

2: LESSON PLAN - Onitama

LEARNING AIMS	<p>Students will:</p> <ul style="list-style-type: none"> ● Engage in cooperative play ● Reflect on their own logical and spatial reasoning ● Gain a basic understanding of game mechanics, rules, fundamental gameplay, strategies ● Logical Reasoning: Investigating game mechanics and how to use movement cards for effective moves (W1) ● Spatial Reasoning: Locating placements for pawn (master or student) and possible moves (W1) ● Logical Reasoning: Investigating legal moves related to picking a student or master pawn to move (W2) ● Spatial Reasoning: Tactilizing (touching, manipulating, moving around, testing out) with the pawns and cards to figure out how to place the pawns with various cards (W2)
MATERIALS	<ul style="list-style-type: none"> ● Enough copies of <i>Onitama</i> for your class ● Whiteboard and marker (optional) ● Condensed rules sheet - How to Play Onitama ● Each student has a pencil and crayons
SPECIAL CONSIDERATIONS	<ul style="list-style-type: none"> ● Could introduce game through modeling the game (ELL learners) ● Could have the instructions in picture formats (simplified instructions) ● One round of Onitama game play takes approximately 15-20 minutes. ● 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.
LESSON ACTIVITIES	<p>1. Place the students in their groups of 4 and ask them to have the game out for the starter. Put the Starter Images on the Smartboard for the opening discussion.</p> <p>What did you learn about playing Onitama last week? What did you have to do to make good moves with your pawns?</p> <p>Today, we're going to continue investigating how to make legal moves with your pawn based on a card selected. You can touch and move your pawns around to check out possible moves – once you exchange cards your move is final. There was a really interesting situation that happened in a game last week. Let's take a look (starter images) – be ready to set up your board.</p> <p>After the students explore in their groups, ask them to explain to the whole class.</p> <p><i>[Note, there are two different ways for the RED team to win ... let's see what the students notice. If no one suggests a move to win, ask them: How can the Team make a move to win?]</i></p>

	<p>Dragon was a very popular card last week, and we noticed that you were using the dragon card in different ways, for example ... Show the second page of the starter images. <i>[As shown in the images, the first and second were using the Dragon card to move forward being offensive; and the third one was moving backward i.e., being defensive.]</i></p> <p>For the reflection sheet today, fill in the first question when at least one pawn has been removed from each team. Questions 2 and 3 will be answered at the end of class. When walking around, encourage students to colour ALL possible moves (not just some).</p> <ol style="list-style-type: none"> 2. Divide students into pairs – each pair will play another pair. Hand out the reflection sheet so students know what questions to think about. 3. Students play the game. 4. Teacher circulates and prompts student discussion of strategies. Encourage students to ask each other the questions listed on the “How to Play” sheet. 5. At the end of the game time, encourage students to complete the reflection sheet.
<p>QUESTIONS/ REFLECTIONS</p>	<p>Questions for students/prompts: Focus for Week 2:</p> <ul style="list-style-type: none"> ● Which pawn are you moving, master or student? Why? ● Why did you choose that card to use? ● Are you trying to move forward, diagonal, backward? Why? ● What card from your opponent do you really want? Why? ● Should you move the master earlier or later in the game? ● How did you play to capture your opponent’s pawn? ● How did you keep your pawns out of your opponent’s way? ● How do you figure out which square you can move a pawn to? ● Do you try to move close or far? Why? ● How did you decide which card to use? ● How did you decide which pawn (master or student) to move? ● How did you decide where to move the character? ● Did you move your master during the game? Why? ● Did you pay attention to your opponent’s cards? Do you think that is helpful?

	<ul style="list-style-type: none">● How did you win? OR How did your opponent win? (way of the stream? Way of the stone?)● Does this game remind you of any other board games you have played before?● Have you found any tricks yet?● What do you want to try next time? <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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