

### 3: LESSON PLAN - Onitama

<p><b>LEARNING AIMS</b></p>	<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</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> <li>● Logical Reasoning: <b>Investigating</b> legal moves related to picking a student or master pawn to move (W2)</li> <li>● Spatial Reasoning: <b>Tactilizing</b> (touching, manipulating, moving around, testing out) with the pawns and cards to figure out how to place the pawns with various cards (W2)</li> <li>● Logical Reasoning: <b>Explaining</b> the movement of a pawn with directional words to find good moves (W3)</li> <li>● Spatial Reasoning: Use <b>directioning</b> when moving pawns to strategically make offensive and defensive moves (W3)</li> </ul>
<p><b>MATERIALS</b></p>	<ul style="list-style-type: none"> <li>● Enough copies of <i>Onitama</i> for your class</li> <li>● Condensed rules sheet - How to Play Onitama</li> <li>● Each student has a pencil and crayons</li> </ul>
<p><b>SPECIAL CONSIDERATIONS</b></p>	<ul style="list-style-type: none"> <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 strategic moves in the game.</li> </ul>
<p><b>LESSON ACTIVITIES</b></p>	<ol style="list-style-type: none"> <li>1. Place the students in their groups of 4 and ask them to have the game out for the starter. Put the <a href="#">Starter Images</a> on the Smartboard for the opening discussion.</li> </ol> <p>Today, I'd like you to think hard with your partner about how you move your pawns ... how do you decide which <b>direction</b> to move your pawn and how you <b>explain</b> how to move your pawn. We can explain with both our hands (showing the move with our hands/pawns) and with words. Why do you think the <b>direction</b> you move your pawn matters and how have you been trying to convince your partner of a move?</p> <p>Let's explore a move that Holda/Navya made last week (<a href="#">starter images</a>) to figure out how to explain the direction of our pawns' moves. As a group, set up your board and figure out Red's next move. [After the groups have time to explore, ask them to share with the whole class.]</p> <p><i>Note: while students are sharing, could make a list on the board of direction words they are using (e.g., forward, backward,</i></p>

	<p style="text-align: center;"><i>diagonal, left, right, etc.).</i></p> <p>Thanks for sharing your interesting strategies ... let's see Holda's explanation of their move. Do you agree or disagree? What word did Holda use to explain the <b>direction</b> the pawn moved?</p> <p><i>Note: Navya explained on her sheet "We decided we wanted to play offense...". Could also prompt students to make connections between offensive/defensive moves and explaining the direction of their move.</i></p> <p>As you play today, try to use your words and hands to explain clearly to your partner what the next move should be. Try to defend the direction you want to move your pawn!</p> <ol style="list-style-type: none"> <li>2. Divide students into pairs – each pair will play another pair. Hand out the reflection sheet so students know what questions to think about.</li> <li>3. Students play the game.</li> <li>4. Teacher circulates and prompts student discussion of strategies. Encourage students to ask each other the questions listed on the "How to Play" sheet.</li> <li>5. At the end of the game time, encourage students to complete the reflection sheet.</li> </ol>
<p><b>QUESTIONS/ REFLECTIONS</b></p>	<p>Questions for students/prompts: Focus for Week 3:</p> <ul style="list-style-type: none"> <li>● How would you describe your moves in words?</li> <li>● How did you show a possible move to your opponent (with fingers or a pawn)?</li> <li>● In your team discussion, how did you show your partner where you planned to move the pawn? Did you move the pawn to that place, point the place on the board, or explain it in words?</li> <li>● Does the direction you move a pawn show if it's an offensive or defensive move?</li> <li>● Did you pay attention to your opponent's cards? Do you think that is helpful?</li> <li>● How did you read your opponents' cards? How can you figure out where they might go next?</li> <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> </ul>

	<ul style="list-style-type: none"><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><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>● 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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