

4: 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) ● Logical Reasoning: Explaining the movement of a pawn with directional words to find good moves (W3) ● Spatial Reasoning: Use directioning when moving pawns to strategically make offensive and defensive moves (W3) ● Logical Reasoning: Justifying your design of an Onitama card (W4) ● Spatial Reasoning: Imagining cards and moves with (designed new) cards to win (W4)
MATERIALS	<ul style="list-style-type: none"> ● Enough copies of <i>Onitama</i> for your class (this class students will play one on one, make sure you have enough copies) ● Condensed rules sheet - How to Play Onitama ● Each student has a pencil and crayons ● Names of Animals in Japanese sheet
SPECIAL CONSIDERATIONS	<ul style="list-style-type: none"> ● Could have the instructions in picture formats (simplified instructions) ● One round of Onitama game play takes approximately 15-20 minutes. ● Encourage discussion and strategic moves in the game. Organize groups according to student needs: This class, students play one on one.
LESSON ACTIVITIES	<p>1. Last week you were asked to explain the moves with directional words. We were impressed by the directional words that you shared, such as <i>in front, forward, move one space, diagonally</i>. This week, we'd like to encourage you to focus on the Onitama cards. Put the Starter Images on the Smartboard for the opening discussion. [Discuss the Tiger card – students might even want to talk about what move Red should make.]</p> <p>Let's think about the cards that you have played with, is there any card that you think is great? What makes it a great card? What have you noticed about the cards? What is similar and different about them?</p>

	<p>Today, we'd like you to imagine and generate your own cards to make the play more fun! Each student will get to create one card and you can use it in your game. Use the blank cards given to you. However, here are a few guidelines:</p> <ul style="list-style-type: none"> ● Starting square (black) needs to be in the middle ● Colour in 2 to 4 squares to move to ● Give your card an animal name <p>2. Divide students into groups of two. Hand out the blank card for design and the reflection sheet. Students design their own 'great' cards!</p> <p>After completing the design, ask students to complete the first two questions on the worksheet. Emphasize that they need to justify their design.</p> <p>3. Play! Students play one on one with the cards they designed. After playing with these cards, ask students to complete the rest of the questions on the worksheet.</p> <p>4. Teacher circulates and prompts student discussion of strategies. Encourage students to ask each other the questions listed on the "How to Play" sheet.</p> <p>5. At the end of the game time, encourage students to complete the reflection sheet.</p>
<p>QUESTIONS/ REFLECTIONS</p>	<p>Questions for students/prompts: Focus for Week 4:</p> <ul style="list-style-type: none"> ● Why is the card you designed a great one? ● How did you think to design the card? ● What are the goals/purposes you want to achieve with this card? ● What are the main effects/functions of your card? ● How did you come up with the design idea? ● Is your card offensive or defensive? ● How is your card different from the ones that are already included in the game? ● Were you inspired by any cards that you have played with? If so, what is it (are they)? ● What do you think about the card that your opponent designed? ● While playing with the card you designed, did it work as you expected?

	<p>Other questions to consider:</p> <ul style="list-style-type: none">● Did you pay attention to your opponent's cards? Do you think that is helpful?● How did you read your opponents' cards? How can you figure out where they might go next?● 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?● 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?
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