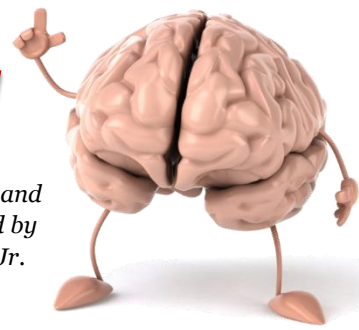


# BEATING BOARD-DOM!

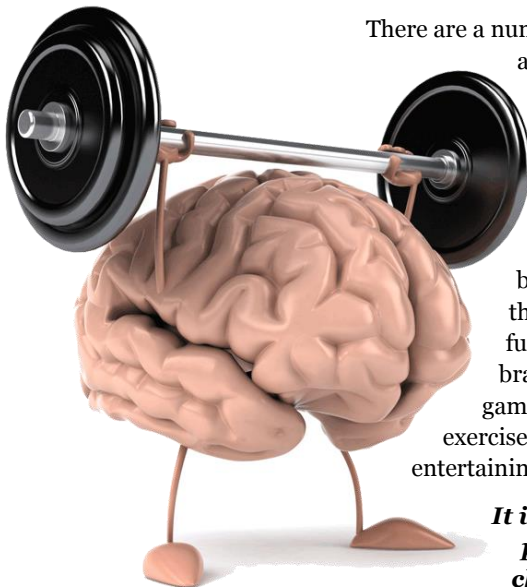


*“Thinking analytically is a skill like carpentry or driving a car. It can be taught, it can be learned, and it can be improved with practice. But like many other skills, such as riding a bike, it is not learned by sitting in a classroom and being told how to do it. Analysts learn by doing.” - Richards J. Heuer Jr.*

What do you like to do when you get bored? We don't get bored often, but when we do, we reach for a BOARD...game! Not only are board games loads of fun, they have properties that help boost children's brain power, too. Game playing is a powerful instructional tool, especially to help enhance critical thinking, creative thinking, and research/investigation, students' ability to plan ahead and persistence (and, the very important skill of how to lose or win graciously.)

What critical thinking boils down to is the ability to use reason, logic, and past experiences to make correct assessments or decisions and to be able to apply all of it to new experiences or problems. Research on brain development has prominently pointed to the importance of executive function, which is the brain's ability to problem solve, be creative, utilize working memory, and take prior knowledge and adapt it to new situations.

University of British Columbia researcher Adele Diamond **reported** that “executive functions—working memory and inhibitions—actually predict success better than IQ tests.” These higher functions of the brain are essential to develop foundationally in children, making their journey through school and beyond much more fruitful. The National Center for Learning Disabilities **emphasizes** that success, in 21<sup>st</sup> century terms, relies on a student's increasing proficiency and range in regard to crucial executive function tasks.



There are a number of strategies and classroom activities parents, teachers, and students may employ to enhance their executive functioning. Despite, or perhaps because of, their ancient roots, these classic board games stand out as one of the better, easily accessible, and fun ways to develop children's brain power. These kinds of games have that special ability to exercise the mind while also being entertaining and exciting.

***It is almost impossible for a child to play a game [ex. of chess] (well or poorly) without carrying out every mental operation listed on the chart. ~Maurice Ashley on Bloom's Taxonomy~***

## Purported Benefits of Students Playing [& Mastering] Strategy Games

### Cognitive Benefits:

- Memory
- Critical Thinking Skills
- Complex Thought
- Problem Solving
- IQ Scores
- Organization
- Creativity
- Verbal Reasoning

### General Educational Benefits:

- Improved Test Scores
- Numerical Skills
- Verbal Skills
- Reading/Reading Comprehension
- Science

### General Personal Benefits:

- Self-esteem
- Focus and Concentration
- Impulse control

▶AYS ©NE AND TWO:

# CHECK IT OUT!

## The Checkered History of Checkers

One of many people's favorite classic board games is checkers .

