

## 1: LESSON PLAN - Santorini

<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, scoring, strategies, cooperative principles, increase mental math skills, number sense skills</li> <li>● Logical Reasoning: <b>Investigating</b> game mechanics and winning strategies by noticing and determining the rules through observation (W1)</li> <li>● Spatial Reasoning: <b>Locating</b> placements for workers and possible moves in order to know where to move and build (W1)</li> </ul>
<b>MATERIALS</b>	<ul style="list-style-type: none"> <li>● Enough copies of <i>Santorini</i> for your class</li> <li>● Whiteboard and marker (optional)</li> <li>● Condensed rules sheet - How to Play Santorini</li> <li>● Each student has a pencil</li> <li>● If needed: <a href="#">How to Play Santorini</a> (begins at 1:50 and stop video at 4:38)</li> </ul>
<b>SPECIAL CONSIDERATIONS</b>	<ul style="list-style-type: none"> <li>● Could introduce game through modelling the game (ELL learners)</li> <li>● Could have the instructions in picture formats (simplified instructions)</li> <li>● One round of Santorini game play takes approximately 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. Demonstrate playing several rounds of the game. Teachers or the teacher take a student who knows how to play the game; other students gather around, watch carefully, and discuss what they think the rules are. Students write ideas up on the board.</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>Move</b> a worker to an adjacent spot that's open (same level, up one level, down any # of levels).</li> <li>● <b>Build</b> a piece in an adjacent spot to that worker (on any level and on any other pieces, follow the order of levels ending with a dome).</li> </ul> </li> <li>2) <b>Win</b> by getting up to the third level (or your opponent can't move). [Will use the god cards in a few classes (don't use today).]</li> </ol> </li> <li>4. Divide students into pairs – each pair will play another pair. Hand out the reflection sheets.             <ol style="list-style-type: none"> <li>a. Do an “unboxing” and have students write on the reflection</li> </ol> </li> </ol>

	<p>sheet.</p> <ol style="list-style-type: none"> <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> <li>d. Answer reflection question 2 – initial placement.</li> </ol> <ol style="list-style-type: none"> <li>5. 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"> <li>a. Why did you choose to move your worker there? How did you decide what piece to place?</li> <li>b. Could you have tried a different move?</li> </ol> </li> <li>6. At the end of the game time, encourage students to complete #3 and #4 reflection sheet.</li> </ol>
<p><b>QUESTIONS/ REFLECTIONS</b></p>	<p>Questions for students/prompts: Focus for Week 1:</p> <ul style="list-style-type: none"> <li>● Why did you choose those starting positions for your workers?</li> <li>● Where could you move each of your workers? [adjacent spot]</li> <li>● How did you decide where to move that worker?</li> <li>● Which pieces can you use to build? Where can you build? [adjacent to worker just moved]</li> <li>● How did you decide what to build?</li> <li>● What do you think your opponents will do next?</li> <li>● What are you going to do to win?</li> <li>● How did you win? OR How did your opponent win?</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 have your pieces start in? If so, what makes them important?</p> <p>Other questions to consider:</p> <ul style="list-style-type: none"> <li>● What is the best way you have found to win so far?</li> <li>● Does having two workers compared to only having one make the game easier or harder?</li> </ul>

## Reflection Sheet: Santorini

Your Name: \_\_\_\_\_ Team Members: \_\_\_\_\_

### 1) Unboxing the Game!

a) What part of the game pieces did you find cool right away? (circle one)

- (1) The worker pieces      (2) The building pieces and domes      (3) The game board itself

### 2) Locating Starting Places for Workers.

a) **Draw Xs** on the board where you placed your workers.  
**Draw Os** where your opponent placed their workers.

b) Circle if you went first/second AND your colour.

First	Second	
Grey	Blue	White

c) Explain the **location** of your pieces. Why did you choose that location?



### 3) Investigating Where Workers can Move.

You are **grey** and it's your turn.

**Count** all the possible moves for G1: \_\_\_\_\_

**Draw** all the possible moves on the board.

**Count** all the possible moves for G2: \_\_\_\_\_

**Draw** all the possible moves on the board.



#### 4) Investigating Starting Places for Workers.

Are there any spots on the board that seem to be more useful than others to have your pieces start in? If so, what makes them important?

---

---

---

---

OPTIONAL: You can write/draw any other ideas.