

BEATING BOARD-GOM!

DAYS THIRTEEN AND FOURTEEN

READY, SET, GO!

Go is . . . ancient board game which takes simple elements: line and circle, black and white, stone and wood, combines them with simple rules and generates subtleties which have enthralled players for millennia. Go is a fascinating strategy board game that's been popular for at least 2,500 years, and probably more.

Its simple rules and deep strategies have intrigued everyone from emperors to peasants for hundreds of generations. And they still do today.

WHAT IS GO AND WHY SHOULD I LEARN IT?

Go is a two player game, where players take turns to place pieces (called stones) on the board, making one move per turn.

It's fun and exciting for people of any age, regardless of whether you are 5 or 105. Playing Go helps you improve and retain memory, concentration and self-control. Go can be played almost anywhere. In fact, it's even been played by astronauts in space! All you need is a Go set and a partner.

A SIMPLE INTRODUCTION TO THE BOARD GAME GO

WHAT DO YOU NEED TO PLAY GO?

There are two basic pieces of equipment which you need to play Go. They are:

1. A Go board

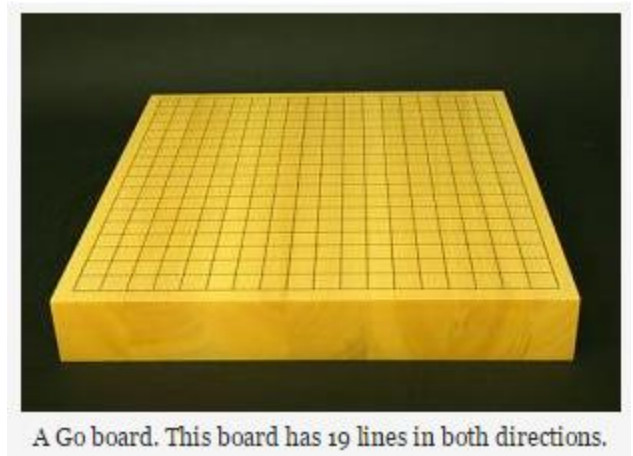
Here is a particularly nice Go board, with 19 lines drawn on it in both directions (horizontally and vertically). This is called a 19×19 Go board. Go is played with many different sized boards, but 19×19, 13×13 and 9×9 Go boards are the most popular.



Go stones, the pieces used to play on a Go board.

2. Go pieces, which are called 'stones'

A set of black and white stones, or a suitable substitute like buttons or two different colors of beans, are needed to play Go.



A Go board. This board has 19 lines in both directions.

HOW DO YOU SETUP AND PLAY A GAME OF GO?

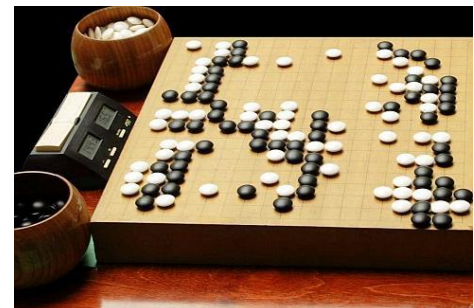
GO?

In many other games, pieces are played inside the squares on the board and the board starts with pieces already on it.

Go is different!

In Go, the board starts off empty at the beginning of the game and fills up as both players add more stones to it.

Stones are played on the points where the lines cross. We call those points intersections. Go pieces are called stones, remember?



There are no fixed moves in Go, so you can play almost anywhere you want to! Sometimes moves that were played earlier in the game prevent you from making a certain move yourself – for example you can't play on a spot where there is already another stone. Apart from that, you're really only limited by your own creativity.

Another thing you should know is that, unlike chess, the player with the black stones usually moves first.

WHAT'S THE POINT OF THE GAME? HOW DO I WIN?

The purpose of the game is to try to use your stones to surround a larger part of the board than your opponent. The area you control is called 'territory' and whoever has more territory at the end of the game wins.

That sounds easy enough, but things become interesting because you can also capture your opponents stones by surrounding them. Be careful though, while you're trying to surround them, they might also be surrounding you!

Popularity in Asia

Go is very popular in Asia, where it is played by millions of people and there are even television stations dedicated to it!

HOW OLD IS IT EXACTLY?

Since the game is so old, nobody is sure exactly how old it really is. Historians think it's at least 2,500 years old, but some say it could be up to 4,000 years old. Regardless, Go is undoubtedly as much fun today as it was 2,000 years ago.

OTHER NAMES FOR IT

The game is known by different names in different languages. For example in China, where Go was invented, it is known as 'Weiqi'. Go is also widely played in Japan and Korea. In Japan it is called 'Igo' and in Korea it is named 'Baduk'.

You may have guessed that the name 'Go' comes from the Japanese word 'Igo'. That's because the game of Go was originally introduced to the Western world by Japan.

The meaning of each different name is the same in each language. It means 'surrounding board game'.

IT'S STRATEGY

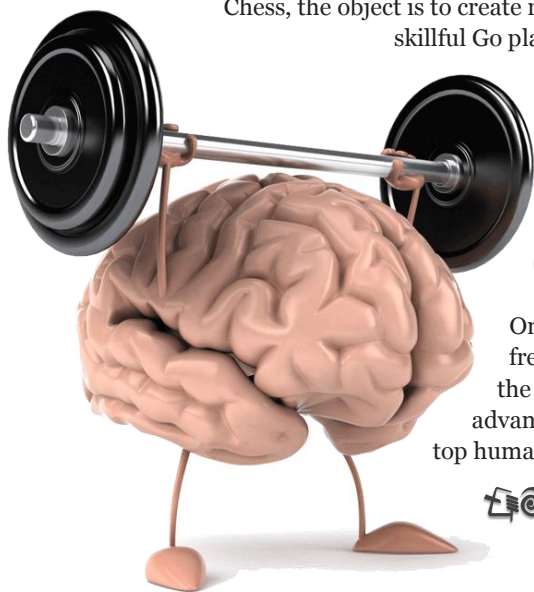
Go is a game that is well known for its depth of strategy despite its simple rules. Compared to many other games, like Chess, the object is to create rather than to destroy. The concept of balance is essential in Go strategy and a skillful Go player must balance many different strategic needs.

For example, placing stones close together helps them support each other and avoid capture. On the other hand, placing stones further apart surrounds a larger area more quickly, but leaves weaknesses. The key is to find a balance between expanding rapidly and consolidating gains. Between attack and defense.

COMPUTERS AND IT

One thing that differentiates Go from similar board games is the amount of freedom and creativity it allows. For this reason it has long been regarded as one of the most difficult challenges in the field of artificial intelligence (AI). Despite recent advances, computer programs are still a long way off being able to compete with the top human players.

IT AND THE BRAIN



Scientists have found that playing Go uses both sides of the brain (right and left) extensively.

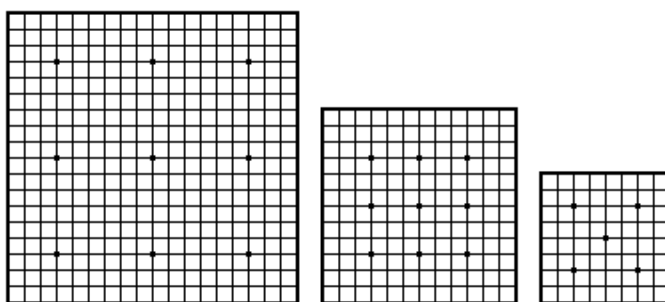
This means that Go activates both the creative and logical parts of the brain and allows players to strengthen connections between the two. Because of that, it's an ideal hobby for brain training.

🎯 AND LIFE

Go is a game of simple logic, remarkable strategy and complex tactical analysis. Although Go is essentially an abstract strategy game, it has been said to represent war, politics, stock markets and many other aspects of life. In Asia, it is commonly said that Go reflects life itself.

🎯 GETTING STARTED

It is recommended that beginners learn the basics on a 9 by 9 board, moving up to a 13 by 13 board after a few games and only playing on a 19 by 19 board if you can play a complete game within 15 minutes and are comfortable with some of the strategic concepts.



These images show boards at different sizes - the dots are the handicap points (see below)

THE RULES

A game of Go starts with an empty board. Each player has an effectively unlimited supply of pieces (called **stones**), one taking the black stones, the other taking white. The main object of the game is to use your stones to form territories by surrounding vacant areas of the board. It is also possible to capture your opponent's stones by completely surrounding them.

Players take turns, placing one of their stones on a vacant point at each turn, with Black playing first. Note that stones are placed on the intersections of the lines rather than in the squares and once played stones are not moved. However they may be captured, in which case they are removed from the board, and kept by the capturing player as **prisoners**.

At the end of the game, the players count one point for each vacant point inside their own territory, and one point for every stone they have captured. The player with the larger total of territory plus prisoners is the winner.

Diagram 1 shows the position at the end of a game on a 9 by 9 board, during which Black captured one white stone at **a**.

Black has surrounded 15 points of territory, 10 in the lower right corner and 5 towards the top of the board. Black's territory includes the point **a** formerly occupied by the white stone Black has captured. Adding this prisoner, Black has a total of 16 points.

White's territory is 17 points, so White wins the game by one point.

The empty points which are horizontally and vertically adjacent to a stone, or a solidly connected string of stones, are known as **liberties**. An isolated stone or solidly connected string of stones is captured when all of its liberties are occupied by enemy stones.

Diagram 1

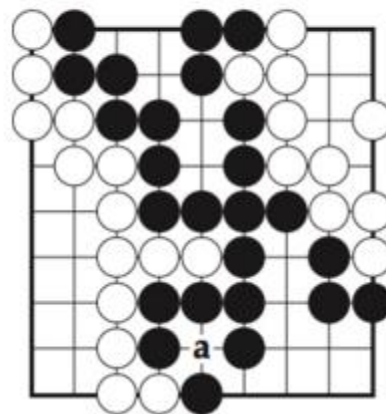


Diagram 2

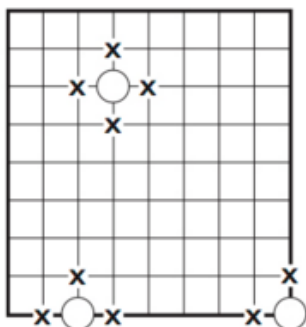


Diagram 2 shows three isolated white stones with their liberties marked by crosses. Stones which are on the edge of the board have fewer liberties than those in the center of the board. A single stone on the side has three liberties, and a stone in the corner has only two liberties.

Diagram 3

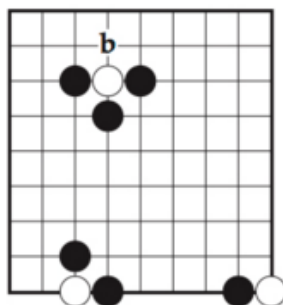


Diagram 3 shows the same three stones of **Diagram 2** each with only one liberty left and therefore subject to capture on Black's next turn. Each of these white stones is said to be in atari, meaning they are about to be captured.

Diagram 4

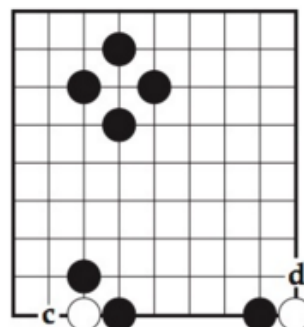


Diagram 4 shows the position which would arise if Black went on to play at **b** in **Diagram 3**. Black has taken the captured stone from the board, and in a real game would keep it as a prisoner. The same remarks would apply to the other two white stones, should Black play at **c** or **d** in **Diagram 4**.

STRINGS

Stones occupying adjacent points constitute a solidly connected **string**. Two examples of such solidly connected strings of stones are shown in **Diagram 5**. It is important to remember that only stones which are horizontally or vertically adjacent are solidly connected; diagonals do not count as connections. Thus, for example, the two marked black stones in the top left of **Diagram 5** are two separate strings, not a single one.

Several strings close together, which belong to the same player, are often described as a group. So these two strings form a group.

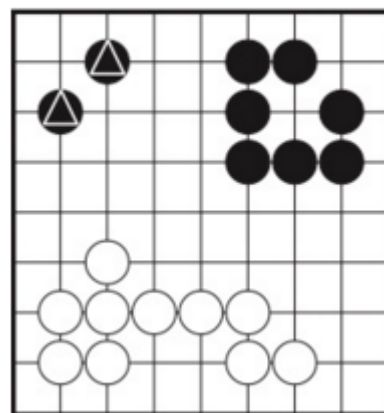
CAPTURING STRINGS

As far as capturing is concerned, a string of stones is treated as a single unit. As with isolated stones, a string is captured when all of its liberties are occupied by enemy stones.

In **Diagram 6** the strings of **Diagram 5** have both been reduced to just one liberty. Note that the black string in the top right is not yet captured because of the internal liberty at **f**. The two stones at the top left of **Diagram 6** can each be captured independently at **g** or **h**.

In **Diagram 7** we see the position which would result if Black captured at **e** and White captured at **f** and at **g**. The remaining black stone could be captured at **h**. As with the capture of a single stone, the points formerly occupied by

Diagram 5



the black string have become white territory, and vice versa.

Diagram 6

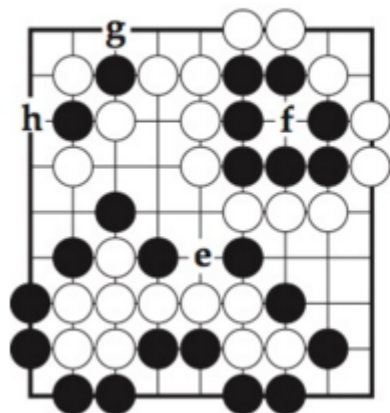
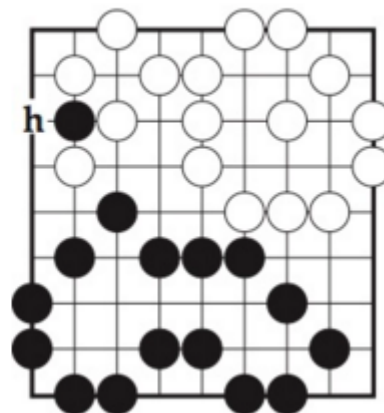


Diagram 7



A player may not self-capture, that is play a stone into a position where it would have no liberties or form part of a string which would thereby have no liberties, unless, as a result, one or more of the stones surrounding it is captured.

Diagrams 8 and **9** illustrate the rule governing self-capture. In **Diagram 8**, White may not play at **i** or **j**, since either of these plays would be self-capture; the stones would then have no liberties. However, if the outside liberties have been filled, as shown in **Diagram 9**, then the plays at **i** and **j** become legal; they fill the last black liberty in each case, and result in the black stones being captured and removed from the board as White's prisoners.

Diagram 8

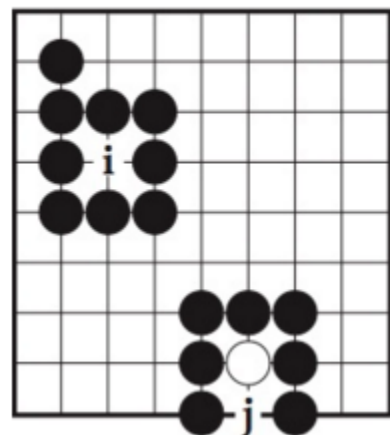


Diagram 9

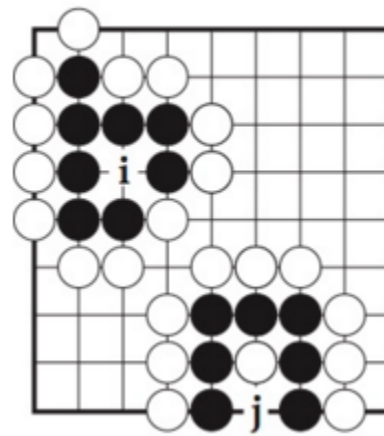
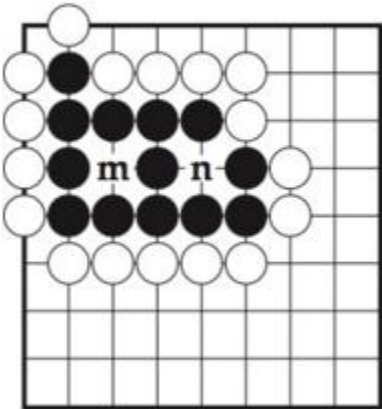


Diagram 10



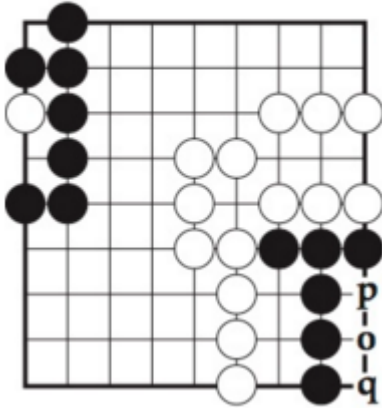
LIFE AND DEATH AND THE CONCEPT OF EYES

In **Diagram 9**, White was able to play at **i** and **j** because these plays result in the capture of the adjacent black stones. Since White's plays capture some stones, they do not count as self-capture.

A different situation is shown in **Diagram 10**. The black string here could only be captured if White were able to play at both **m** and **n**. Since the first of these plays would be self-capture, there is no way that White can carry out the capture. These two separate spaces within the group are known as **eyes**.

Any string or group of stones which has two or more eyes is permanently safe from capture and is referred to as a **live string** or **live group**. Conversely, a string of stones which is unable to make two eyes, and is cut off and surrounded by live enemy strings, is called a **dead string** since it is hopeless and unable to avoid eventual capture.

Diagram 11

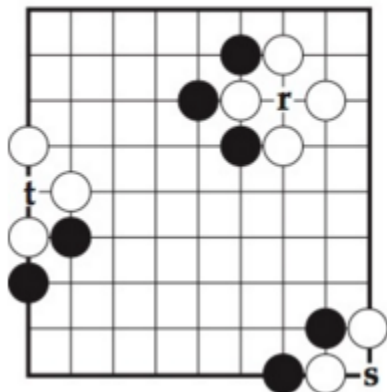


In **Diagram 11**, the black string at the bottom is in danger of being captured. To ensure that Black's string has two eyes, Black needs to play at **o**. If White plays at **o**, the black string will no longer be able to make two eyes, and cannot avoid eventual capture; White can always fill in the outside liberties and then play at **p** and at **q**. Black plays at **p** or **q** would only hasten the string's death.

The black string at the top left of **Diagram 11** is already alive even though there is a White stone inside one of its eyes. Since White can never capture the black stones, the White stone caught inside the string cannot be saved.

In the course of a real game, players are not obliged to complete the capture of an isolated dead string once it is clear to both players that the string is dead. We call this a **hopeless string**. In **Diagram 11**, once White has played at **o**, the situation may be left as it is until the end of the game. Then, the hopeless strings are simply removed from the board and counted together with the capturing player's other prisoners.

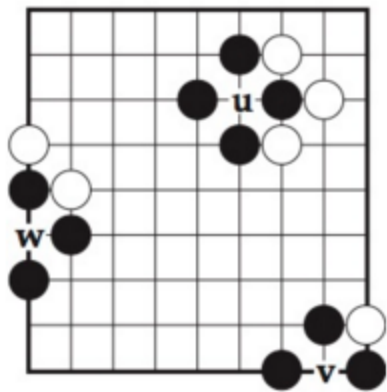
Diagram 12



THE K^o RULE

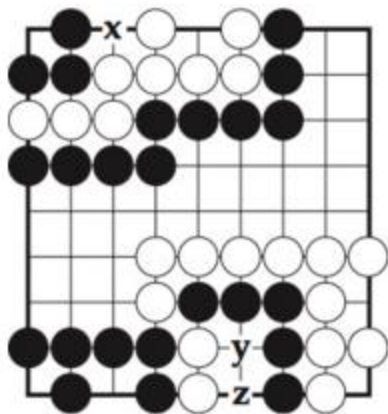
At the top of **Diagram 12**, Black can capture a stone by playing at **r**. This results in the situation at the top of **Diagram 13**. However, this stone is itself vulnerable to capture by a White play at **u** in **Diagram 13**. If White were allowed to recapture immediately at **u**, the position would revert to that in **Diagram 12**, and there would be nothing to prevent this capture and recapture continuing indefinitely. This pattern of stones is called **ko** - a Japanese term meaning eternity. Two other possible shapes for a ko, on the edge of the board and in the corner, are also shown in this diagram.

Diagram 13



The ko rule removes this possibility of indefinite repetition by forbidding the recapture of the ko, in this case a play at **u** in **Diagram 13**, until White has made at least one play elsewhere. Black may then fill the ko, but if Black chooses not to do so, instead answering White's intervening turn elsewhere, White is then permitted to retake the ko. Similar remarks apply to the other two positions in these diagrams; the corresponding plays at **w** and **v** in **Diagram 13** must also be delayed by one turn.

Diagram 14



SEKI ← A KIND OF LOCAL STALEMATE

Usually a string which cannot make two eyes will die unless one of the surrounding enemy strings also lacks two eyes. This often leads to a race to capture, but can also result in a stand-off situation, known as **seki**, in which neither string has two eyes, but neither can capture the other due to a shortage of liberties. Two examples of seki are shown in **Diagram 14**. Neither player can afford to play at **x**, **y** or **z**, since to do so would enable the other to make a capture.

THE END OF THE GAME

When you think you can't gain any more territory, reduce your opponent's territory or capture more strings, instead of playing a stone on the board you pass and hand a stone to your opponent as a prisoner. A Black pass followed by a White pass ends the game (since Black played first, White must play last).

Any hopeless strings are removed and become prisoners. If you cannot agree whether a string is dead or not, then continue playing; you can then complete the capture of the disputed strings or confirm they are alive. (Playing after such a continuation does not change the score as each pass gives up a prisoner.)

Now you know how to play. However there are a few other things you should know:

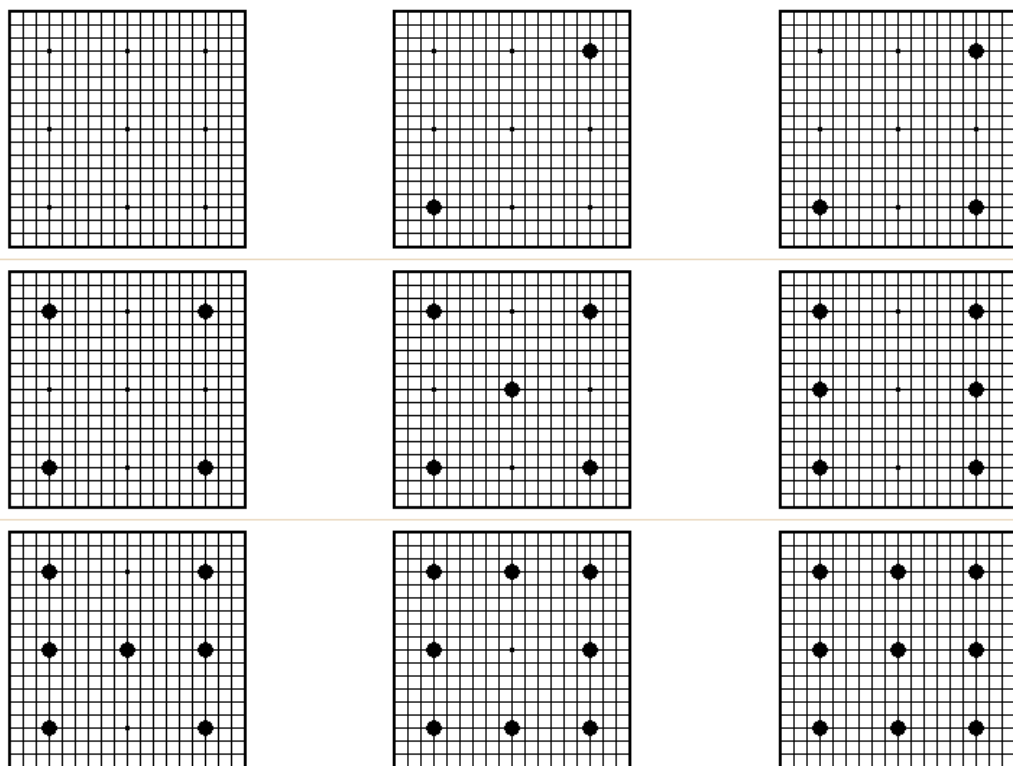
THE HANDICAP SYSTEM

As remarked in the introduction, one of the best features of the game of Go is its handicap system. A weaker player may be given an advantage of anything up to nine stones. These are placed on the board in lieu of Black's first turn. Once all the handicap stones have been placed in position it is White's turn to play.

Through the grading system, any two players can easily establish the difference in their strength, and therefore how many stones the weaker player should take in order to compensate for this difference. Since a player's grade is measured in terms of stones, the number of stones for the handicap is simply the difference in grade between the two players.

There is an established pattern for the placement of handicap stones, shown by the dots which are marked on any Go board. This is shown in **Diagram 15** (Black is facing the board from the bottom).

Diagram 15



Black has a natural advantage in playing first. So in games between players of the same strength, it is usual to compensate White for the disadvantage of playing second by adding points to White's score. These points are called **komi**. From experience the value of playing first is about 7 points, so this is the normal size of komi. In tournaments, komi is often set at 7.5 points to avoid draws.

Note: [An Example Game](#)

The example game shown at this link is played on a 9 by 9 board, and illustrates most of the rules in action. It is a game played between two professionals. Try to see how the players use the threat of capture to develop their positions. Notice also how they try to connect their own stones, and separate those of the opponent.

Most games of Go start fairly peacefully, with each player loosely mapping out territory in different parts of the board. In this example on a small board, Black plays first in the centre. On a full size board, play usually starts in the corners near the handicap points.

The numbers in the figures show the order in which the stones are played. In later figures, stones which have already been played are not numbered.

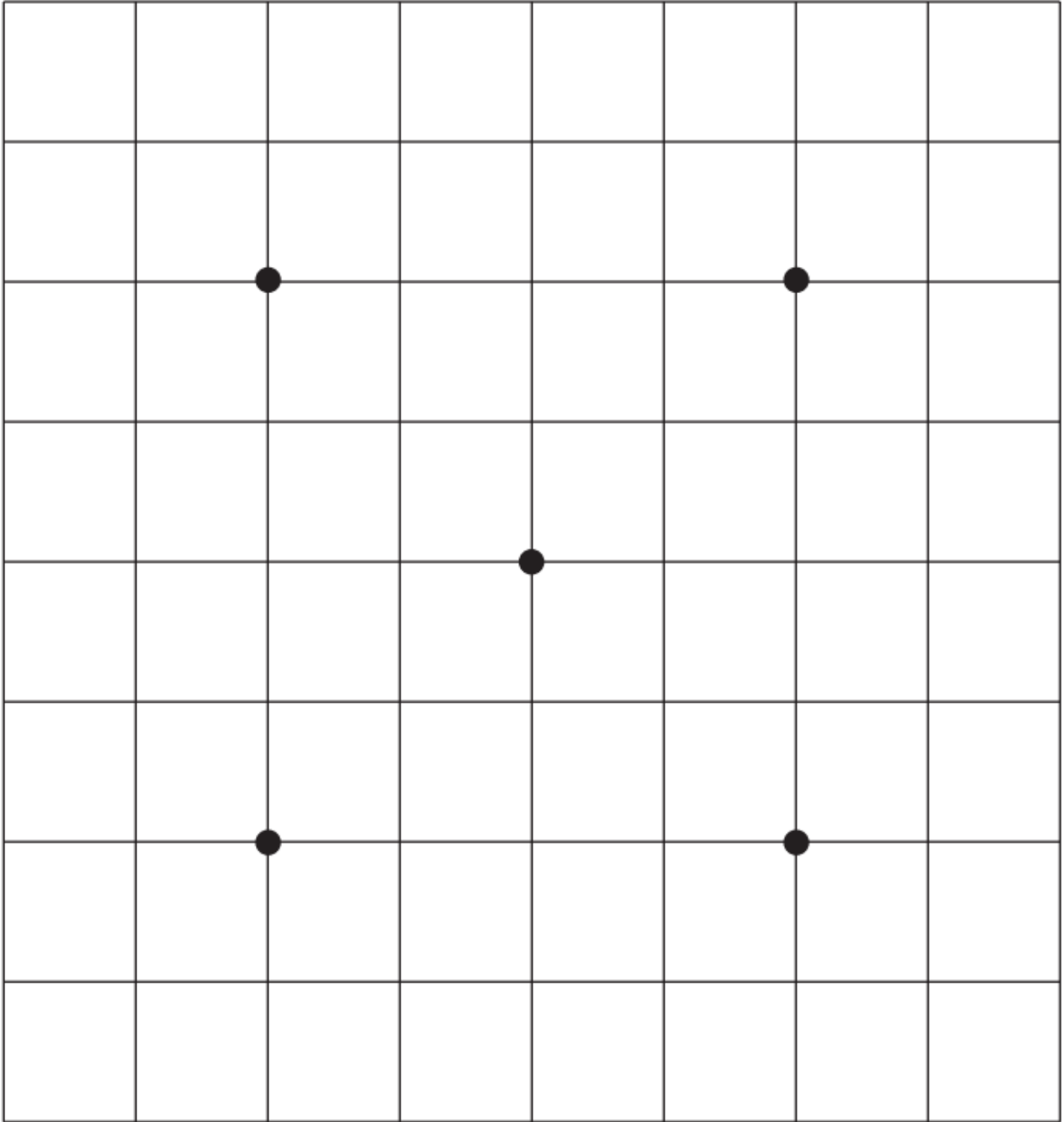
EXTENSION: IT'S TOURNAMENT TIME!

Hold a 'GO!' tournament the same way you did for checkers and PENTE. An example of how the points system works for 'GO!' is outlined in the instructions, but basically each player will count one point for each empty point (+) inside their territory, and one point for every stone they have captured.

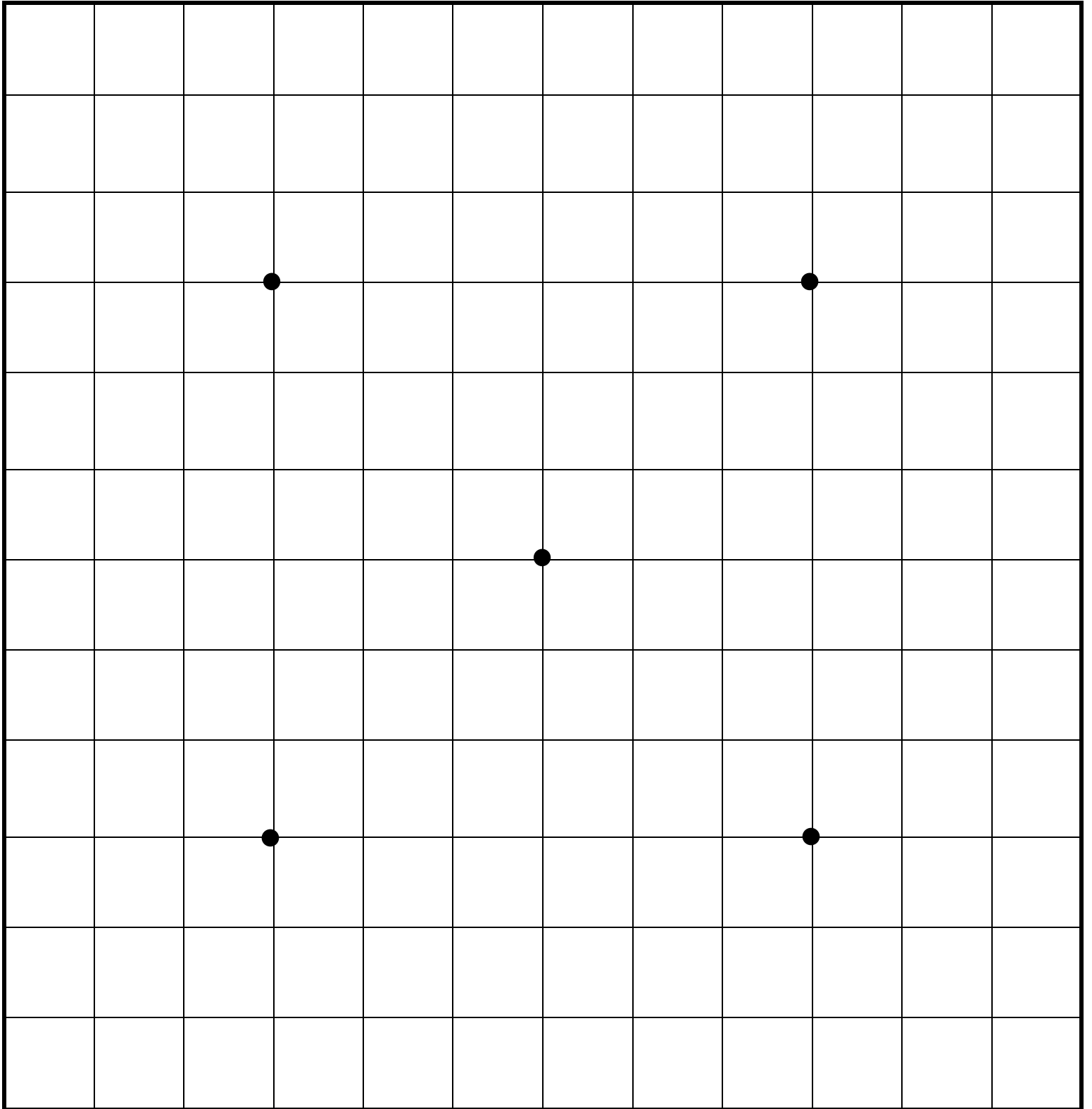
Have students keep track of wins and points using the included 'GO' score cards.

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.

9x9 400 BOARD



13x13 BOARD



GO! SCORE CARD

PLAYER'S NAME: _____

NAME OF OPPONENT	WHO CAPTURED MORE TERRITORY AND PRISONERS?	YOUR POINTS: Count one point for each empty point (+) inside your territory, and one point for every stone you have captured.
TOTAL POINTS:		

▶AYS 13 AND 14 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 'GO!' and the strategies of the game. They will discuss moves, strategies, and aspects of the game as a group (ex. solving the problem = figuring out how to win, capture stones, capture territory, how to block their opponent's moves, calculate points, etc.) and then apply them and discuss them with several different partners as they conduct practice bouts to learn the game and participate in the class competition.

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.

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solving the problem = figuring out how to win, capture stones, capture territory, how to block their opponent's moves, calculate points, etc.) and then apply them and discuss them with several different partners as they conduct practice bouts to learn the game and participate in the class competition.

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.

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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.

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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.

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competition. 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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DAY FIFTEEN:

SNEAK ATTACK!

A game of speed, strategy, and teamwork from [PE Central!](#)

Purpose of Activity: To encourage cooperation and use of creative thinking, teamwork, and offensive and defensive strategies.

MATERIALS NEEDED:

- 8 cones
- 8 hula hoops
- 8 each of a variety of items, ex. medium sized gator-skin balls, tennis balls, carpet squares, jump ropes, pinnies, bean bags, cones, etc. Other equipment can be used, as long as you have eight of the same kind.

TO SET UP THE GAME

put eight cones, or hula hoops, evenly around the perimeter of the playing area. First, hide the piece that each team is looking for, from the other teams, by placing a replica of it under the cone where only that particular team can see what they're collecting. (It's up to the opponents of each team to observe what is being gathered in the other teams' hula hoops.)

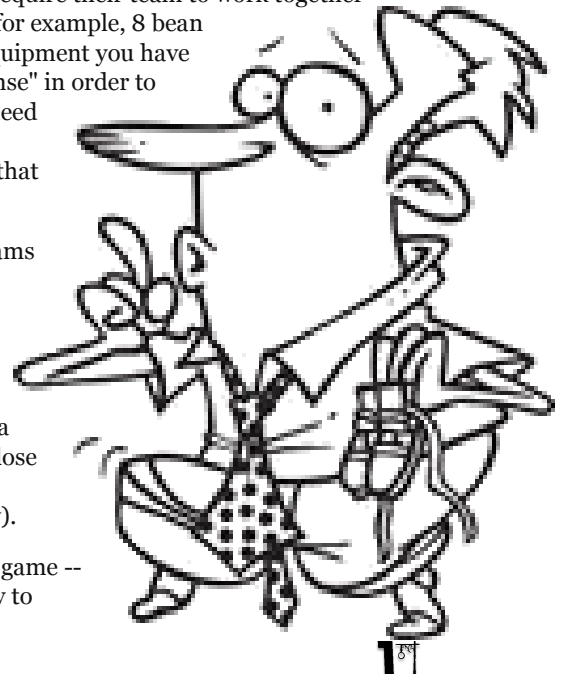
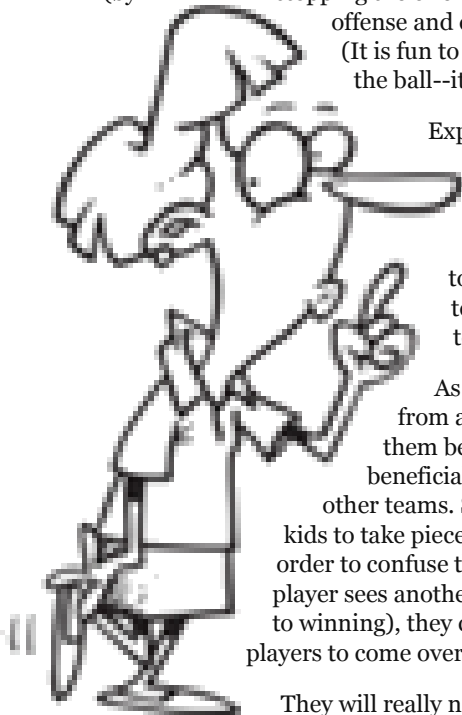
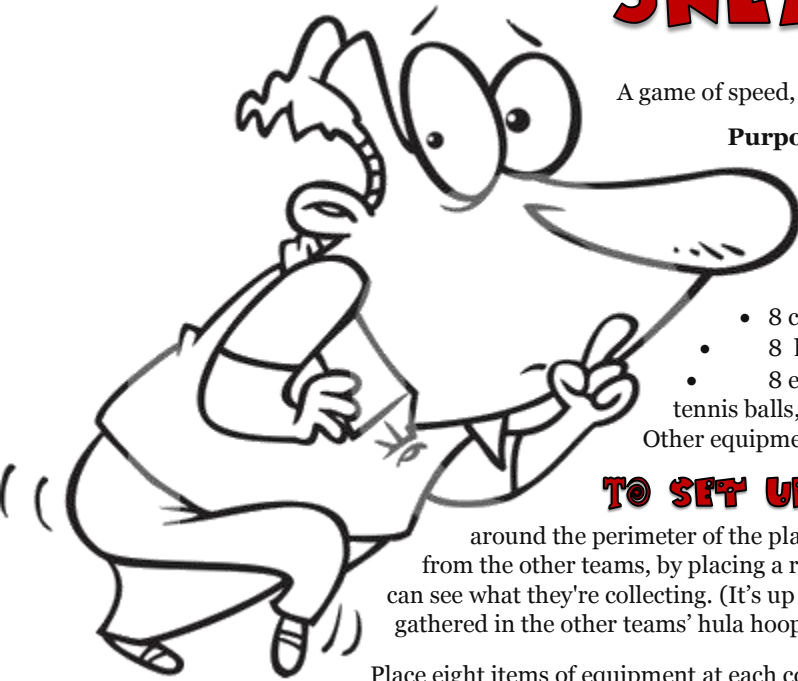
Place eight items of equipment at each cone (one of each type of equipment --no cone should have two of the same piece).

With students, first discuss what "offense" and "defense" means -- that the "offense" works together and tries to "win" by scoring points (usually with the ball), while the "defense" works together to try and keep the offense from scoring (by stopping the offense, or "stealing" the ball). Ask them if they can think of any games/sports which use offense and defensive (any of the games we played, football, basketball, rugby, water polo, etc.). (It is fun to see if students know the one sport in which the defense, not the offense, controls the ball--it's baseball!)

Explain that the game they will play today will require their team to work together to get all of the same type of equipment, for example, 8 bean bags (show them the different types of equipment you have put out). They will need to be on the "offense" in order to get all of this equipment, but they will also need to be on the "defense" in order to keep other teams from getting all the type of equipment that team needs!

As defense the teams must try to keep other teams from acquiring the needed 8 items by taking from them before they go out. Sometimes it becomes beneficial to take items you don't need just to stop other teams. Sample Defensive Strategies: Encourage kids to take pieces that they are NOT COLLECTING in order to confuse their opponents (defensive strategy). Also, if a player sees another team gathering enough of any one piece, close to winning, they can yell out -SNEAK ATTACK- to alert other players to come over and take a piece (another defensive strategy).

They will really need to **cooperate** in order to do well in this game -- very briefly, discuss ways in which they can cooperate as a team (talk positively to



teammates, encourage teammates, etc.). **Don't forget to emphasize good sportsmanship!**

Then explain that there will be **eight different teams**; each team will begin at one specific place in the gym where the cones are located. You will give them **one** piece of the kind of equipment they need to gather at the beginning of the game (e.g., one rope, one ball, etc.). On the "go" signal, each person will run to **any other** team's place and "steal" **only one piece** of equipment and take it back to their team. Only one person on each team can be moving at a time. Once that one person comes back to the cone, the next person may go. Each person on a team **must take turns** getting equipment. "Runners" can go to any team they wish and take any piece of equipment they choose; a team may not keep any other person from taking a piece of equipment. Caution students to be careful of their personal space while moving throughout the playing area so they don't crash into anyone else.

This relay formation continues until a team has 8 of one item; that team then **sits down** and raises their hands to indicate they have finished. At this time, no other runner may take any equipment from that team. The teacher will then blow the whistle to signal the end of the game.

If there are no questions, (either you or students) equally divide students into teams. Send each team to a cone; then give each team the type of equipment they need to gather. Begin the game, observing to see that students are indeed only picking up one item at a time and are being careful of where they are moving.

After a few rounds to let students get the hang of the game, call them all back into a group. Ask them what **strategies** they used to get equipment (look ahead of your turn to see where equipment was, giving advice to the next runner, etc.). Discuss how teams are thinking "offensively" -- of getting all their equipment, but not "defensively" -- in other words, how can they keep other teams from getting all the equipment that they need? Ask for suggestions and discuss how they can do this (you may also see one team using this strategy in the beginning. At the end of that "round", pinpoint how this team used this strategy, as detailed below).

Now explain that the rules will change slightly. This time, a team can change their strategy during the game and decide at any time to collect a **different** piece of equipment, instead of the one their originally started with. For example, they may decide to get all pinnies instead of the bean bags they originally started with. Also, remind them to play defense when they notice when one team is about to "win" (you may need to prompt them on how they can do this). Begin again, encouraging them to use the different strategies!

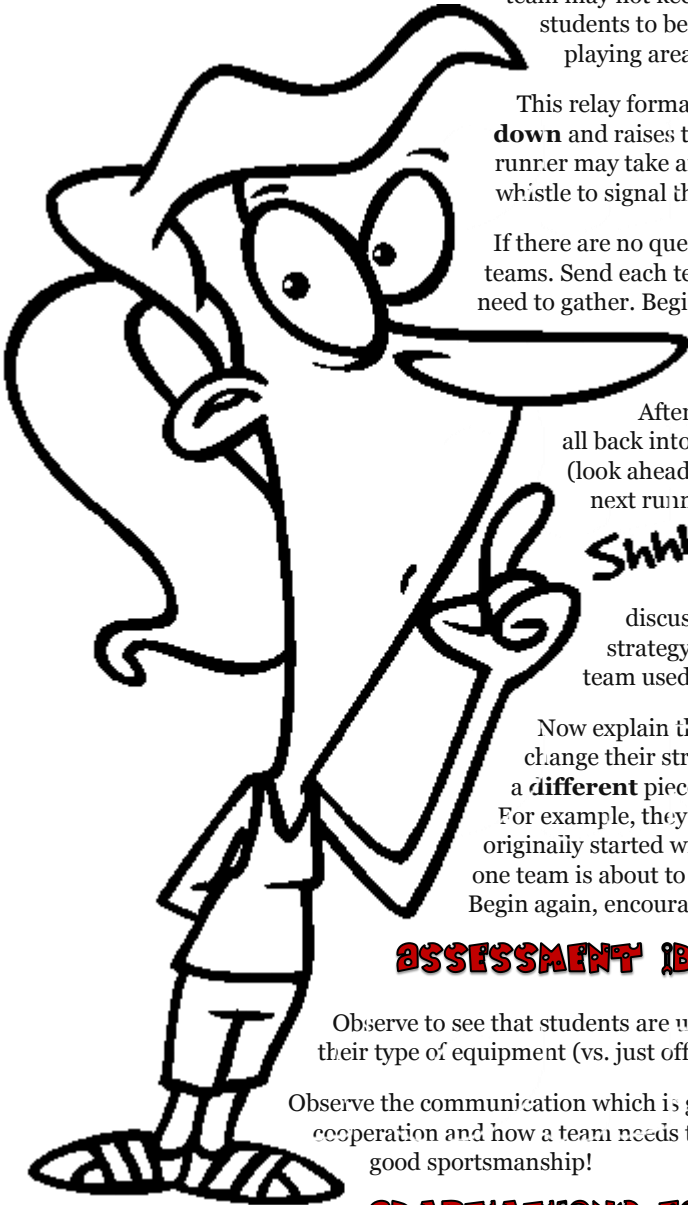
ASSESSMENT IDEAS:

Observe to see that students are using both offensive and defensive strategies in order to gain all of their type of equipment (vs. just offensive strategies).

Observe the communication which is going on between teams; use this as a means to discuss cooperation and how a team needs to work together in a positive way. Don't forget to emphasize good sportsmanship!

ADAPTATIONS FOR STUDENTS WITH DISABILITIES:

You can make it a walking game, or use any other locomotor movement.



DAY 15 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.
- 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 and used as a guide for expectations of student outputs and performance as students participate in playing Sneak Attack. Team members will have to work together, plan their strategies (e.g., offensive or defensive techniques? Will they simply try to collect as fast as they can, or try and trick their opponents? Who will be in charge of watching the other teams and what they are collecting? Etc.) , and test/implement their ideas in order to be successful and win the game.

1

- 7.T/E.2 Apply creative thinking to solve problems.
- 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

- 7.T/E.2 Apply creative thinking to solve problems.
- 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.

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3

- 7.T/E.5 Apply a creative strategy to solve a particular problem.
- 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.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.
- 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 and used as a guide for expectations of student outputs and performance as students participate in playing Sneak Attack. Team members will have to work together, plan their strategies (e.g., offensive or defensive techniques? Will they simply try to collect as fast as they can, or try and trick their opponents? Who will be in charge of watching the other teams and what they are collecting? Etc.) , and test/implement their ideas in order to be successful and win the game.

4

- 7.T/E.5 Apply a creative strategy to solve a particular problem.
- 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.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.
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5

- 7.T/E.5 Apply a creative strategy to solve a particular problem.
- 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.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.
- 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.

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6

- 2.2 Demonstrate critical thinking skills in addressing assignments and performing tasks.
- 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.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.
- 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 and used as a guide for expectations of student outputs and performance as students participate in playing Sneak Attack. Team members will have to work together, plan their strategies (e.g., offensive or defensive techniques? Will they simply try to collect as fast as they can, or try and trick their opponents? Who will be in charge of watching the other teams and what they are collecting? Etc.) , and test/implement their ideas in order to be successful and win the game.