And it looks like we're going to need a time machine, because checkers

is much, much older than you might think! Historians know that checkers was referenced by Homer in the Odyssey, as well as by Plato in his writings from ancient Greece.

The board game called "Checkers" in North America and "Draughts" (pronounced as "drafts") in Europe is one of the oldest games known to man. The history of checkers can be traced to the very cradle of civilization, where vestiges of the earliest form of the game was unearthed in an archeological dig in the ancient city of Ur in southern Mesopotamia, which is now modern day Iraq. Using a slightly different board, no one is sure of the exact rules of the game which was carbon dated at 3000 B.C. A similar game using a 5x5 board, called Alquerque is known to have existed in ancient Egypt as far back as 1400 B.C.

This Egyptian version was so popular that mankind played it for thousands of years. Then, in the year 1100 A.D., an innovative Frenchman thought of playing the game on a chess board and increased the number of pieces for each player to 12. This modified game was then called "Fierges" or "Ferses," but it was more appropriately called as "Le Jeu Plaisant De Dames," because it was considered a women's social game. In 1535 the rule that you had to jump when presented with a jump opportunity was added to the game, thus making it more challenging by making jumps mandatory and so, this newer version was referred to as "Jeu Force." With this new board configuration and new rules set, the game eventually made its way to England and the Americas.

As early as the mid-1500s, books were written on the game and in 1756,

an English mathematician wrote a treatise on draughts. Now, with its own written rules, the game settled in England where it was known as "Draughts" and in America where it was called "Checkers." The game steadily rose in popularity as the years went by. 1847 was an important year in the history of checkers when the first championship award was given. Later, game enthusiasts noticed that certain



openings gave advantage to one side. And so, to begin the game in a random manner, two move restrictions were developed for expert players. In modern tournament checkers three move restrictions are prescribed.

1952 was a landmark year in the colorful history of checkers as Arthur L. Samuel created the first checkers program that was used by a computer. Gradually, these game programs were improved as computer speed and capacities increased. Today, computer programs rely more on database information that shows every possible move combinations when 10 pieces remain on the board and less on strategies.

Today, most English-speaking countries use a checker board with 64 spaces, which is known as the short king board version. However, much of Europe and Asia uses a checker board with 100 spaces, with 20 pieces per player, which is known as the long king version. Some people in Canada even use a board with 144 spaces!

In any form, checkers remains a popular game around the world today. People all over the world play different versions of the game to entertain themselves, strengthen their powers of logic or simply enjoy quality time playing a good game at home with the family. For many children, it's the first game they learn how to play. Teachers have long known that the simple game of checkers can provide significant training in thought and logic while keeping players occupied with fun competition.

Think you still need to purchase all your games at the store? If you have two differently colored duct tapes, then students can actually craft their own chessboard or checkerboard easily. Check out this [video](#) for a fun craft using duct tape. The wonderful thing about this duct tape craft is that you can do it in any colors you'd like, not just black and red.



## CHECKERS, MATE!

### Here are some basic instructions to make your own board:

First you will need to create 8 strips of each color you choose, ex. red and green

Cut a strip of tape 16" long. Repeat. Now stick the two pieces of tape together. Repeat until you have 16 strips total, 8 *red* and 8 *green*.

Now you'll want to lay all 8 *green* strips horizontally as close as possible. The next step is to weave the *red* strips through the *green*. It may be easier to have two people work on this together so that everything stays in place.

Next you need to secure the board together. Lay strips of duct tape along the back to create a nice solid board, or use a Duck Tape DecoLaminate Roll instead. Measure out the size needed, cut it and then adhere it to the back of the Checker Board.

The last step is to create a small border around the whole edge of the board. Cut a strip of tape to fit the length of the board. Adhere it to the front of the board, about 1/4" on the front. Fold it over and secure it to the back.

Trim the edges to be flush with the board and proceed with the other three sides.

That's it, you're done!



