

4: LESSON PLAN - Gobblet Gobblers

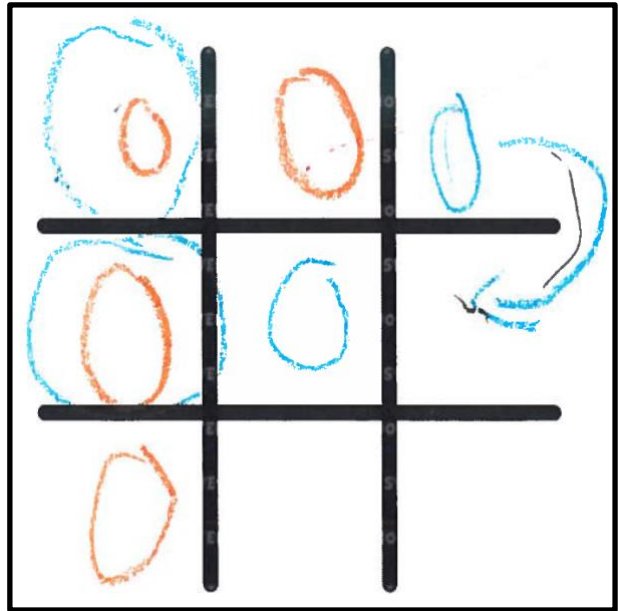
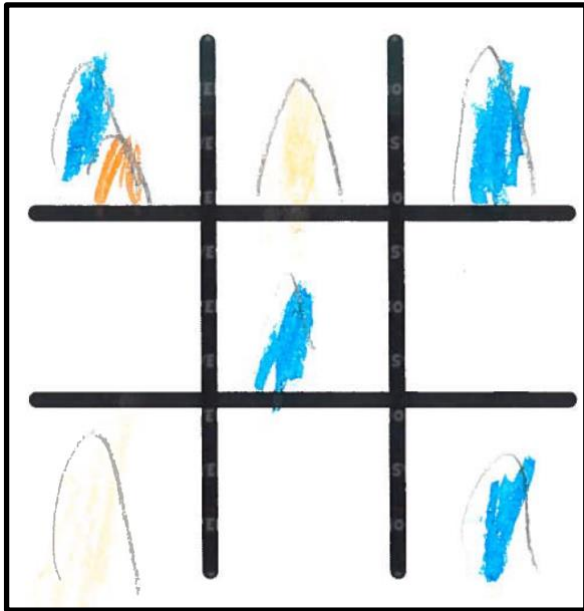
LEARNING AIMS	<p>Students will:</p> <ul style="list-style-type: none"> ● Engage in cooperative play (W1-5) ● Reflect on their own logical and spatial reasoning ● Gain a basic understanding of game mechanics, rules, fundamental gameplay, winning, strategies, cooperative principles ● Logical reasoning: Investigating the game to learn how to create good, legal moves and analyzing first move – getting to know the game (W1) ● Spatial reasoning: Tactilizing (touching, manipulating, moving around, testing out) with the Gobblers to figure out different sizes of Gobblers and how to place Gobblers – getting to know the game (W1) ● Logical reasoning: Analyzing game board configurations to slow play and be more strategic (W2) ● Spatial Reasoning: Locating different sizes of Gobblers in order to win the game (W2) ● Logical reasoning: Explaining emerging strategies with precise words and drawings (W3) ● Spatial Reasoning: Dimension-shifting from 2D (photo) to 3D (board) to 2D (drawing) to explore and explain game strategies to win (W3) ● Logical reasoning: Evaluating effectiveness of offensive and defensive strategies (W4) ● Spatial Reasoning: Visualizing the placement/location of Gobblers to make strategic moves and represent through drawings (W4)
MATERIALS	<ul style="list-style-type: none"> ● Enough copies of <i>Gobblet Gobblers</i> for your class (4 students per game) ● Whiteboard and marker ● Gobblet Gobblers How to Play Sheet ● Optional: Mini whiteboards or sheet protectors with paper in them and markers (one per group)
SPECIAL CONSIDERATIONS	<ul style="list-style-type: none"> ● Gobblet Gobblers is a quick game. Once students know how to play, one round of Gobblet Gobblers game play takes a couple of 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. ● A quick reminder to students about trying to focus on thinking about each move they make and why they decide to make it- don't rush.
LESSON ACTIVITIES	<ol style="list-style-type: none"> 1. Today's our final class with Gobblet Gobblers! In last class, you demonstrated some amazing strategies being developed and communicated between teammates! Today, you are encouraged to think further about the idea of using strategy. What do words such as offensive, defensive, aggressive, protective mean? How do you decide when to play offensively or defensively? Does it stay the same or change throughout the game?