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NOT-~~SO~~-CHINESE CHECKERS!

If you're up for a challenge, you can improve your mathematics skills and have fun playing Chinese Checkers. Despite its name, the game is not a variation of checkers, nor did it originate in China or any part of Asia (whereas the game xiangqi, or "Chinese chess", is from China). Chinese Checkers, disappointingly for historians, is no more than Halma transported to a star shaped board.

The game was invented in Germany in 1892 under the name "Stern-Halma" as a variation of the older American game Halma, which was based on the



(among them the discovery of King Tut's tomb in 1922 and the 'mah jongg' game craze that swept the US that same year.)

In the 1930s a craze for Chinese Checkers swept across America. Several other manufactures started to make the game. Many were given other names; but since no one seemed to own the rights to the name; many were just called Chinese Checkers. Milton Bradley acquired rights to the name in 1941 but it didn't seem to affect much.

GAMEPLAY

A single move can consist of multiple hops; each piece hopped must be directly adjacent, and hops can be in any direction.

The aim is to race all one's pieces into the star corner on the opposite side of the board before opponents do the same. The destination corner is called *home*. Each player has 10 pieces, except in games between two players when 15 are sometimes used. (On bigger star boards, 15 or 21 pieces are used.)

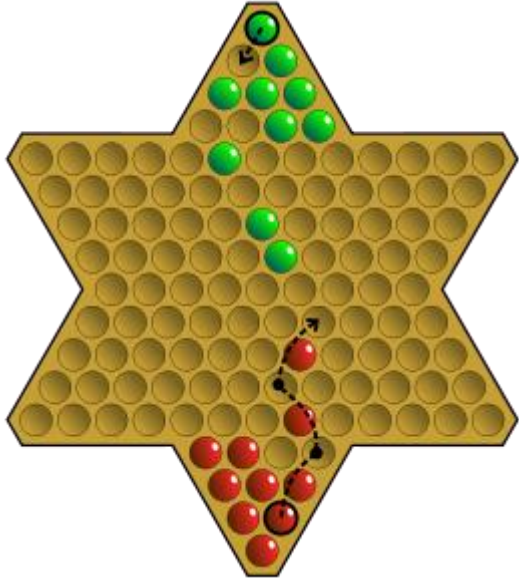
In "hop across", the most popular variation, each player starts with their colored pieces on one of the six points or corners of the star and attempts to race them all home into the opposite corner. Players take turns moving a single piece, either by moving one step in any direction to an adjacent empty space, or by jumping in one or any number of available consecutive hops over other single pieces. A player may not combine hopping with a single-step move – a move consists of one or the other. There is no capturing in Chinese checkers, so hopped pieces remain active and in play. Turns proceed clockwise around the board.



British game of Hoppity (from 1854) but was invented in the United States.. The "Stern" (German for star) refers to the board's star shape (in contrast to the square board used in Halma). The name "Chinese Checkers" originated in the United States as a marketing scheme by Bill and Jack Pressman in 1928. The Pressman company's game was originally called "Hop Ching Checkers".

The game was given a Chinese name and theme in keeping with the current interest in all things oriental





In the diagram, Green might move the topmost piece one space diagonally forward as shown. A *hop* consists of jumping over a single adjacent piece, either one's own or an opponent's, to the empty space directly beyond it in the same line of direction. Red might advance the indicated piece by a chain of three hops in a single move. It is not mandatory to make the most number of hops possible. (In some instances a player may choose to stop the jumping sequence part way in order to impede the opponent's progress, or to align pieces for planned future moves.)

STRATEGY

A basic strategy is to create or find the longest hopping path that leads closest to home, or immediately into it. (Multiple-jump moves are obviously faster to advance pieces than step-by-step moves.) Since either player can make use of any hopping 'ladder' or 'chain' created, a more advanced strategy involves hindering an opposing player in addition to helping oneself make jumps across the board. Of equal importance are the players' strategies for emptying and filling their starting and home corners. Games between top players are rarely decided by more than a couple of moves.

Differing numbers of players result in different starting layouts, in turn imposing different best-game strategies. For example, if a player's home destination corner starts empty (i.e. is not an opponent's starting corner), the player can freely build a 'ladder' or 'bridge' with their pieces between the two opposite ends. But if a player's opponent occupies the home corner, the player may need to wait for opponent pieces to clear before filling the home vacancies.

STARTING LAYOUTS

Six players

Can be played "all versus all", or three teams of two. When playing teams, teammates usually sit at opposite corners of the star, with each team member controlling their own colored set of pieces. The first team to advance both sets to their home destination corners is the winner. The remaining players usually continue play to determine second and third place finishers, etc.

Four players

The four-player game is the same as the game for six players, except that two opposite corners will be unused.

Three players

In a three-player game, all players control either one or two sets of pieces each. If one set is used, pieces race across the board into empty, opposite corners. If two sets are used, each player controls two differently colored sets of pieces at opposite corners of the star.

Two players

In a two-player game, each player plays one, two, or three sets of pieces. If one set is played, the pieces usually go into the opponent's starting corner, and the number of pieces per side is often increased to 15 (instead of the usual 10). If two sets are played, the pieces can either go into the opponent's starting corners, or one of the players' two sets can go into an opposite empty corner. If three sets are played, the pieces usually go into the opponent's starting corners.

VARIANTS

Fast-paced or Super Chinese checkers

While the standard rules allow hopping over only a single adjacent occupied position at a time (as in checkers), this version of the game allows pieces to catapult over multiple adjacent occupied positions in a line when hopping.

In the *fast-paced* or *Super Chinese checkers* variant popular in France,^[8] a piece may hop over a *non-adjacent* piece. A hop consists of jumping over a distant piece (friendly or enemy) to a symmetrical position on the opposite side, in the same line of direction. (For example, if there are two empty positions between the jumping piece and the piece being jumped, the jumping piece lands leaving exactly two empty positions immediately beyond the jumped piece.) As in the standard rules, a jumping move may consist of any number of a chain of hops. (When making a chain of hops, a piece is usually allowed to enter an empty corner, as long as it hops out again before the move is completed.)

Jumping over two or more pieces in a hop is not allowed. Therefore, in this variant even more than in the standard version, it is sometimes strategically important to keep one's pieces bunched in order to prevent a long opposing hop.