# SELF-STORING GAME VARIATION

From the [CountryChicCottage.net](http://CountryChicCottage.net) & [Parents.com](http://Parents.com)



You will need:

Checkers:

- Washi Tape (2 colors) or acrylic paint
- Bottle Caps (28 total) (Or use buttons or another alternate—like cardboard or wooden discs—described below.)
- Optional: Cast Resin or Mod Podge Dimensional Magic—to use on the inside of the bottle caps.

For the board:

- Duct Tape (2 colors)
- Duct Tape Sheets, if possible
- Gallon size Ziploc bags

Start by putting washi tape in the bottle of all of your bottle caps or a dab

of acrylic paint. You will need 14 of each color. Tip: an adult can use a craft knife to trim the washi tape after putting two strips in each bottle cap.

Now it is time to play with Duct Tape! Ex. a roll of green and one of those sheets of silver were used in the example. Two rolls will work but you might have to adhere one of the rolls to wax paper to cut it.



Grab your gallon size ziploc bag and start putting strips of Duct Tape right on it. Stop when you get to the top. We still want the zipper to work when we are done.

Once the front is complete, flip it over and put strips all the way up the back. Use scissors to trim any excess on the sides. Then use the same color tape around all three edges to finish off your bag. Again no tape on the zippered top!



Now if you have Duct Tape sheets this next step is super easy. If you cannot find them in your craft section, adhere your tape to wax paper or something removable, like parchment paper, before cutting. Measure and cut out 32 1 1/4-inch squares. Starting below the zipper, place the squares on the bag in an equal 8-by-8 grid.

Alternate: For checkers, cover 1-inch wood disks with two colors of duct tape, 12 of each color. (Or cut out corrugated cardboard circles, using a quarter as a template, and cover with duct tape.) Trim the tape with scissors.

Now use a couple of rulers and lay your squares out evenly just like a checkerboard. There should be 8 squares by 8 squares in alternating colors. In the picture, you can see the wrapped tape edges and how the zipper portion is left open.



The Country Chic Cottage

## INHIBITION VS. IMPULSIVITY

The ability to stop one's behavior at the appropriate time.

Strategy game (ex. checkers) comparisons:

- Touch -move rule
- Thinking 3 or more moves ahead – Sacrifices
- Immediate feedback for blunders

All that is left is to set up your bottle caps and play a game. The bottle caps even stack for kings! These instructions will yield enough to play the game and two extra of each color.

When you are not playing, you can store all your checkers inside the bag.

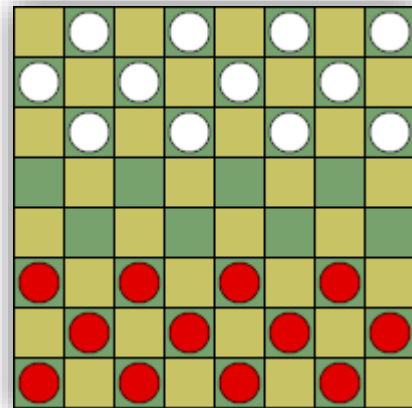
## HOW TO PLAY:

It's usually best when complex subjects are broken down into their constituent parts and studied in depth before being taught as a whole. So, for example, participants should work on gaining fluency with each piece, types of moves, and the board, before playing a full game.

Checkers is a board game played between two people on an 8x8 checked board like the one shown below.

Each player has 12 pieces that are like flat round disks that fit inside each of the boxes on the board. The pieces are placed on every other dark square and then staggered by rows, like shown on the board.

Each Checkers player has different colored pieces. Sometimes the pieces are black and red or red and white.



## TAKING A TURN

Typically the darker color pieces moves first. Each player takes their turn by moving a piece. Pieces are always moved diagonally and can be moved in the following ways:

- Diagonally in the forward direction (towards the opponent) to the next dark square.
- If there is one of the opponent's pieces next to a piece and an empty space on the other side, you jump your opponent and remove their piece. You can do multiple jumps if they are lined up in the forward direction.  
\*\*\* note: if you have a jump, you have no choice but to take it.

## KING PIECES

The last row is called the king row. If you get a piece across the board to the opponent's king row, that piece becomes a king. Another piece is placed onto that piece so it is now two pieces high. King pieces can move in both directions, forward and backward.

Once a piece is kinged, the player must wait until the next turn to jump out of the king row.

## WINNING THE GAME

You win the game when the opponent has no more pieces or can't move (even if he/she still has pieces). If neither player can move then it is a draw or a tie.

## CHECKERS STRATEGY AND TIPS

- Sacrifice 1 piece for 2: you can sometimes bait or force the opponent to take one of your pieces enabling you to then take 2 of their pieces.
- Pieces on the sides are valuable because they can't be jumped.
- Don't bunch all your pieces in the middle or you may not be able to move, and then you will lose.
- Try to keep your pieces on the back row or king row for as long as possible, to keep the other player from gaining a king.
- Plan ahead and try to look at every possible move before you take your turn.
- Practice: if you play a lot against a lot of different players, you will get better.
- Analyze your games! Keep notes on your 'Check List' worksheet and determine and discuss what you could have done/might have done differently to change the outcome, this will help you in the tournament. In practice rounds you are welcome to also have your partner assist you in analyzing the positions and options.

## OPTIONAL ETIQUETTE

There is no fun in winning a game owing to the blunder of your adversary: at least there shouldn't be. The idea is to win in spite of one's opponent seeing every threat. While practicing, pointing out your partner player's possibly errant move (or a missed threat) demonstrates one's own confidence and mastery of play.



# ▶ DAYS 1 AND 2 K-8 STANDARD ALIGNMENT

K

- 7.T/E.2 Apply creative thinking to solve problems.
- SL.K.1. Participate in collaborative conversations with diverse partners with peers and adults in small and larger groups.

*These standards will be met and reinforced as students discuss, learn, and practice checkers and the strategies of the game after making their own checkers boards. They will discuss moves, strategies, and aspects of the game as a group (ex. solving the problem = figuring out how to win or how to block their opponent's moves, etc.) and then apply them and discuss them with several different partners as they conduct practice bouts to learn the game and prepare for the tournament.*

1

- 7.T/E.2 Apply creative thinking to solve problems.
- SL.1.1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

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2

- 7.T/E.2 Apply creative thinking to solve problems.
- SL.2.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly.

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3

- 7.T/E.5 Apply a creative strategy to solve a particular problem.
- SL.3.1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- 2.1.2 Identify concepts of offensive and defensive strategies in a game-like environment
- 2.2.2 Identify and implement the concepts of offensive and defensive strategies.



*These standards will be met and reinforced as students discuss, learn, and practice checkers and the strategies of the game after making their own checkers boards. They will discuss moves, strategies, and aspects of the game as a group (ex. solving the problem = figuring out how to win or how to block their opponent's moves using creative and competent strategies, etc.) and then apply them and discuss them with several different partners as they conduct practice bouts to learn the game and prepare for the tournament.*

4

- 7.T/E.5 Apply a creative strategy to solve a particular problem.
- SL.4.1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- 2.1.2 Identify concepts of offensive and defensive strategies in a game-like environment
- 2.2.2 Identify and implement the concepts of offensive and defensive strategies.

*These standards will be met and reinforced as students discuss, learn, and practice checkers and the strategies of the game after making their own checkers boards. They will discuss moves, strategies, and aspects of the game as a group (ex. solving the problem = figuring out how to win (offensive strategies) and how to block their opponent's moves (defensive strategies) using creative thought and observation, etc.) and then apply them and discuss them with several different partners as they conduct practice bouts to learn the game and prepare for the tournament.*

5

- 7.T/E.5 Apply a creative strategy to solve a particular problem.
- SL.5.1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- 2.1.2 Identify concepts of offensive and defensive strategies in a game-like environment
- 2.2.2 Identify and implement the concepts of offensive and defensive strategies.

*These standards will be met and reinforced as students discuss, learn, and practice checkers and the strategies of the game after making their own checkers boards. They will discuss moves, strategies, and aspects of the game as a group (ex. solving the problem = figuring out how to win (offensive strategies) and how to block their opponent's moves (defensive strategies) using creative thought and observation, etc.) and then apply them and discuss them with several different partners as they conduct practice bouts to learn the game and prepare for the tournament.*

6

- RST.6-8.3. Follow precisely a multistep procedure when performing tasks.
- SL.6.1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- 6.1.5 Identify strategies used to solve problems, e.g., in a strategy based game.
- 2.2.3 Practice offensive, defensive and transition strategies.
- 6.3.5 Reflect and discuss various strategies used in problem solving, decision making, and risk-taking.

*These standards will be met and reinforced as students discuss, learn, and practice checkers and the strategies of the game after making their own checkers boards. They will discuss moves, strategies, and aspects of the game as a group (ex. solving the problem = figuring out how to win*

*(offensive strategies), how much risk to take, and how to block their opponent's moves (defensive strategies) using creative thought and observation, etc.) and then apply them and discuss them with several different partners as they conduct practice bouts to learn the game and prepare for the tournament. They will analyze how each game went (post-game analysis) and what they could have/might have done to make the outcome different.*

7

- RST.6-8.3. Follow precisely a multistep procedure when performing tasks.
- SL.7.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- 6.1.5 Identify strategies used to solve problems, e.g., in a strategy based game.
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8

- RST.6-8.3. Follow precisely a multistep procedure when performing tasks.
- SL.8.1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- 6.1.5 Identify strategies used to solve problems, e.g., in a strategy based game.
- 2.2.3 Practice offensive, defensive and transition strategies.
- 6.3.5 Reflect and discuss various strategies used in problem solving, decision making, and risk-taking.

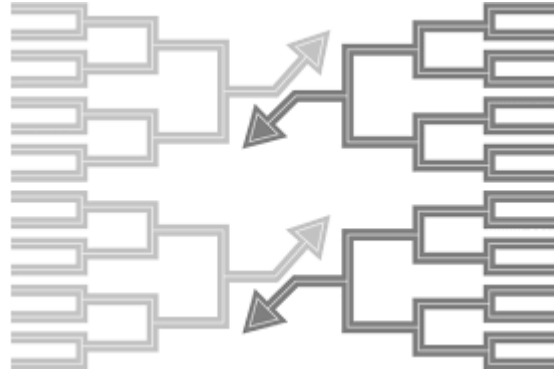
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DAYS THREE AND FOUR:

IT'S YOUR

MOVE!

IT'S TIME TO CROWN A  
CHECKERS CHAMPION!



Setting up a game tournament is easy and can be a great exercise for the students. Here are three formats that work well in classroom: single elimination, round robin and points system.

## POINTS SYSTEM:

This is the most flexible style of tournament. It can be set up in any way that is conducive to the situation. Some examples are: two points for a win, one point for second place, and  $\frac{1}{2}$  point to each player for a tie. This type of tournament works very well when you are not sure how much time you will have, and you want all of the students playing all of the time. **This is definitely where we want to and will start.**

Note: Stalemates or Draws are both ties.

Other variations are:

## ROUND ROBIN TOURNAMENT:

Everyone plays everyone else and the player with the most wins is the overall winner. A round robin allows everyone to play an equal number of games, but can take a very long time if you have a lot of students. Round robin style tournaments are often used when there are an odd number of players for the game, for example, if your game is a two player game and you have three students.

## SINGLE ELIMINATION TOURNAMENT:

Each player plays one game, the winner or winners move on to the next round and everyone else is 'out'—think of the NCAA Basketball Tournament brackets.

Ex. Set up a bracket of the group as a whole/different groups within the group as a whole, and have them start playing. Allow the top 2 winners from each game to move to the next round, until there is a 'final four' from the group. Pool the four from each group together and continue the play until there is a 4-player championship game for the entire group. Award the first, second, third, and fourth place finishers a small prize.

The upside to this type of tournament is that it is easy to set up and there is a clear winner. The downside is that students may only get to play one game and may be out long before a winner is determined.

## SETTING THE TONE

Once the tournament is set up, it's important to set the tone. Displaying a good attitude toward both winning and losing is a given, but students should also be encouraged to take risks. **Leader boards are a great way to encourage students and to build excitement.** To add even more fun, have students choose team names or nick names. Finally, having a small prize for the winner is always fun.



# IT'S YOUR MOVE! TOURNAMENT LEADERBOARD TAGS



**PLAYER'S NAME:**

**PLAYER'S NAME:**

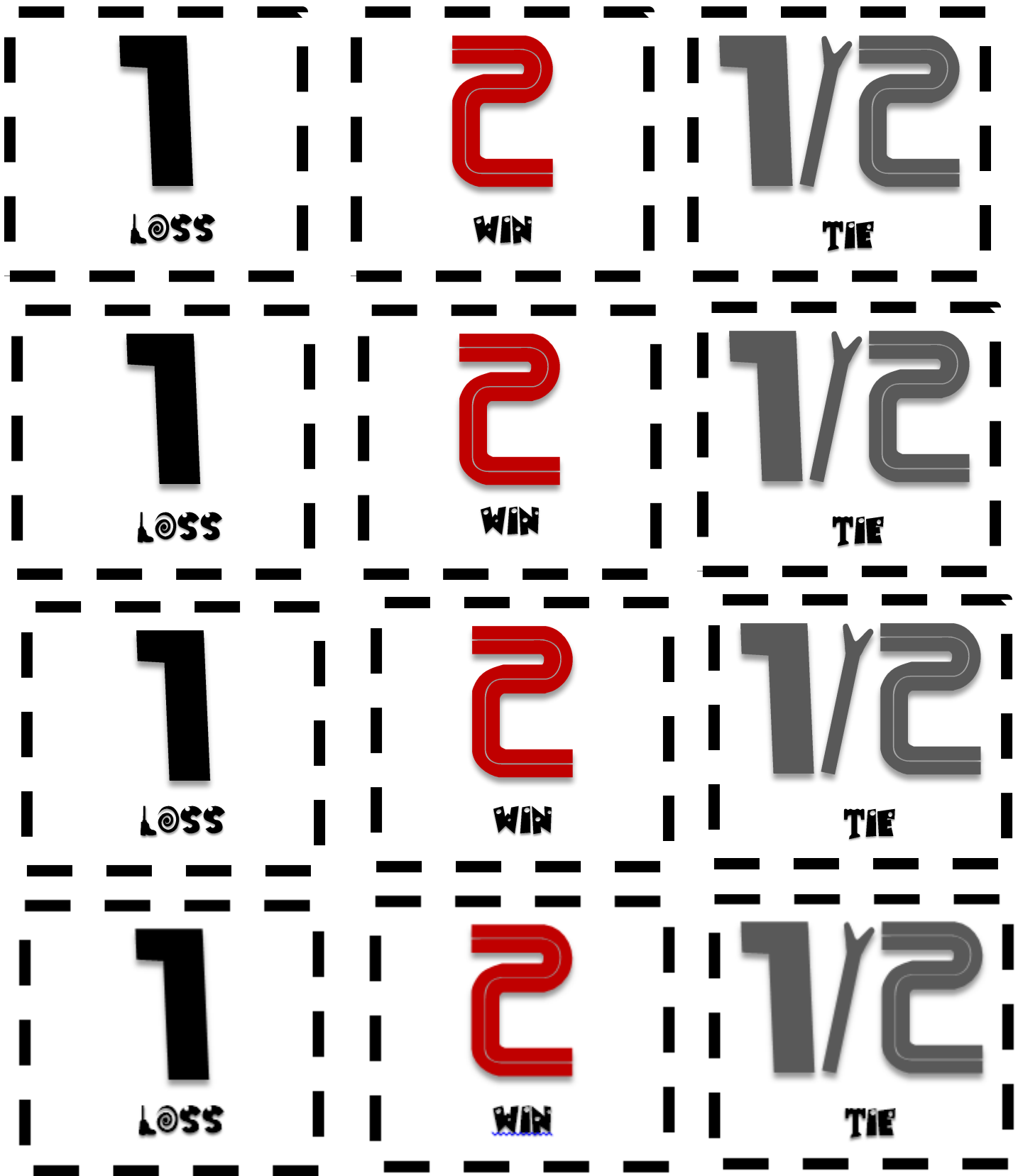
**PLAYER'S NAME:**

**Option:** Leader boards are a great way to encourage students and to build excitement with some groups of competitive students. Cut out the tags, write students' names on them, put tape or magnet strips on the back, and use them to track students' progress/points throughout the tournament. To add even more fun, have students choose team names or nick names. Finally, having a small prize for the winner is always fun.



# IT'S YOUR MOVE!

## TOURNAMENT LEADERBOARD POINT CARDS



Option: Leader boards are a great way to encourage students and to build excitement with some groups of competitive students. Cut out point cards, put tape on the back, and use them to help you and the students keep track of who is ahead and by how much.

## DAYS 3 AND 4 K-8 STANDARD ALIGNMENT

K

- SL.K.1. Participate in collaborative conversations with diverse partners with peers and adults in small and larger groups.
- 2.1.1 Demonstrate understanding of concepts, principles, strategies and tactics as they apply to the learning and performance of games and physical activities.

*These standards will be met and reinforced as students participate in the checkers tournament and compete with other students through a series of rounds/individual games to accrue the most points (which they will keep track of) and become the 'checkers champion.' They will discuss moves and strategies prior to, during, and after the games with their partners and the group as a whole.*

