

The Bard's Cards

An exciting and engaging way to either introduce Shakespeare - or explore characters in more depth!

We'd love to hear how you get on with (and develop) the activity, so please let us know!



(4) The process is repeated - with Player C challenging Player A.

(5) The whole cycle is repeated until one player has all the cards (an alternative is to set a time limit on the game).

Game 1 (using Set 2)

(1) As a whole class, discuss the concept of "characters" - and agree four attributes on which they could be rated.

(2) Give one set of cards to each group of three pupils, telling them to divide them up equally - and write on each one the agreed attributes.

(3) Instruct the groups to discuss each card, conducting any necessary research, and agree "scores" for each attribute, writing them down in the appropriate places.

(4) Play the game, as in the instructions for Game 1, above.

Follow-Up Suggestions:

Work with the class to create your own Shakespeare card set for a play you're exploring.

Outcomes:

(1) Increased understanding of concepts of "character" and "characterisation".

(2) Increased awareness of Shakespeare, his plays and his characters.

(3) Opportunities to develop and refine tactical thinking.

Activity Overview:

It's the characters, the people who populate his plays, who drive Shakespeare's narratives. And this beautifully illustrated **Bard's Cards** game allows you and your pupils to explore and learn about some of those characters in a fun and engaging way.

Target Audience:

EYFS - KS4.

Resources:

Print one or both of the free and downloadable sets of cards accompanying this resource. For longevity, you're better printing on card - but paper will work.

Instructions:

Game 1 (using Set 1)

(1) Using one set of cards per three pupils, the cards are dealt face-down.

(2) Player A takes the top card from her/his pack - and picks a category. Player B shows her/his first card and they compare categories. If one player scores more highly than the other, s/he takes their opponent's card, both going at the bottom of her/his pack. If the scores are equal, the players keep their cards - which go at the bottom of their packs.

(3) The process is repeated - with Player B challenging Player C.

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