

Using **TIME'S UP!** in class

Are you an elementary or middle school teacher looking for a tool that will let you students convey and address certain topics in class?

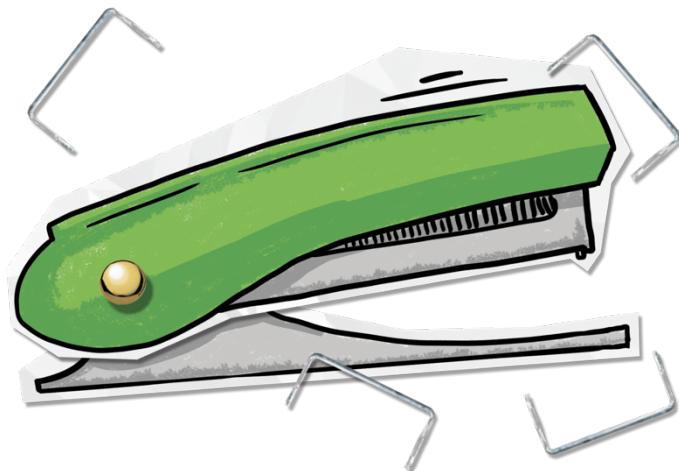
Then Time's Up! is the game for you!



This packet was made by Frédéric Cogghe from Ludismart in conjunction with Repos Production

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Forward

Time's Up! is a board game designed in 1999 by Peter Sarrett. It was published by R&R Games in the United States. In 2000, it won the Mensa Select Mind Games award - naming it one of the best new strategy games.

The game didn't have a French version, so Repos Production decided to republish it for a French and Belgian audience, but also for other European countries. Since then, the game has also received the prominent As d'Or 2006 - French game of the year award - during the Festival International du Jeu in Cannes, France.

It has also received the coveted Pion de Diamant award, which is given to board games that have sold over 3,000,000 copies.

Time's Up! is one of the *best selling* party games. Unlike other "trivia" games, you don't need to have an encyclopedic memory to have fun. A little wit, a little focus, a little memory, and that's the game!

There are now several versions of the game to suit a wide range of ages:

- Time's Up! Kids (*ages 4 and up*) with images to guess;
- Time's Up! Family (*ages 8 and up*) with words - jobs, animals, objects - to guess;
- Time's Up! Party (*ages 12 and up*) with words - characters, celebrities, places, art - to guess.

Aside from its play aspect, we are convinced that *Time's Up!* - 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 *Time's Up!* 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



FIRST ROUND: SPEAK FREELY

The active player has to make their team guess as many cards as possible before the timer runs out. They draw a card and can say anything they want. But they cannot:

- Skip the card if they don't like it
- Say words in the same family as the word on the card.
- Say words that "sound the same."
- Translate the word in another language.
- Spell out the word.

Their team can guess as many times as they want. As soon as they guess the right word, the player puts the card faceup on the table and starts describing the next card. Once the timer runs out, the player passes the deck of cards to the next team, which continues describing the current card. After all the cards have been guessed, write down the number of cards each team guessed and start the second round with the next team



SECOND ROUND: ONE WORD

Take all 40 cards from the previous round and shuffle them. This round uses the same rules as the last one, but with the following changes:

- The active player can only describe the card using a single word.
- Their team can only guess one time per card.
- The player can skip the card.

Once the timer runs out, gather the current card and any others that were skipped, guessed incorrectly, or just not seen and shuffle them into a deck for the next team. After all the cards have been guessed, write down the number of cards each team guessed and start the second round with the next team



THIRD ROUND: CHARADES

Take all 40 cards from the previous round and shuffle them. This round uses the same rules as the last one, but with the following changes:

- The active player must act out the cards.
- They can hum and make sound effects.
- They cannot speak.

After all the cards have been guessed, write down the number of cards each team guessed.

The game is over!

WHO WON?

The team who guessed the most cards after all three rounds wins the game! If you have questions, check the FAQ.

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 sometimes triggers 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.

Targeting learning profiles (for comprehension):

Everyone leans on their five senses to learn new things. The first two rounds of the game favor auditory learners, while the third calls on visual and kinesthetic learners.