1

- 2.1.1 Demonstrate understanding of concepts, principles, strategies and tactics as they apply to the learning and performance of games and physical activities.
- SL.1.1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

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2

- 2.1.1 Demonstrate understanding of concepts, principles, strategies and tactics as they apply to the learning and performance of games and physical activities.
- SL.2.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly.

*These standards will be met and reinforced as students participate in the checkers tournament and compete with other students through a series of rounds/individual games to accrue the most points (which they will keep track of) and become the 'checkers champion.' They will discuss moves and strategies prior to, during, and after the games with their partners and the group as a whole.*

3

- 2.1.1 Demonstrate understanding of concepts, principles, strategies and tactics as they apply to the learning and performance of games and physical activities.
- 1.1.2 Execute prescribed strategies in a variety of games.
- 2.3.1 Identify and implement the concepts of offensive and defensive strategies in a dynamic, unpredictable game environment.

*These standards will be met and reinforced as students participate in the checkers tournament and compete with other students through a series of rounds/individual games to accrue the most points (which they will keep track of) and become the 'checkers champion.' They will discuss moves and offensive and defensive strategies prior to, during, and after the games with their partners and the group as a whole.*

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6

- 2.1.1 Demonstrate understanding of concepts, principles, strategies and tactics as they apply to the learning and performance of games and physical activities.
- 1.2.1 Demonstrate offensive and defensive strategies in individual/dual and team sports.
- 1.3.3 Exhibit advanced offensive, defensive and transition strategies in a variety of physical and mental games and activities.