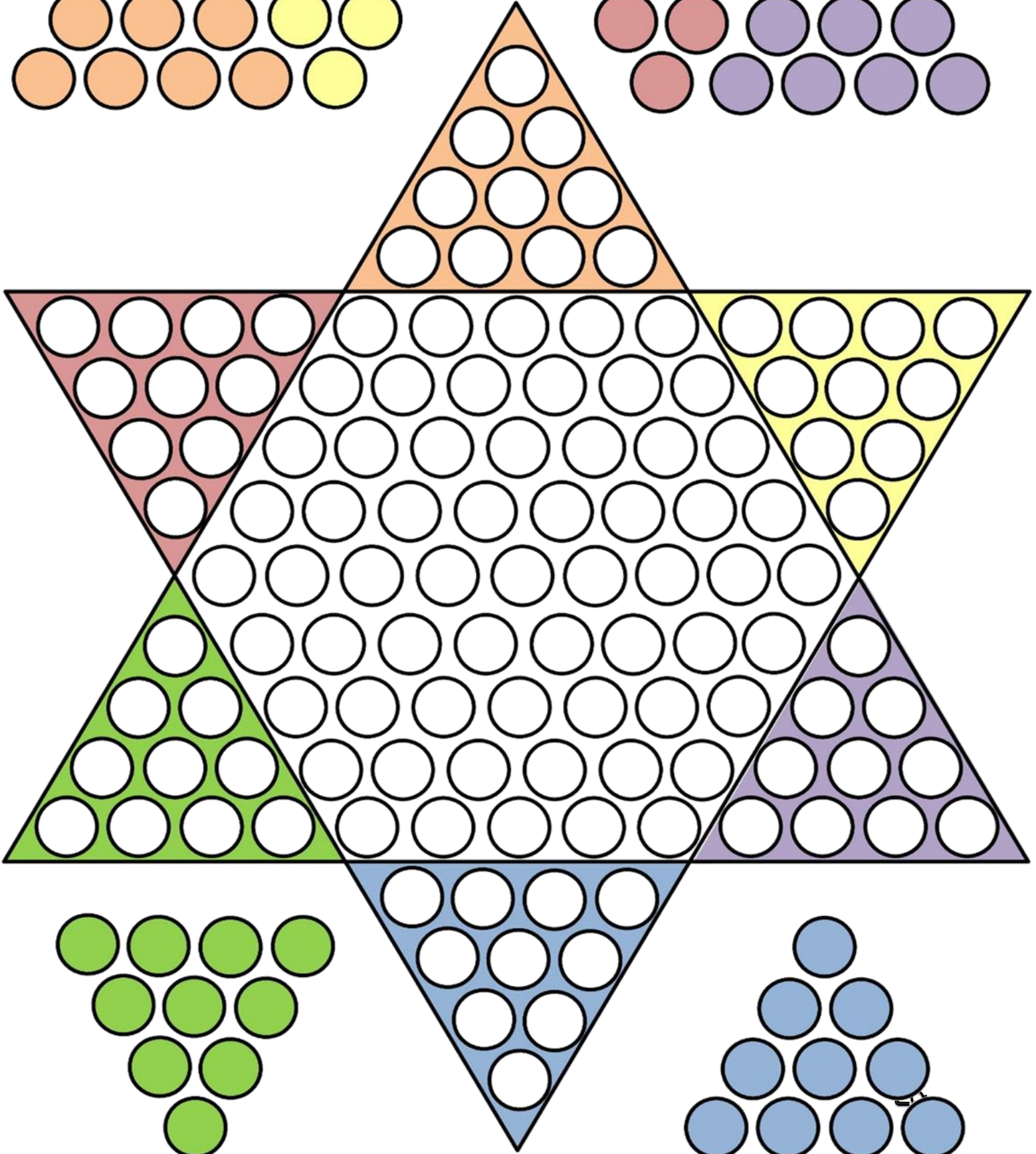
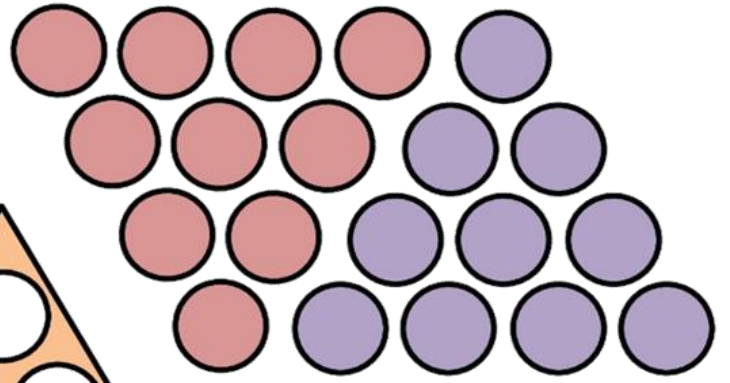
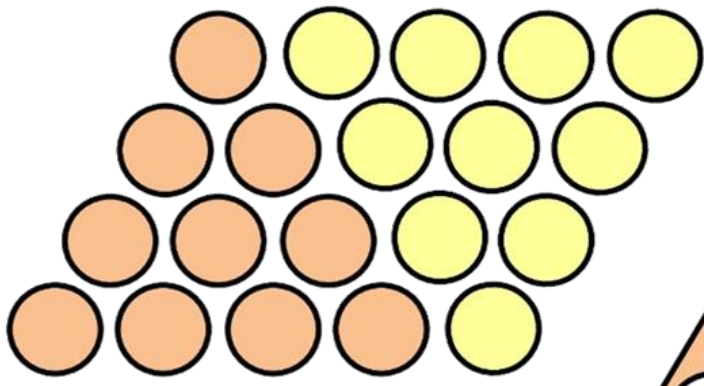
An alternative variant allows hops over *any* symmetrical arrangement, including pairs of pieces, pieces separated by empty positions, and so on.

Capture

In the *capture* variant, all sixty game pieces start out in the [hexagonal](#) field in the center of the gameboard. The center position is left unoccupied, so pieces form a symmetric hexagonal pattern. Color is irrelevant in this variant, so players take turns hopping any game piece over any other eligible game piece(s) on the board. The hopped-over pieces are captured (retired from the game, as in [American checkers](#)) and collected in the capturing player's bin. Only jumping moves are allowed; the game ends when no further jumps are possible. The player with the most captured pieces is the winner.

The board is tightly packed at the start of the game; as more pieces are captured, the board frees up, often allowing multiple captures to take place in a single move.

Two or more players can compete in this variant, but if there are more than six players, not everyone will get a fair turn.



CHINESE CHECKERS:

QUICK START GUIDE & BASIC INSTRUCTIONS

Chinese checkers can be played with 2-6 people. The objective is to get all of your pieces from one side of the star to the opposite side of the board before the other players do the same with their pieces.

1. Cut out the pieces and arrange them on the spaces with the corresponding color. Each player is trying to get all of their pieces from the section in their color to the opposite side of the board (so Green is trying to get to Yellow and vice versa, while Blue is trying to get to Orange and vice versa.)

2. Players take turns in a clockwise fashion. For each turn, a player can make one move. Either the player can move a piece forward a single space, or they can jump over other pieces. The jump may occur over opposing or friendly pieces with no effect. **No pieces are ever captured.**

In order to jump over a piece, the jumping piece must be next to the jumped piece and it **MUST** land on an empty space. There can be multiple jumps in one turn, but only if the jumps occur in the same general direction. No jumping backwards.

3. The winner is whoever moves all of his or her pieces to the opposite side of the board first. After a player has won, the other players continue to play to determine who is in 2nd, 3rd, 4th, and 5th place.

DAY 16 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 Chinese checkers (and its variations, as time allows) and the strategies of the game after making their own Chinese checkers boards. They will discuss moves, strategies, and aspects of the game as a group (ex. solving the problem = figuring out how to jump pieces, what paths to take to cross the board first, and/ 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 try to be the first to successfully get their pieces across the board.

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

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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
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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
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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.

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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.
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8

- RST.6-8.3. Follow precisely a multistep procedure when performing tasks.
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- 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 Chinese checkers (and its variations, as time allows) and the strategies of the game after making their own Chinese checkers boards. They will discuss moves, strategies, and aspects of the game as a group (ex. solving the problem = figuring out how to jump pieces, what paths to take to cross the board first, and/ 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 try to be the first to successfully get their pieces across the board.

They will analyze how each game went (post-game analysis) and what they could have/might have done to make the outcome different.

SAMPLE WEEK 4 ACADEMIC VOCABULARY TO REINFORCE

K

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

1

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

2

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

3

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

4

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

5

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

6

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

7

- | | | |
|---|---|---|
| <ul style="list-style-type: none"> • Impact • Speed • Property | <ul style="list-style-type: none"> • Relationships • Repetition • Juncture | <ul style="list-style-type: none"> • Function • Intercept |
|---|---|---|

8

- Variation
- Debate
- Tension
- Reasoning

- Order
- Exchange
- Adjacent

- Alternate

WEEK 4 SAMPLE SUPPLY LIST

▣ DAYS 13 AND FOURTEEN

- Printouts
- A set of black and white stones, or a suitable substitute like buttons or two different colors of beans
- Pencils
- Go Boards
- Optional: small prizes

▣ DAY 15

- 8 cones
- 8 hula hoops
- 8 each of a variety of items, ex. medium sized gator-skin balls, tennis balls, carpet squares, jump ropes, pinnies, bean bags, cones, etc. Other equipment can be used, as long as you have eight of the same kind.

▣ DAY 16

- Printouts (Chinese Checker sets printed in color)
- Scissors
- Optional: small prizes