For visual learners:

- Reading the word/character/celebrities on the card assists in learning the spelling of the word.
- The movements and gestures in the third round let players guess the word more easily.

For auditory learners:

- The first step is essential for memorization, since the definition is oral.
- The first two rounds of the game align particularly well with this profile, since players must guess the words/characters/celebrities.

For kinesthetic learners:

- These students will fully appreciate the third round, since they'll be in their comfort zone. They love miming, humming, and making sound effects whenever they are not standing still or sitting in a chair.
- Making people guess the words/characters/celebrities captures their full interest.



TIME'S UP!, a game of developing interdisciplinary skills

Time's Up! lets you:

- *Facilitate orverbalal expression and vocabulary*
- *Facilitate communication within a group*
- *Empower struggling students*
- *Summarize an idea in a succinct manner*
- *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*
- *Improve rapid reflection and thought*
- *Demonstrate interest in other cultures*
- *Put oneself in someone else's shoes (through use of language)*
- *Work on collaboration skills*

Playing in learning groups lets you:

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

Learning groups let you group together students according to their specific learning needs, not necessarily their level

Playing in groups also lets you:

- Help each other to succeed together, while respecting everyone
- Improve positive communication with others
- Highlight students' positive qualities
- Encourage group dynamics
- Understand and accept the rules better by winning or losing together
- Consider other players as allies instead of opponents
- Accept each person's development
- Enrich interactions between players



Different versions for all ages

Kindergarten

20 cards



Ages 4 and up
2 versions: cat and panda

Time's Up! Kids is a cooperative version of the base game, adapted to the youngest players (starting at the end of pre-school). Since children at this age can't read yet, the words have been replaced by pictures to make it more accessible to students.

In order to keep childrens' attention throughout the entire game, this version only includes 2 rounds from the base game: rounds 1 (describe) and 3 (charades).

In Time's Up! Kids, you'll begin by accompanying the children with the game. You will be their guide - the one guessing the words.

Later, once the children feel comfortable with language, they can guess the words themselves.

When should you use the *Kids* version?

- Between activities
- When you sense the class is tired
- At the end of the day, to end on a fun note
- When you want to enrich their verbal vocabulary
- During a language lesson
- To create stories (using the cards)
- To introduce a lesson using a common theme on the cards: animals, objects that roll, things that are larger/smaller than..., things we can find in the house, etc

Suggestion:

You can handpick the images to guess so they align with the topics of your current lesson.



Elementary School

30 cards

For younger students, you can still use the *Kids* version.



Ages 8 and up
2 versions: orange and green

The *Family* version is designed for children who can read since the words are written, instead of illustrated like in the version *Time's Up! Kids*. The words on cards are all common nouns (jobs, objects, and animals).

When should you use the *Family* version?

- Between activities
- When you sense the class is tired
- At the end of the day, to end on a fun note
- During free time
- When you're on a field trip with your students
- To create bonds between students (and with you)
- To enrich their vocabulary in a fun way
- To discuss grammar in a fun way
- To work through English language difficulties: reading, spelling, grammar, vocabulary, etc.
- To develop verbal expression
- To develop spelling
- To develop syntax
- To create stories



Middle School

40 cards

The Kids and Family versions can also be used with middle school students during foreign language classes.



Ages 12 and up
2 versions: yellow and blue

Time's Up! Party has players guessing fictional characters and celebrities - actors, hosts, bloggers, singers - but also organizations, television shows, movies, animals, video games, and cartoons. There are 440 cards to discover! To help your students, a glossary with biographies of the different characters/celebrities is included in the game.

When should you use the **Party** version?

- When you sense the class is tired
- When you want to create more cohesion within the group
- To empower struggling students
- To enrich their vocabulary in a fun way
- To discuss History in a fun way by making a timeline with the celebrities used in the game
- To create mental cards - *Mind Mapping* - with the characters/celebrities/words used in the game
- To work on English while playing (create stories with certain restrictions)
- To practice foreign languages in a fun way by changing the language
- To develop verbal expression and syntax
- When you're on a field trip with your students
- To organize parties to raise funds for humanitarian projects
- To develop physical expression (while playing charades)

Suggestions:

- *Don't hesitate to hand pick the characters/celebrities your students will guess.*
- *Otherwise, players can secretly look at the cards and remove words they don't know (keeping 40 cards total).*



With struggling students

For certain students, academic learning can be an obstacle to their development. Board games let them open the door of play, which can motivate them and help them enjoy school again.

How to use *Time's Up!*?

That depends on your students' abilities:

- Either play with the normal game rules,
- Or, if they aren't experienced enough, choose one of the other versions for other age groups and potentially adapt the rules:
 - *Limit the number of rules*
 - *Be more flexible with the rules the first time you play*
 - *Increase the time limit for the team to guess*
 - *Choose the words they will guess*

The positive relations that come from playing with others also have a very beneficial impact on them. Take time to play, laugh, and create bonds with them. Focus on the positive and encourage them.

With specific classes:

For ELL (English Language Learner) students, *Time's Up!* 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.

Time's Up! Kids and *Family* are best suited to this context.



Educational Worksheets

For each activity, we outline the context, required materials, goal, overview, possible variants, and target skills.

So you can easily choose an activity that would suit your class, look out for these two markers:

- A smiley face that describes the intended target audience:
 - 😊 Your students will like this activity.
 - ☺ Your students might like this activity, under certain conditions.
 - ☹ Your students will not like this activity.
- The logo of the version of the game that works best with the activity:



These tips are just suggestions. You can choose other versions depending on your students' needs.



How to play Time's Up! in a group?

Kids **PARTY** FAMILY

This adaptation lets you play the original version of the game with the whole class - even when outside the classroom. You can use any version of the game, depending on your students' ages and skills.

Content:

- Cards from the game
- Sand timer



Goal: Be the team with the most points after 3 rounds.

Overview:

1. Separate your students into 2, 3, or 4 groups (depending on the size of your class).
2. Each group receives a certain number of cards and chooses some to keep:
 - a. With 2 teams: 24 cards per team, eliminate 4 to have 20 per team.
 - b. With 3 teams: 16 cards per team, eliminate 3 to have 13 per team.
 - c. With 4 teams: 13 cards per team, eliminate 3 to have 10 per team.

Shuffle the cards each team kept to make a deck of words to guess - either 39 or 40 cards total, depending on the number of teams.

3. Give the deck to the team playing first. The normal *Time's Up!*/rules are applied during all 3 rounds. A round ends once all the cards in the deck have been guessed.

ROUND 1: Choose a student or have them volunteer to be the active player. They have 30 seconds to make their team - and only their team - guess as many words as possible. They cannot skip cards. As soon as the timer runs out, their turn is over and the next team plays. The active players change after every turn. Guessed cards are kept with their respective team, since they are worth points. As long as there are still cards in the deck, the round continues.

At the end of the round, write down each team's points on the board and take back all the cards. Read all the cards out loud, then shuffle them. Round 2 can now begin.

ROUND 2: The team that ended the previous round begins round 2. In this round, the active player can only describe each card with a single word. They can skip a card if they cannot or don't want to describe it.

At the end of the round, write down each team's points on the board and take back all the cards. Read all the cards out loud, then shuffle them.

ROUND 3: The third round only uses charades. The active player can skip cards. The team with the most points wins.



Target Skills:

Reading : - Create meaning.

Writing : - Develop the lesson.

- Process lexical groups.

Speaking/ listening : - Practice speaking and listening during different situations.

- Create meaning.

- Work on the organization and coherence of the message.

- Use and identify nonverbal signals.

| Pre-school | | Elementary School | | Middle School | | |
|------------|----------|-------------------|------------|---------------|-----------|-----------|
| Ages 2-5 | Ages 5-8 | Ages 8-10 | Ages 10-12 | 7th grade | 8th grade | 9th grade |
| | | | | | | |

Learning the Game



This activity lets your students easily learn the rules of the game through writing.

Contents:

- Cards from *Time's Up!*
- The "Learning the Game" worksheet

Goal: Learn the rules of *Time's Up! Family* or *Party*.

Overview:

1. Hand out the "Learning the Game" worksheet.
2. Ask your students to fill out the worksheet by themselves.
3. Group correction: to make sure their definitions are understandable, ask a student to read one of their definitions out loud. The other students should try to guess the word being defined.
Ask other students to read their definitions.
4. After everyone has read one of their definitions, take back the worksheets and shuffle them. Then read the single word they wrote (round 2) out loud. Students must try to find the word by remembering their classmates' definitions.
5. Do the same thing for the charades

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 message.
- Practice writing during different situations.
- Ensure a good presentation.

| Pre-school | | Elementary School | | Middle School | | |
|------------|----------|-------------------|------------|---------------|-----------|-----------|
| Ages 2-5 | Ages 5-8 | Ages 8-10 | Ages 10-12 | 7th grade | 8th grade | 9th grade |
| | | | | | | |

Learning the Game: Annex

Draw a card of the two words, pick the one you like better and write it below.

If you had to describe this word in 3 lines, what would you say?

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

If you could only use a single word to describe it to your neighbor, which one would you choose?

.....
.....

Why did you choose this word? Explain.

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

If you had to act out this word, how would you do it?

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



Egodico



This activity lets your students confirm topics that were introduced and consolidate new knowledge after each game.

Contents:

- Cards from *Time's Up!*
- The "Egodico" worksheet

Goal: come up with definitions of the words/characters/celebrities used during the game.

Overview:

1. Play a game of *Time's Up!*
2. At the end of the game, ask your students to shout out the words used in the game.
3. Hand out the "Egodico" worksheet.

Kids version (with ages 8-12):

Each student has to write 5 words used in the game.

Family version (with ages 8-13):

Each student has to write 10 words used in the game.

Party version (with middle schoolers):

Each student has to write 10 biographies of characters/celebrities used in the game.

Throughout this activity students will create their own dictionaries with their own words. You can grade each definition with a star scale, **but it is absolutely not required**.

- ★ You are missing too many elements to correctly define the word.
- ★★ Good definition, but missing a couple important elements.
- ★★★ Your definition is complete

Target Skills:

Reading:

- Create meaning.

Writing:

- Develop the lesson.
- Process lexical groups.
- Use grammatical and lexical items.

Speaking/listening:

- Practice speaking and listening during different situations.
- Create meaning.
- Work on the organization and coherence of the message.
- Use and identify nonverbal signals.

| Pre-school | | Elementary School | | Middle School | | |
|------------|----------|-------------------|------------|---------------|-----------|-----------|
| Ages 2-5 | Ages 5-8 | Ages 8-10 | Ages 10-12 | 7th grade | 8th grade | 9th grade |
| | | | | | | |



Egodico: Annex

| # | Words | My definitions |
|----|-------|----------------|
| 1 | | |
| 2 | | |
| 3 | | |
| 4 | | |
| 5 | | |
| 6 | | |
| 7 | | |
| 8 | | |
| 9 | | |
| 10 | | |



Tap It!



This activity lets your students summarize everything they've learned in a fun way - using themes introduced in class.

Contents:

- Cards from *Time's Up! Kids*

Goal: Be the player who wins the most cards.

Overview:

1. Place 30 cards faceup on the table.
2. Ask students to find a word...
 - a. "that starts with the sound..."
 - b. "that starts with the letter..."
 - c. "that rolls"
 - d. "that can be eaten"
 - e. "that's the color..."
3. The first student to find the word quickly taps it with their hand and takes the card.

The game continues until there are no more cards.

Target Skills:

Reading:

- Create meaning.
- Understand interactions between verbal and nonverbal elements.

Introduction to science:

- Characterise a living being.

Introduction to history:

- Identify, compare, and characterize a person from a specific era - through locations, depictions, social structure, etc.

Speaking/listening:

- Practice speaking and listening during different situations.
- Create meaning.
- Work on the organization and coherence of the message.

| Pre-school | | Elementary School | | Middle School | | |
|------------|----------|-------------------|------------|---------------|-----------|-----------|
| Ages 2-5 | Ages 5-8 | Ages 8-10 | Ages 10-12 | 7th grade | 8th grade | 9th grade |
| :(| :) | :) | :) | :) | :) | :) |

The Perfect Pair



This activity lets your students find connections between multiple cards - objects, characters, etc.

Contents:

- Cards from *Time's Up!* The activity works with any version.

Goal: Be the team/player with the most pairs.

Overview:

1. Play a game of *Time's Up!* (optional)
2. Place the cards used in the game on the table, with a minimum of 30 cards.
3. Taking turns clockwise, players must find a connection between 2 characters/people/words to make a pair. The first player proposes a pair and explains their choice: "I chose these 2 characters/people/words because they are/have..."
4. If you think the connection makes sense, the student/team takes the 2 proposed cards. If the connection doesn't make sense, the next player takes their turn.

The game ends when there are no more cards on the table.

Suggestions:

- This variant works with all versions of the game:
Time's Up! Kids and *Family*: use genre, color, type of object, place it can be found, etc.
Time's Up! Party: they lived in the same era, their role, their job, their history, etc.
- When placing cards on the table, you can arrange them in a hodgepodge or in rows.
- You do not have to play a game of *Time's Up!* before beginning the activity, but it could help your students better grasp the characters (who they were, what they did, etc) which would give them more clues.

Target Skills:

Reading :

- Create meaning.
- Understand interactions between verbal and nonverbal elements.

Introduction to science:

- Characterise a living being.

Introduction to history:

- Identify, compare, and characterize a person from a specific era - through locations, depictions, social structure, etc.

Speaking/listening:

- Practice speaking and listening during different situations.
- Create meaning.
- Work on the organization and coherence of the message.

| Pre-school | | Elementary School | | Middle School | | |
|------------|----------|-------------------|------------|---------------|-----------|-----------|
| Ages 2-5 | Ages 5-8 | Ages 8-10 | Ages 10-12 | 7th grade | 8th grade | 9th grade |
| :(| :) | :) | :) | :) | :) | :) |

p. 19



Mystery !



This activity lets your students improve their deduction and how to ask good questions.

Contents:

- Cards from *Time's Up!* The activity works with any version.

Goal: Be the first to discover the mystery character/celebrity/object.

Overview:

1. Draw a random card.
2. Taking turns, students (or teams, if you decide to group them) ask a yes-or-no question.
 - a. If the answer is **no**, the student's turn is over.
 - b. If the answer is **yes**, they can propose a solution. If they find the mystery character, celebrity, or word, they win. Otherwise, the next student asks a question until someone finds the word/celebrity/character.

The winners can draw the next random card for everyone to guess; you can help them with the responses.

For *Time's Up! Kids* and *Time's Up! Family*:

- This activity can be played in tandem with the game to enrich their vocabulary, verbal expression, and syntax.
- At first, with younger students, remove complicated words - you decide which ones.
- Choose words according to the theme you wish to focus on.
- Finish the activity by asking them to repeat all the questions that were asked before finding the mystery word.
- For older students, ask them the question: "What were the best questions that helped you find the mystery word? »

For *Time's Up! Party*:

- Only use characters/celebrities - remove any animals, shows, clothing, etc.
- If you need, choose cards according to your students' skill level.
- This activity lets your students summarize everything they've learned in a fun way - using themes introduced in class

Target Skills :

Reading:

- Create meaning.
- Understand interactions between verbal and nonverbal elements.

Speaking/listening:

- Practice speaking and listening during different situations.
- Create meaning.
- Work on the organization and coherence of the message.

Introduction to Science:

- Characterise a living being.

Introduction to History:

- Identify, compare, and characterize a person from a specific era - through locations, depictions, social structure, etc.

| Pre-school | | Elementary School | | Middle School | | |
|------------|----------|-------------------|------------|---------------|-----------|-----------|
| Ages 2-5 | Ages 5-8 | Ages 8-10 | Ages 10-12 | 7th grade | 8th grade | 9th grade |
| :(| :) | :) | :) | :) | :) | :) |



Story Machine 1



This activity lets students begin writing their own stories.

Contents:

- Cards from *Time's Up! Kids*
- The "Story Machine 1" worksheet

Goal: Write a short story while including 3 specific words.

Overview:

1. Give each student 3 cards.
2. Ask them to write a short story, 10 lines long maximum, that includes the words they received.

Variants:

- Use the same words for all students - 3 cards 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 10 lines.
- With younger students (around 5 years old), write a story together out loud.

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.

Speaking/listening:

- Practice speaking and listening during different situations.
- Create meaning.
- Work on the organization and coherence of the message.
- Use and identify nonverbal signals.

| Pre-school | | Elementary School | | Middle School | | |
|------------|----------|-------------------|------------|---------------|-----------|-----------|
| Ages 2-5 | Ages 5-8 | Ages 8-10 | Ages 10-12 | 7th grade | 8th grade | 9th grade |
| :(| :) | :) | :) | :) | :) | :) |

:(According to students' skill level

Story Machine 1: Annex

My 3 words to include are:



Story Machine 2



This activity lets students begin writing short stories by using a narrative structure.

Contents:

- Cards from *Time's Up! Family*
- The "Story Machine 1" worksheet

Goal: Write a story by including 5 words.

Déroulement:

- ✓ Give each student 5 cards.
- ✓ Ask them to write a story, 10 lines long maximum, including the words they received and paying attention to these restrictions:
 - ✓ The first word describes the opening scene;
 - ✓ The second word explains the problem that arises;
 - ✓ The third word represents the action or part of the action taken to resolve the problem;
 - ✓ The fourth word defines how the problem was resolved;
 - ✓ The fifth word describes the final scene.

Since there are 2 words on each card, students will only choose one per card to write their story.

Variants:

- Use the same cards for the whole class (write them on the board).
- Limit the number of words (depending on their age).
- For older students, you can:
 - require more than 10 lines.
 - have them include both words on each card.

Target Skills:

Reading:

- Create meaning.

Writing:

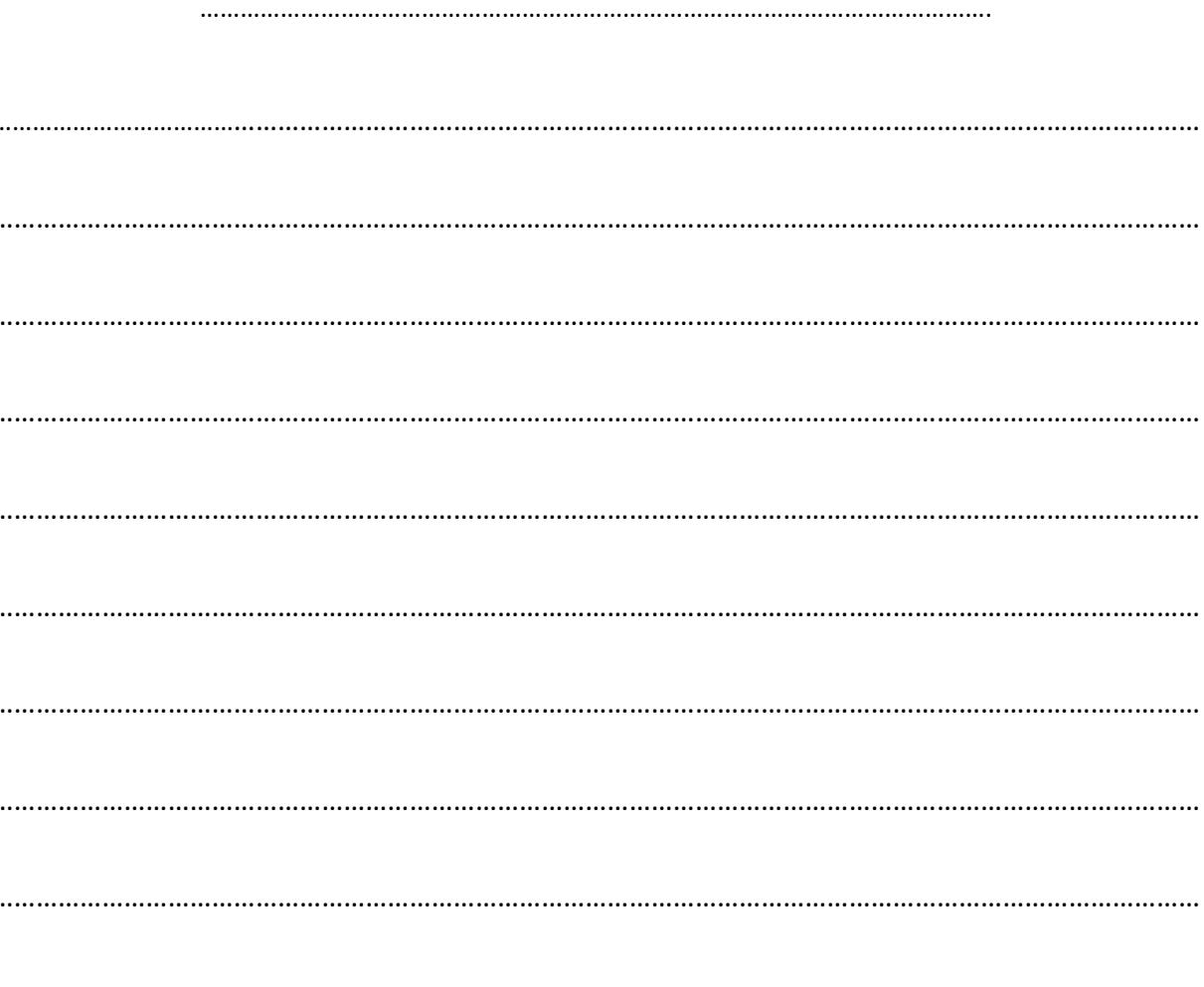
- Develop the lesson.
- Process lexical items.
- Use grammatical and lexical items.
- Work on the organization and coherence of the text..
- Practice writing for different situations.
- Ensure a good presentation.