*These standards will be met and reinforced as students participate in the checkers tournament and compete with other students through a series of rounds/individual games to accrue the most points (which they will keep track of) and become the 'checkers champion.' They will discuss moves and offensive and defensive strategies prior to, during, and after the games with their partners and the group as a whole.*

7

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8

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## **SAMPLE WEEK 1 ACADEMIC VOCABULARY TO REINFORCE**

K

- |   |  |  |
|---|--|--|
| <ul style="list-style-type: none"> <li>• Order</li> <li>• Pattern</li> <li>• Beginning</li> </ul> | <ul style="list-style-type: none"> <li>• Ending</li> <li>• Location</li> <li>• Difference</li> </ul> | <ul style="list-style-type: none"> <li>• Position</li> </ul> |
|---|--|--|

1

- |   |  |  |
|---|--|--|
| <ul style="list-style-type: none"> <li>• Sequence</li> <li>• Predict</li> <li>• Location</li> </ul> | <ul style="list-style-type: none"> <li>• Past</li> <li>• Present</li> <li>• History</li> </ul> | <ul style="list-style-type: none"> <li>• Data</li> <li>• Solve</li> <li>• Total</li> </ul> |
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2

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|---|---|---|
| <ul style="list-style-type: none"> <li>• History</li> <li>• Custom</li> <li>• Decision</li> </ul> | <ul style="list-style-type: none"> <li>• Conflict</li> <li>• Observe</li> <li>• Depend</li> </ul> | <ul style="list-style-type: none"> <li>• Outcome</li> <li>• Discussion</li> </ul> |
|---|---|---|

3

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| <ul style="list-style-type: none"> <li>• Tools</li> <li>• Import</li> <li>• Distribution</li> </ul> | <ul style="list-style-type: none"> <li>• Factor</li> <li>• Reasonable</li> <li>• Cause</li> </ul> | <ul style="list-style-type: none"> <li>• Effect</li> <li>• Conclusion</li> <li>• Threatened</li> </ul> |
|---|---|--|

4

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| <ul style="list-style-type: none"> <li>• Ancient civilizations</li> <li>• Adapt</li> <li>• Chance</li> </ul> | <ul style="list-style-type: none"> <li>• Relationship</li> <li>• Remainder</li> <li>• Pattern</li> </ul> | <ul style="list-style-type: none"> <li>• Rules</li> <li>• Compare</li> <li>• Contrast</li> </ul> |
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5

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| <ul style="list-style-type: none"> <li>• Point of view</li> <li>• Prompt</li> <li>• Justify</li> </ul> | <ul style="list-style-type: none"> <li>• Rational</li> <li>• Variable</li> <li>• View</li> </ul> | <ul style="list-style-type: none"> <li>• Model</li> <li>• Irregular</li> </ul> |
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6

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|---|---|---|
| <ul style="list-style-type: none"> <li>• Cause and effect</li> <li>• Employ</li> <li>• Relevant</li> <li>• Power</li> </ul> | <ul style="list-style-type: none"> <li>• Random</li> <li>• Simulation</li> <li>• Similarity</li> <li>• Control</li> </ul> | <ul style="list-style-type: none"> <li>• Variable</li> <li>• Ancient</li> </ul> |
|---|---|---|

7

- |  |   |  |
|--|---|--|
| <ul style="list-style-type: none"> <li>• Impact</li> </ul> | <ul style="list-style-type: none"> <li>• Speed</li> </ul> | <ul style="list-style-type: none"> <li>• Property</li> </ul> |
|--|---|--|

- Relationships
- Repetition

- Juncture
- Function

- Intercept

8

- Variation
- Debate
- Tension

- Order
- Exchange
- Adjacent

- Alternate
- Reasoning

## WEEK 1 SAMPLE SUPPLY LIST

### ☞ DAYS 1 AND 2

Checkers:

- Washi Tape (2 colors) or acrylic paint
- Bottle Caps (28 total) (Or use buttons or another alternate—like cardboard or wooden discs—described in the instructions)
- Optional: Cast Resin or Mod Podge Dimensional Magic—to use on the inside of the bottle caps.

For the boards:

- Duct Tape (2 colors)
- Duct Tape Sheets, if possible
- Gallon size Ziploc bags

### ☞ DAYS 3 AND 4

- Checkerboards & checkers
- Pencils
- Printouts
- Small prizes (optional)
- Tape or stickyback magnet strips