	<p>You drew the gobblers after our last class. Take a look at these examples: <i>Starter Image</i> (see below). How do the drawings help to visualize where the gobblers are on the board? Can you see it in your mind? How can you improve your drawing today to show what you see in your mind (especially with the two tips)?</p> <ol style="list-style-type: none"> 2. Divide students into their groups: pair playing against another pair. 3. Hand out the reflection sheet so students know what questions to think about. Encourage them to choose one round of the game and answer the questions. 4. Teacher circulates and prompts student discussion of strategies. Encourage students to ask each other the questions listed on the How to Play sheet. <ol style="list-style-type: none"> a. Why did you choose to do that? b. Could you have tried a different strategy? c. What are the benefits or risks of gobbling? 5. At the end of the game time, encourage students to complete the reflection sheet.
<p>QUESTIONS/ REFLECTIONS</p>	<p>Questions for students/prompts:</p> <p>Focus for Week 4: Evaluating Strategies</p> <ul style="list-style-type: none"> ● Do you have an offensive strategy that you know you can use before the game starts? What about a defensive one? ● Is it better to be aggressive or patient? Why? ● What are some risks of having an aggressive strategy? What are some possible rewards? ● What are some risks of having a defensive strategy? What are some possible rewards? ● Is there a perfect mix of offense and defense when it comes to Gobblet Gobblers? What might change your answer? ● What size of Gobbler do you think of when you think about playing offensively? What about defensively? Why does that size Gobbler help you in each type of game? <p>Other questions to consider:</p> <ul style="list-style-type: none"> ● Can you predict your opponent’s next move? What about the one after that? ● What vocabulary are you using to make sure your team member knows exactly what you are thinking?