| Pre-school | | Elementary School | | Middle School | | |
|------------|----------|-------------------|------------|---------------|-----------|-----------|
| Ages 2-5 | Ages 5-8 | Ages 8-10 | Ages 10-12 | 7th grade | 8th grade | 9th grade |
| | | | | | | |

Story Machine 2: Annex

My 5 words to include are:

1. Opening scene:
2. Problem:
3. Action(s):
4. Resolution of the problem:



Chronologically

Party

This activity lets students work on their History by placing 5 people in chronological order.

Contents:

- Cards from *Time's Up! Party*. Choose only well-known people, remove fictional characters.
- Biographies with dates that will help you confirm the correct order.

Goal: Be the team with the most point.

Overview:

Choose a color for all the cards.

The game plays over 3 rounds:

1. Give each team 6 characters. They will have to work together to put them in chronological order by birthdate.
2. Taking turns, teams will place one of their cards in front of the others. It should be the card with the oldest historical figure among their 6.
3. Then, taking turns, teams can place a second card. If the person was born after the first one, the team gets a point. If they are incorrect, they do not get any points.
4. The game continues until there are no more cards.

Calculating points:

| Perfect score | Score with mistakes |
|-------------------------------------|-------------------------------------|
| 1st card placed: 1 point | 1st card placed: 1 point |
| 2nd card correctly placed: 2 points | 2nd card correctly placed: 2 points |
| 3rd card correctly placed: 3 points | Incorrect 3rd card: 0 points |
| 4th card correctly placed: 4 points | 4th card placed: 1 point |
| 5th card correctly placed: 5 points | 5th card correctly placed: 2 points |
| 6th card correctly placed: 6 points | 6th card correctly placed: 3 points |
| Total points: 21 points | Total points: 9 points |

Each mistake resets the point system.

Target Skills:

Introduction to History:

- Identify, compare, and characterize a person from a specific era - through locations, depictions, social structure, etc.
- Identify people who lived in a specific era.
- Use depictions of physical space.

| Pre-school | | Elementary School | | Middle School | | |
|------------|----------|-------------------|------------|---------------|-----------|-----------|
| Ages 2-5 | Ages 5-8 | Ages 8-10 | Ages 10-12 | 7th grade | 8th grade | 9th grade |
| :(| :(| :-) | :-) | :) | :) | :) |

:(Depending on the cards used.



Unlikely Encounters!



This activity lets students practice History and writing dialogue using cards in the game.

Contents:

- Cards from *Time's Up! Party*.
- Notebook or loose papers.

Goal: Write a dialogue between 2 well-known people.

Overview:

1. After you pair them up, students will draw 3 cards and choose 2. The unused card is discarded.
2. Ask them to come up with an unlikely encounter between these 2 famous people. Then they must write a dialogue. What will the people say? It's up to them to decide...
3. Finally, ask them to act it out.

