

## 1: LESSON PLAN - Onitama

<b>LEARNING AIMS</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>● Engage in cooperative play</li> <li>● Reflect on their own logical and spatial reasoning</li> <li>● Gain a basic understanding of game mechanics, rules, fundamental gameplay, strategies, cooperative principles, increase mental math skills, number sense skills</li> <li>● Logical Reasoning: <b>Investigating</b> game mechanics and how to use movement cards for effective moves (W1)</li> <li>● Spatial Reasoning: <b>Locating</b> placements for pawn (master or student) and possible moves (W1)</li> </ul>
<b>MATERIALS</b>	<ul style="list-style-type: none"> <li>● Enough copies of <i>Onitama</i> for your class</li> <li>● Whiteboard and marker (optional)</li> <li>● Condensed rules sheet - How to Play Onitama</li> <li>● Each student has a pencil</li> </ul>
<b>SPECIAL CONSIDERATIONS</b>	<ul style="list-style-type: none"> <li>● Could introduce game through modeling the game (ELL learners)</li> <li>● Could have the instructions in picture formats (simplified instructions)</li> <li>● One round of Onitama game play takes approximately 15-20 minutes.</li> <li>● Organize groups according to student needs: Play in pairs, so two on two. Encourage discussion and understanding of the game. Focus on the rules of the game.</li> </ul>
<b>LESSON ACTIVITIES</b>	<ol style="list-style-type: none"> <li>1. Show box and start by asking questions about it. What do you notice? Has anyone played this before?</li> <li>2. Let's watch this video to see how the game is played: <a href="#">How to Play Onitama</a>. Now that we've watched the video:             <ul style="list-style-type: none"> <li>● How many cards do you randomly pick to play the game? (5: 2 for each team, 1 extra)</li> <li>● What do you do on a turn? (choose a card, move a pawn, exchange cards)</li> <li>● Which way does your card need to face? How do you use a card to figure out the possible places to move? [<a href="#">move examples</a> to show on SmartBoard, if needed]</li> <li>● What are the two ways to win? [capture opponent's master OR move your master onto opponent's Temple Arch]</li> </ul> <p>Clarify (if needed): (1) the square colours on the move cards don't matter (green, blue, red); (2) players can test out where to move their pawn – a move isn't "final" until the move cards are exchanged.</p> </li> <li>3. Overview of game rules if necessary:             <ol style="list-style-type: none"> <li>1) Each turn is the same.                 <ul style="list-style-type: none"> <li>● <b>Choose</b> a card to use</li> </ul> </li> </ol> </li> </ol>

	<ul style="list-style-type: none"> <li>● <b>Move</b> your pawn (according to the chosen card)</li> <li>● <b>Exchange</b> card</li> </ul> <p>2) <b>Win</b> by capturing your opponent’s master OR moving your master onto your opponent’s Temple Arch</p> <p>4. Divide students into pairs – each pair will play another pair. Hand out the reflection sheet so students know what questions to think about.</p> <ol style="list-style-type: none"> <li>a. Do an “unboxing” and have students write on the reflection sheet (question #1)</li> <li>b. One on one group engagement for questions and clarifications</li> <li>c. Once students feel comfortable, they may start an official round.</li> </ol> <p>5. Teacher circulates and prompts student discussion of strategies. Encourage students to ask each other the questions listed on the “How to Play” sheet.</p> <ol style="list-style-type: none"> <li>a. Which pawn are you moving, master or student? Why?</li> <li>b. Why did you choose that card to use?</li> <li>c. Are you trying to move forward, diagonal, backward? Why?</li> <li>d. What card from your opponent do you really want? Why?</li> <li>e. Should you move the master earlier or later in the game?</li> <li>f. How did you play to capture your opponent’s pawn?</li> <li>g. How did you keep your pawns out of your opponent’s way?</li> <li>h. How do you figure out which square you can move a pawn to?</li> <li>i. Do you try to move close or far? Why?</li> </ol> <p>6. At the end of the game time, encourage students to complete the reflection sheet. <b>They will need move cards they used during their games today.</b></p>
<p><b>QUESTIONS/ REFLECTIONS</b></p>	<p>Questions for students/prompts: Focus for Week 1:</p> <ul style="list-style-type: none"> <li>● Which pawn are you moving, master or student? Why?</li> <li>● Why did you choose that card to use?</li> <li>● Are you trying to move forward, diagonal, backward? Why?</li> <li>● What card from your opponent do you really want? Why?</li> <li>● Should you move the master earlier or later in the game?</li> <li>● How did you play to capture your opponent’s pawn?</li> <li>● How did you keep your pawns out of your opponent’s way?</li> <li>● How do you figure out which square you can move a pawn to?</li> <li>● Do you try to move close or far? Why?</li> <li>● How did you decide which card to use?</li> </ul>

	<ul style="list-style-type: none"><li>● How did you decide which pawn (master or student) to move?</li><li>● How did you decide where to move the character?</li><li>● Did you move your master during the game? Why?</li><li>● Did you pay attention to your opponent's cards? Do you think that is helpful?</li><li>● How did you win? OR How did your opponent win? (way of the stream? Way of the stone?)</li><li>● Does this game remind you of any other board games you have played before?</li><li>● Have you found any tricks yet?</li><li>● What do you want to try next time?</li></ul> <p>“For Next Time” Reflection Question: Are there any spots on the board that are more useful than others to move your pieces to early in the game? Later in the game? If so, what makes them important?</p>
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