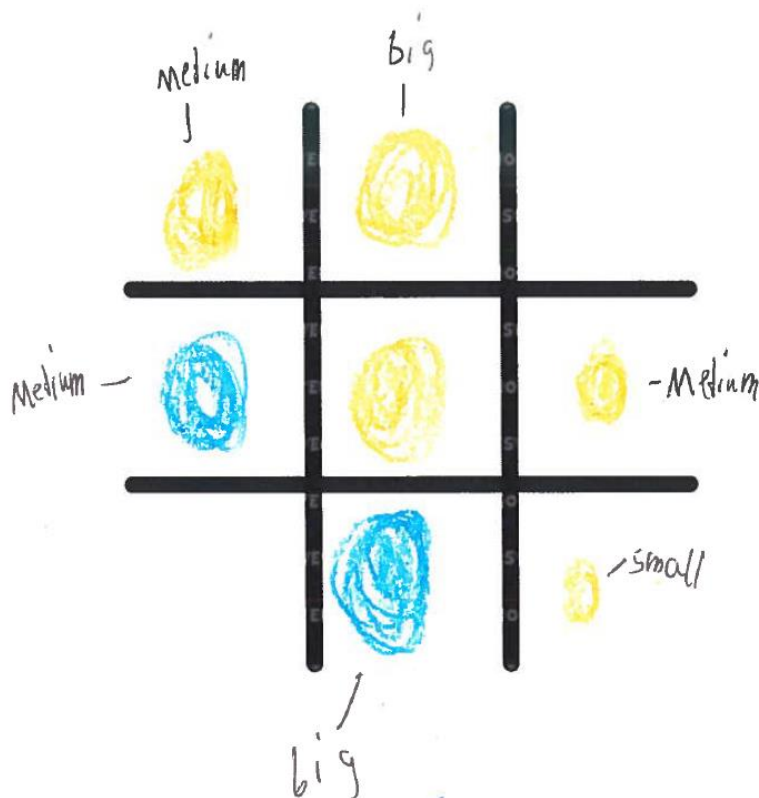
	<ul style="list-style-type: none">● What could you do to indicate to your partner what spot to play in next (e.g., numbering spaces, using symbols) to better communicate with your partner?● How many turns does it take you before you think you know what your opponents are trying to do?● Is there a point in the game when you can tell who is going to win?● Are you making moves based on a plan you made with your partner?● Are there any particular spots on the grid you try and control?● What do you do if your opponent takes a spot that you want to control?● A good move/play we made during Gobblet Gobblers today ways (explain why with pictures and words):● How did you figure out your next move?● What's one good idea you shared with your partner?● What did you do to not give your opponent an advantage?● What Tic Tac Toe strategy helps you play Gobblet Gobblers? How did it help?● What new strategies did you need to use in order to win?● What are all the unique opening moves for the first player?● Is there a way to set up 3 different ways to win?● For each person, tell me what you said to your partner to convince them of a good move at any point in the game.● Tell me about how you plan ahead to either set up a win for you or a loss for your opponent. Using drawings and words.● We played 5 games in a row starting with the small gobblet. This is how it went: (explain with drawings and words).● We played 5 games in a row starting with the medium gobblet. This is how it went: (explain with drawings and words).● We played 5 games in a row starting with the big gobblet. This is how it went: (explain with drawings and words).● One group realized that with the board as pictured [include image], that the _____ team would win on their next turn. How did they know?● Here's a new rule we came up with for Gobblet Gobblers! Use drawings and words to show.● Explain how and why you created the new rule. Did you have to modify it after trying it out? Defend why it's a good new rule.● How did your new rule change your play or your strategies? Use drawings and words.● Imagine you've been hired to make a tips & tricks website for Gobblet Gobblers. Create two important tips to help players. Use drawings to help explain. Tip 1: Tip 2:● Take a look at the three boards, showing different opening moves for Gobblet Gobblers. Rank how good the move is by writing great, okay or
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	<p>poor on the lines below. Explain your ranking below each one by saying why. [include images]</p> <ul style="list-style-type: none">● In all of the games, students told us about playing on the sides or corners. Can you tell me how playing on the sides and/or corners helps in Gobbler Gobblers? Use drawings and words.● This board is a few turns into the game. You can see some pieces hiding! You're a blue gobbler player. Draw where you would put your next piece. Why is it a good move? Use words. Start with the picture above -- can you show what the board would look like if there were 3 more moves? Explain.
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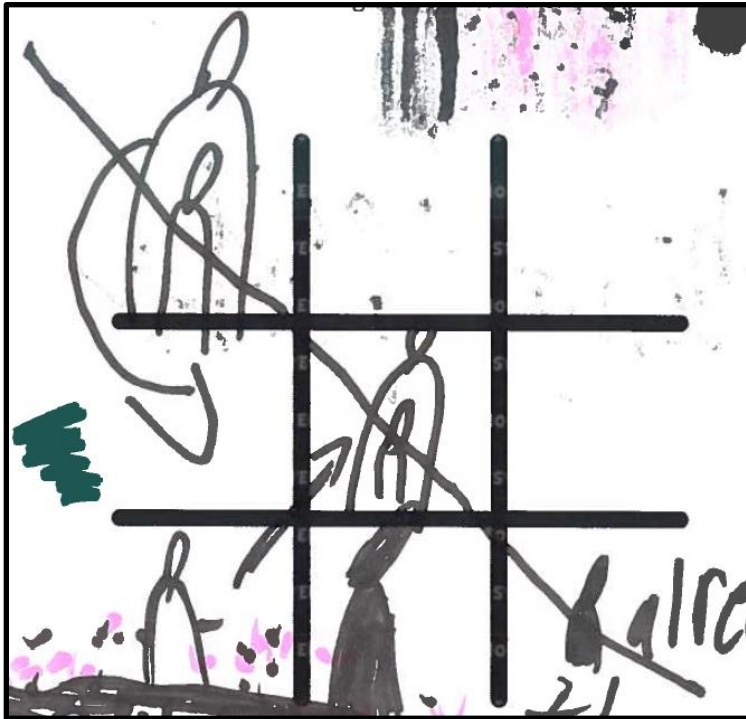
**How did these students show hidden gobblers?
How does it help us see all the gobblers?**



How did these students show gobbler sizes?