Variants:

- For older students, they will only draw a single card. They no longer have the option of choosing the people from 3 cards, since there are already 2 elements on each card. The difficulty is higher, since the words on the card might not be 2 people, but one person that is introduced to a new context. Example:
 - Lenny Kravitz in *Beauty and the Beast*, where he's talking with *Beauty and Beast* is jealous.
 - Nolwenn Leroy and Bruce Lee meet. What will they talk about, since they come from opposite parts of the world?
- They might do research on the people so they know more about them before they start writing.
- You can give them extra restrictions
 - ✓ Number of minimum/maximum lines;
 - ✓ They meet in the present era;
 - ✓ They meet in one of their original eras.

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.

Introduction to History:

- Identify, compare, and characterize a person from a specific era - through locations, depictions, social structure, etc
- Identify people who lived in a specific era.
- Use depictions of physical space.

| Pre-school | | Elementary School | | Middle School | | |
|------------|----------|-------------------|------------|---------------|-----------|-----------|
| Ages 2-5 | Ages 5-8 | Ages 8-10 | Ages 10-12 | 7th grade | 8th grade | 9th grade |
| | | | | | | |

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Timeline



This activity lets students practice History using cards from the game, placing historical figures on a timeline.

Contents:

- Cards from *Time's Up! Party*. Choose only well-known figures, remove any fictional characters.
- The "Timeline" worksheet

Goal: placer toutes les personnes ayant été abordées dans le jeu sur une frise chronologique.

Overview:

1. Place a game of the *Party* version.
2. Sort all the real people and write them on the board.
3. Hand out the "Timeline" worksheet.
4. Ask students to place all the people in the game in order on the timeline. If they aren't sure, they can check in a dictionary, textbook, Internet, etc.
5. Correct the timeline together.

Variants:

- You can complete this activity in groups of two or more.
- Later, you can add more cards - if you know when they were created, founded, distributed, etc...

Target Skills:

Introduction to History:

- Identify, compare, and characterize a person from a specific era - through locations, depictions, social structure, etc.
- Identify people who lived in a specific era.
- Use depictions of physical space.

Speaking/listening:

- Practice speaking and listening during different situations.
- Create meaning.
- Work on the organization and coherence of the message.
- Use and identify nonverbal signals.

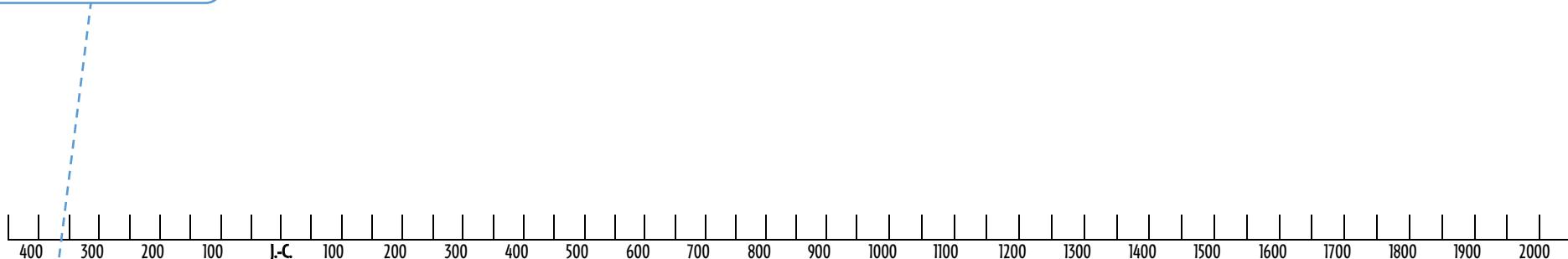
| Pre-school | | Elementary School | | Middle School | | |
|------------|----------|-------------------|------------|---------------|-----------|-----------|
| Ages 2-5 | Ages 5-8 | Ages 8-10 | Ages 10-12 | 7th grade | 8th grade | 9th grade |
| | | | | | | |

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Timeline: Annex

Place the real people used in the game in the correct place on this timeline.

Alexander the Great
356 BC



If you don't know when they were born, you can look it up in a book or online.