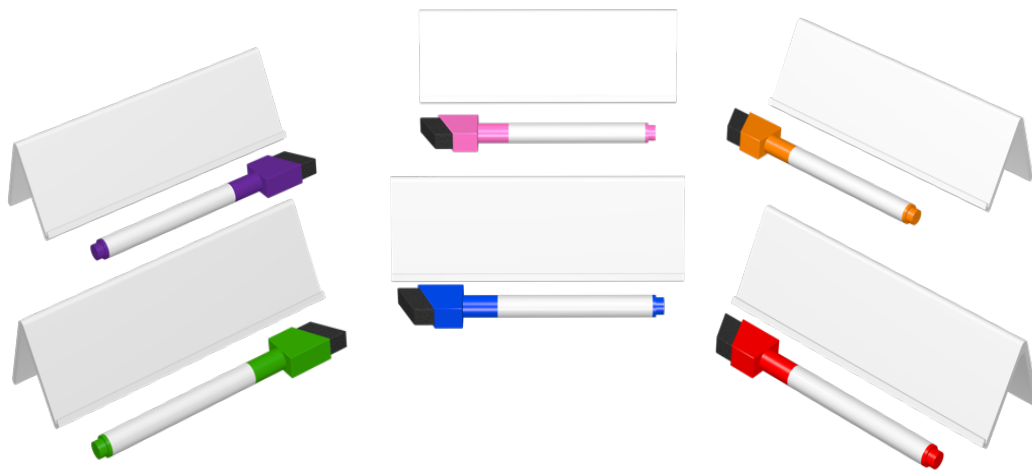
### With older/experienced players:

- Only keep one word on the table, chosen randomly
- Instill a time limit - hourglass, stopwatch, clepsydra, etc. - to come up with and write a word



# Educational worksheets

*Before using the following educational worksheets, we recommend playing a normal game of Just One (20 minutes) with your students so they can get familiar with the game.*



*This activity lets your students kick off the lesson with a game, become more creative and relevant with their clues, and to enlarge their vocabulary.*

## Contents:

- The cards in *JUST ONE*
- 1 minute timer
- Photocopies of the "Indix" worksheet, found on the next page

**Goal :** be the player or team with the most points.

## Overview:

*The activity can be played as individuals or in teams.*

1. Hand out the worksheet.
2. Draw a card.
3. As soon as you say the word, students have 1 minute to write as many clues as possible on their worksheet.
4. After 1 minute, add up the points they earned for each clue:

2 points if you were the only player/team to come up with this clue

1 point for every player/team to come up with this clue.

## Suggestions:

Use this activity to:

- *Highlight relevant clues*
- *Define what relevant clues are in JUST ONE*
- *Explore the Mystery word's part of speech, antonyms, and homophones through students' responses*



## Target Skills:

Reading: - Create meaning

Writing: - Develop the lesson

- Process lexical groups

- Use grammatical and lexical items

Elementary School		Middle School		
Ages 8-10	Ages 10-12	7th grade	8th grade	9th grade
				





# INDIX

Using the word I give you, write as many clues as possible in one minute.

Word 1	Word 2	Word 3	Word 4	Word 5
.....	.....	.....	.....	.....
Total :	Total :	Total :	Total :	Total :



*This activity lets your students improve their syntax, better form the definition of a word, enlarge their vocabulary, and explore the different meanings of a word*

## Contents:

- A copy of *JUST ONE*
- The "Egodico" worksheet»

**Goal :** come up with a definition using given clues.

## Overview:

1. I Play a round of *JUST ONE*.
2. Give students the "Egodico" worksheet.
3. Students will write information on the first two lines - the Mystery word and clues given by all the players.
4. In the gray space, they must come up with a definition of the Mystery word, incorporating the clues.
5. They will then check the definition in a dictionary and transcribe it on the sheet.

It can be interesting to compare definitions

## Suggestions:

- *If certain students are overwhelmed by using all the clues in their definition, you can limit the number of clues they are required to incorporate.*
- *You can do this activity regularly to practice spelling, word types, and writing.*
- *This activity is equally suited to ELL students.*

## Target Skills:

Reading: - Create meaning

Writing: - Develop the lesson

- Process lexical groups

- Use grammatical and lexical item

Elementary School		Middle School		
Ages 8-10	Ages 10-12	7th grade	8th grade	9th grade
😊	😊	😊		



# Egodico

Word # ...

The Mystery word is	
Clues given:	
My definition:	
Dictionary definition:	

Word N° ...

The Mystery word is	
Clues given:	
My definition:	
Dictionary definition:	

Word N° ...

The Mystery word is	
Clues given:	
My definition:	
Dictionary definition:	





# Vocabulox

3

*This activity lets your students enlarge their vocabulary. You can use it as a supplement to create a word bank.*

## Contents:

- A copy of *JUST ONE*
- A whiteboard
- The "Vocabulox" worksheet (or write in a notebook)

**Goal :** Index Mystery words and their clues.

## Overview:



1. 1° Play a round of *JUST ONE*.
2. After the round, make a list of the Mystery words on your whiteboard and add the clues provided by the students below.
3. Students transcribe the words on the worksheet.

## Suggestions:

*Between lessons, you can hold a minigame with your students: take the word bank created in a previous lesson and read off the clues one by one. Students will have to identify the Mystery word as fast as possible.*

## Target Skills:

Writing: - Use grammatical and lexical items

Elementary School		Middle School		
Ages 8-10	Ages 10-12	7th grade	8th grade	9th grade
				



# Vocabulox

Write the Mystery word in the space on top and the clues that let you find the word below.

CHOCOLATE	.....	.....	.....	.....
<i>White</i>				
<i>mousse</i>				
<i>Milk</i>				
<i>Black</i>				
<i>Hershey</i>				
<i>pralines</i>				

.....	.....	.....	.....	.....

# Naturoquiz

4

*This activity lets your students explore the parts of speech of words in the game JUST ONE.*

## Contents:

- A copy of *JUST ONE*
- The "Naturoquiz" worksheet

**Goal :** Discover the parts of speech for words given during the game.

## Overview:


1. Play a round of *JUST ONE*.
2. After the round, make a list of the Mystery words on your whiteboard and add the clues provided by the students below.
3. At the end of the game, hand out the "Naturoquiz" worksheet.
4. Ask your students, to identify what part of speech each word belongs to - for Mystery words and clues.
5. Correct their responses as a group or individually.

## Suggestions:

- *Stop after 6 rounds.*
- *For younger students who may not be familiar with a certain part of speech, you can give them the response while correcting. This will let you segue into a new lesson on this topic..*

## Target Skill:

Writing: - Use grammatical and lexical items

Elementary School		Middle School		
Ages 8-10	Ages 10-12	7th grade	8th grade	9th grade
				





# Naturoquiz

The Mystery word was "**CHOCOLATE**." Write it in the shaded space on the left.

Write the part of speech it belongs to on the right.

Below the word "**CHOCOLATE**," write all the clues used to find the word. Also write their part of speech.

Words	Part of speech
<b>CHOCOLATE</b>	<i>common noun</i>
<i>White</i>	<i>adjective</i>
<i>mousse</i>	<i>common noun</i>
<i>Hershey</i>	<i>proper noun</i>
<i>pralines</i>	<i>common noun</i>
<i>Milk</i>	<i>common noun</i>

Words	Part of speech

Words	Part of speech

Words	Part of speech

Words	Part of speech

Words	Part of speech



# Memory !

5

*This activity lets your students improve their memory and enlarge their vocabulary.*

## Contents:

- A copy of *JUST ONE*
- The "Memory!" worksheet

**Goal :** Be the team with the most points.

## Overview:

Separate students into groups of 3 or 4 people.

1. Play a game of *JUST ONE*. At the end of the first round, ask them to memorize all the clues given that round -- without writing them down -- since they'll need to recite them at the end of the game.

Important: *Write down all the clues for the Mystery word to remind yourself later.*

2. At the end of the game, give each group a "Memory!" worksheet.
3. Students must, for each Mystery word, write down as many clues as possible that were used during the game. Each correct clue they remember is worth 1 point.

Start with the Mystery word from the first round.

## Suggestions:

- *Start by playing only 3 rounds. Work your way up to playing 5, 8, or 13 rounds.*
- *You can also use this activity to practice spelling.*

## Target Skills:

### Listening:

- Practice listening during different situations
- Create meaning

### Writing:

- Use grammatical and lexical items

Elementary School		Middle School		
Ages 8-10	Ages 10-12	7th grade	8th grade	9th grade
				



# Memory !

Do you remember all the words? What score will you get?

Write the Mystery words in the shaded spaces on top, and write the clues given below.

*****	*****	*****	*****	*****
Total :	Total :	Total :	Total :	Total :

# Memory !

Do you remember all the words? What score will you get?

Write the Mystery words in the shaded spaces on top, and write the clues given below.

*****	*****	*****	*****	*****
Total :	Total :	Total :	Total :	Total :



# Story Machine

6

*This activity lets your students practice writing short stories.*

## Contents:

- A copy of *JUST ONE*
- The "Story Machine" worksheet

**Goal :** Create a short story (5 lines long, maximum) using the 5 words on a card from *JUST ONE*.

## Overview:

1. Give each student one card from *JUST ONE*.
2. Ask them to write a story that is 5 lines long maximum using all 5 words on the card they were given.

## Variants:

- *Use the same words for each student - that is, a single card for the whole class.*
- *Limit the number of words (depending on their age).*
- *You can give them other restrictions - on the genre or type of text, etc.*
- *For older students, you can require more than 5 lines.*






## Target Skills:

### Reading:

- Create meaning

### Writing:

- Develop the lesson
- Process lexical groups
- Use grammatical and lexical items
- Work on the organization and coherence of the text
- Practice writing for different situations
- Ensure a good presentation

Elementary School		Middle School		
Ages 8-10	Ages 10-12	7th grade	8th grade	9th grade
				



# Story Machine

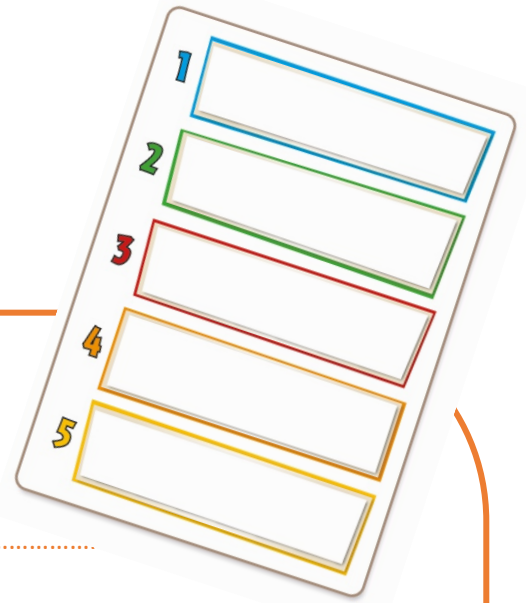
First, rewrite the 5 words on your card in the spaces to the right.

Using these 5 words, write a story that is 5 lines long.

Start with a rough draft - 1st try. Once you finish, have your teacher correct your story.

Then, rewrite your story paying attention to fix any mistakes.

Underline the 5 words in your story.



1st try

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Corrected

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# Tell Me a Story

7

*This activity lets your students write stories with certain restrictions.*

## Contents:

- As many *JUST ONE* cards as students
- The "Tell Me a Story" worksheet

**Goal:** Write a story at least 10 lines long.

Give each student a card. They must write a story using the words on the card. The 5 words are each tied to one of the elements of the narrative structure:

- ✓ The first word (blue) describes the opening scene;
- ✓ The second word (green) explains the problem that arises;
- ✓ The third word (red) represents the action or part of the action taken to resolve the problem;
- ✓ The fourth word (orange) defines how the problem was resolved;
- ✓ The fifth word (yellow) describes the final scene.

## Suggestions:

- *You can give them other restrictions - on the genre or type of text, etc.*
- *For older students, you can require more than 10 lines.*
- *You can add the rules of "Story Machine" to this activity to have even more restrictions.*


## Target Skills:

### Reading:

- Create meaning

### Writing:

- Develop the lesson
- Process lexical items
- Use grammatical and lexical items
- Work on the organization and coherence of the text
- Practice writing for different situations
- Ensure a good presentation

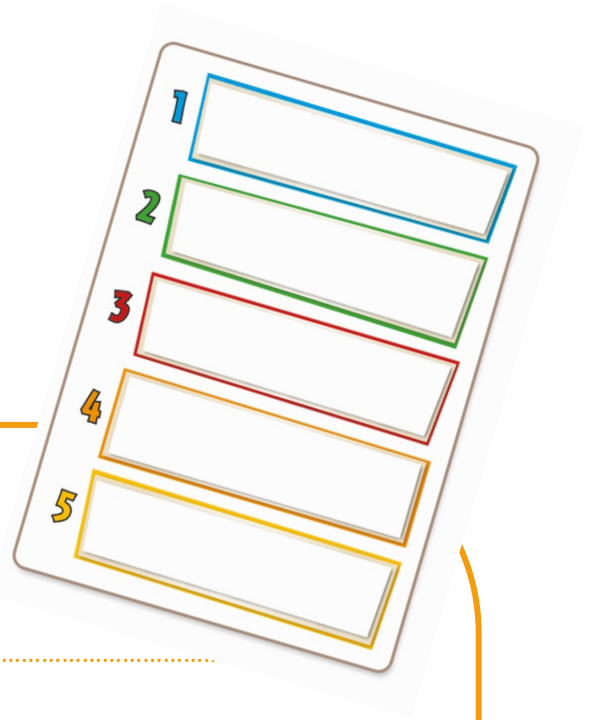
Elementary School		Middle School		
Ages 8-10	Ages 10-12	7th grade	8th grade	9th grade
				



# Tell Me a Story

First, rewrite the 5 words on your card in the spaces to the right.  
Using these 5 words, write a short story that includes these words.  
Each word corresponds to one of the stages of the story - the narrative structure.

1: Opening scene    2: Problem    3: Action(s)  
4: Fixing problem    5: Final scene



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# Speedy Gramm'

8

*This activity lets your students explore all the aspects of the Mystery word (part of speech, word in the same family, synonym, antonym, verb in the same family, adjective ).*

## Contents:

- The cards in *JUST ONE*
- The "Speedy Gramm'" worksheet
- 1 minute timer

**Goal:** être le joueur ou l'équipe qui gagnera le plus de points.

## Overview:

1. Draw a card.
2. Read the first word out loud. Students write the word in the space in the "word" column.
3. Students have 1 minute to fill out as many answers as possible.
4. After 1 minute, collectively correct the answers - 2 points per correct answer.
5. Repeat this for each word on the card. The worksheet can be used for 2 cards, so 10 words total.

## Suggestions:

- *There may be certain spaces that don't have an answer. Don't worry! This is what makes this activity so good. For example: Tokyo (no synonym or antonym).*
- *You can give bonus points to students/teams who give unique answers.*

## Target Skills:

Reading/writing:

- Use grammatical and lexical items

Elementary School		Middle School		
Ages 8-10	Ages 10-12	7th grade	8th grade	9th grade
😊	😊	😊		



Speedy gramm'

Word	Part of speech	Word in the same family	Synonym	Verb in the same family	Antonym	Adjective	Points
1							
2							
3							
4							
5							

1							
2							
3							
4							
5							