How did these students show both size and hidden gobblers? Is this enough to set up the board? Why or why not?



Reflection Sheet: Gobblet Gobblers

Your Name: _____ Team Member Names: _____

Evaluating Offensive and Defensive Strategies:

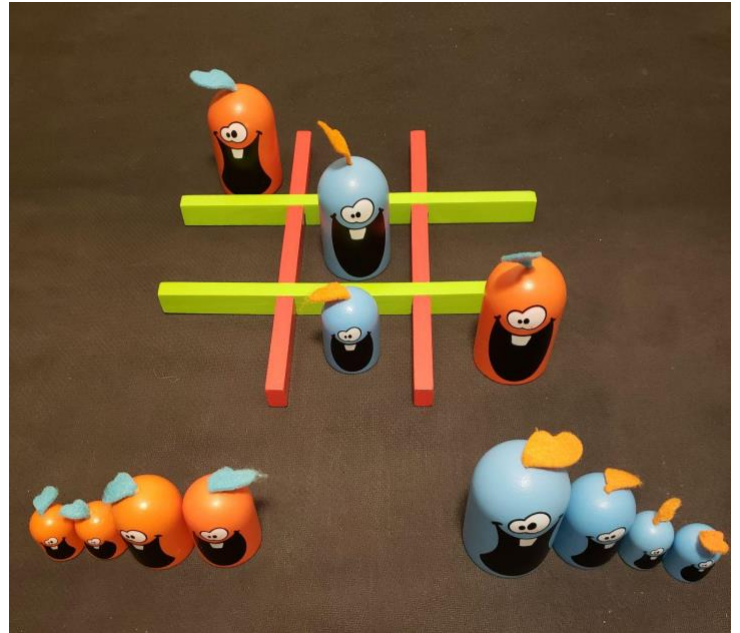
Set up your game board – Orange plays next. Don't play the next turn, just **think** about it.

- a) Circle the word that describes your next move as Orange:

Aggressive / **Protective**

- b) Circle the word that describes how you would play the rest of this game as Orange:

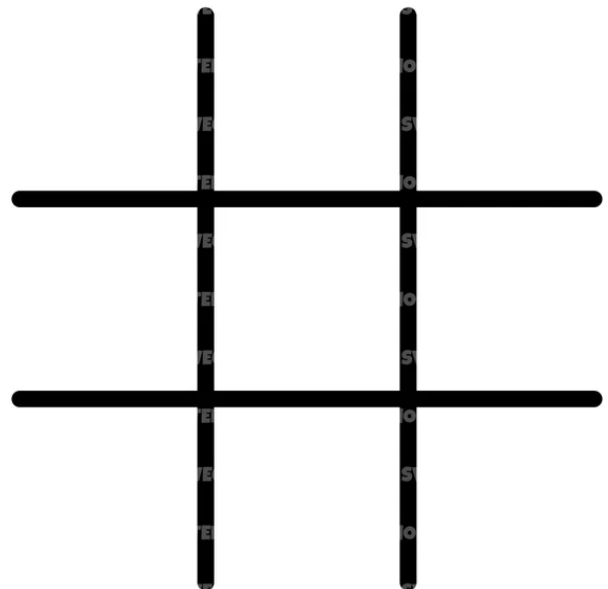
Offensive / **Defensive**



- c) Play the game!

Explain a time during the game where your team had to play offensive (to win) or defensive (to block). What did you do?

Draw the final board.
Show **size** and **hidden gobblers**.



Visualizing Ideas for Strategic Game Play:

- a) Imagine you've been hired to make a tips & tricks website for Gobblet Gobblers. Create two important tips to help players. Use drawings to help explain.

Tip 1:

Tip 2: