Methodological guide for teachers to conduct chess classes when working with children with autism spectrum disorder.

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1. INTRODUCTION.

The number of students in a group	Schedule (50 min)	Basic activities
Max 4	25 minutes – section 1; 5 minutes – break; 20 minutes – section 2.	Teacher's lecture, demonstration of visual cards, explanation of a lesson on the demo board, face-to-face sessions on personal chessboards, written assignments, physical activity (including on the floor chessboard)

TEACHING STUDENTS WITH AUTISM SPECTRUM DISORDER

Autism is a severe lifelong developmental disorder beginning in early childhood. Autism is characterized by impairments in three areas: Communication, Socialization, Behavior.

Communication challenges

Difficulties with all areas of communication; nonverbal, receptive, expressive, and logical interactions are affected.

- Comprehension.
- Interpretation of verbal/nonverbal information.
- Understanding abstract language.
- Maintaining attention/changing focus rapidly.
- Auditory processing.
- Literal thinking.
- Limited vocabulary.
- Echolalia (repetition of words just spoken by another person).
- Improper use of pronouns, questions, statements.
- Unusual tone or rhythm of speech.
- Interpreting nonverbal cues, i.e. body language, facial expression
- Relating comments in appropriate situations
- Turn-taking in a conversation.

Behavior challenges

- High need for routines and predictability.
- Difficulties with changes and transitions.
- Difficulties with processing sensory information.
- Lack of functional use of objects, i.e. lining up toys, spinning wheels.
- Unusual body movements or repetitive behaviors, i.e. rocking, flicking fingers.
- Limited coping strategies.
- Inflexible thinking
- Specific interests, i.e. dinosaurs, watching videos with the subway trains.

Contributors to anxiety

- Dealing with unexpected events

- Difficulties with changes and transitions
- Adapting to a new situation
- Understanding responses of others.
- Inability to express oneself.

Social interaction challenges

- Knowing how to initiate an interaction.
- Maintaining an interaction.
- Recognizing the presence of others.
- Understanding people's feelings and perspectives.
- Developing friendships.
- Understanding unwritten social rules.
- Demonstrating limited/unusual emotional responses.
- Sustaining a conversation.

How do I teach a student with autism?

- Be positive.
- Get to know the child.
- Be aware of individual differences, i.e., activity level, sensory needs, communicative and cognitive ability.
- Talk to parents/guardians, previous teachers, consultants.
- Provide a predictable and safe environment.
- Minimize transitions.
- Provide accurate, prior information about the changes.
- Offer a consistent routine.
- Provide reinforcement that is individualized, immediate, concrete.
- Be concrete and specific.
- Avoid using terms like "later", "maybe", "why did you do that?"
- Avoid idioms, double meanings, and sarcasm.
- Teach skills in a clear and detailed manner, leaving no room for confusion or doubt.
- Use gestures, modeling, and demonstrations with verbalization.
- Simplify instructions.
- If necessary for understanding, break a task down into smaller steps that students can accomplish successfully.
- Be specific with instructions.
- Keep language simple, concrete, and clear.
- Pause, listen and wait.
- Watch and listen to attempts to respond.
- Respond positively to attempts.
- Use visuals (gestures, signs, pictures, and print).
- Allow time to respond.
- Check for understanding.
- Find the strengths and needs of students, make a list of likes and dislikes.
- Do not take responses personally.
- Provide a break to allow for self-regulation.

Prompting

Prompting is a way of assisting students to perform a specific response after given instruction.

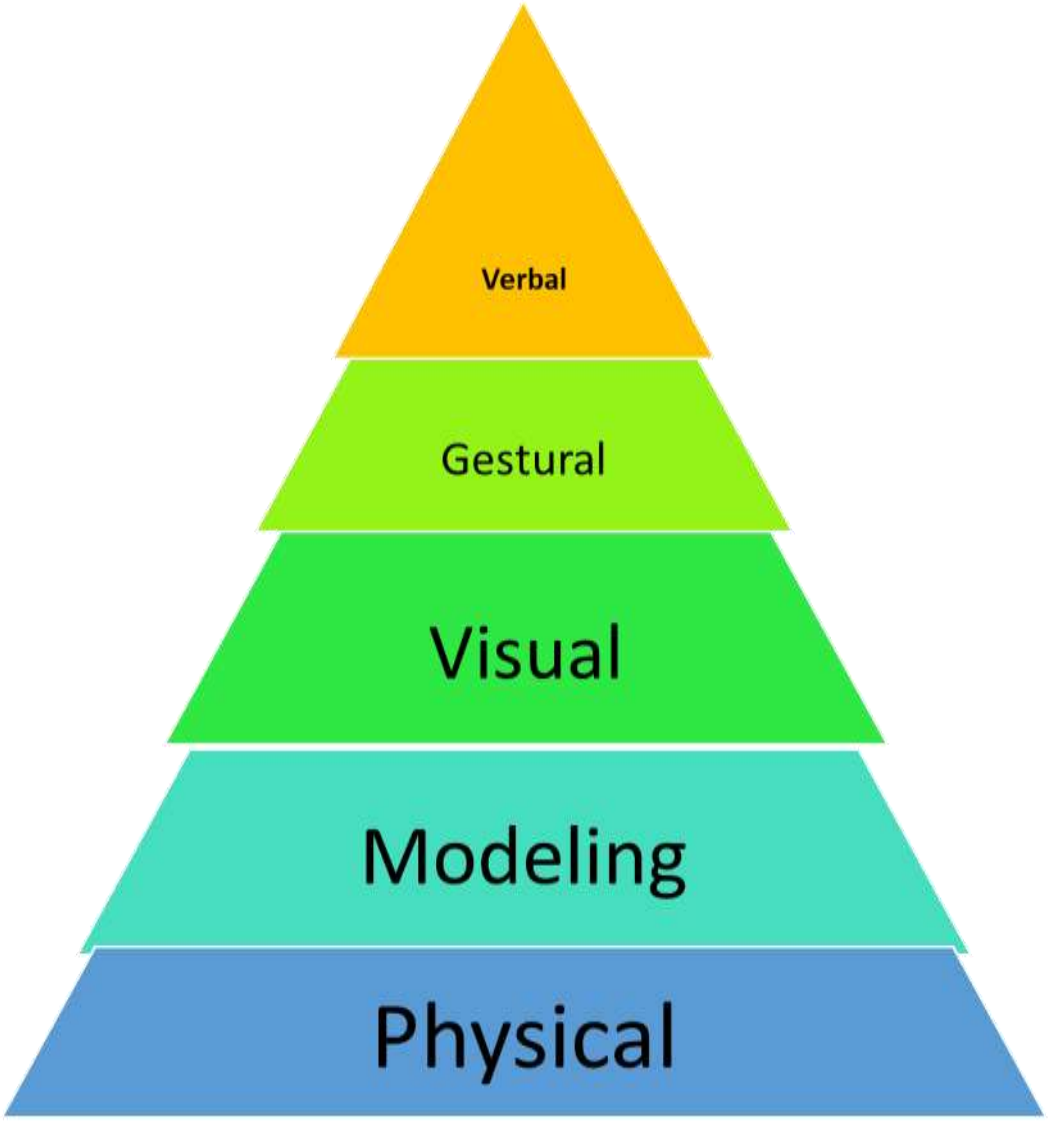
Learning new tasks requires effective use of prompts to ensure the person knows how to perform the skill without becoming frustrated and without wasting precious instructional time.

Any student with ASD can benefit from prompting during instruction regardless of age, communication skills, or cognitive ability. Prompts can be used alone or simultaneously to assist the student in successfully completing an activity.

There are 5 types of prompts:

- Verbal (Indirect Verbal and Direct Verbal)
- Gestural
- Visual
- Modeling
- Physical

Verbal prompt provides verbal instructions on what students are to do.
An indirect verbal prompt provides a cue that something is expected of the student, but very little information is given.
Example: “What do you do next?”
A direct verbal prompt is more specific and tells students what is expected.
Example: "Put the chessboard on the desk”.
Gestural prompts can include such things as pointing, looking at, motioning toward, or moving closer, or touching an item or area to indicate a correct response.
Example: The teacher points to the chess piece symbol and then to the demo board gesturing what is expected.
Visual prompts include objects, pictures, drawings, or symbols that cue students of what is expected.
When giving a model prompt, the entire action may be modeled or only a relevant portion of it.
Example: The teacher may demonstrate how students should take the chess piece symbol and place it on a demo board.
Students will learn through demonstration: Do, undo, tell students to do it, if wrong, stop and do it again.
Physical prompts include partial and full physical prompts. A partial physical prompt might be for the teacher to gently tap the student's elbow as a prompt to place the chess piece on the board, on the desk, or the teacher may guide the student's elbow to support placing the chess piece on the board. The most intrusive type of full physical assistance would be to take the student's hands and physically guide them to place the piece chess on the board to complete the skill.



At the top of the hierarchy are the least intrusive prompts, and at the bottom are the most intrusive.

When starting out, begin with prompts that are less intrusive, then move down the hierarchy until your students can complete the task correctly. If an indirect verbal prompt is not effective, try a direct verbal prompt. If that is also ineffective try a gestural prompt like pointing or touching an object. Once you find a prompt that is effective, stop. Use the least prompting possible while ensuring your students can perform the task correctly.

Then, as your students get more comfortable with the new skill you can move up the hierarchy to less intrusive prompts until they can perform the task independently. This is known as **prompt fading.**

Some individuals become dependent on prompts and wait for the teacher to assist them before they make any type of response. To avoid this, prompting should be faded as soon as students begin demonstrating mastery.

REINFORCEMENT

Reinforcement provides external motivation when students are learning a new skill or working hard at managing their behavior. An event that fallows behavior and increases the probability of that behavior occurring again is a reinforcer.

Types of reinforcers

TANGIBLE

Access to a preferred object or a toy; the opportunity to participate in a preferred activity.
Example: Puzzle, book, videos, dinosaur toy, swinging.

SOCIAL

Praise, high fives, smiles and nods, any kind of social acknowledgment.
Examples: “Good job!”, “I am proud of you!”

PRIMARY

Food and drink are primary reinforcers because they meet biological needs.
Examples: Some students prefer sweets or treats; others may respond to unusual foods such as pickles or lemons.

TOKEN

Tokens have no value by themselves. They are valuable because they can be collected and traded for another type of reinforcement.
Examples: stickers, checkmarks, stamps, points.

When choosing a reinforcer, pick something you are prepared to give every time you see the behavior and are prepared to withhold when the behavior doesn’t occur. You can’t use lunch, snacks or other necessities of life as reinforcers.
No one item is a “universal” reinforcer. Reinforcers are determined by their impact on behavior.

2. TECHNICAL EQUIPMENT. INVENTORY.

To conduct chess lessons for students with ASD, the following equipment for the class and personal workplaces is required:
2.1. Demo board with pieces. The color of squares and pieces is close to the concepts of "white" and "black" – 1 pc.
2.2. Sets of chess pieces with chessboards – 1 set for each student.
2.3. Floor chessboard with a set of pieces – 1 pc.
2.4. Timer – 1 pc.
2.5. Visual lesson schedule – 1 pc.
2.6. Teacher's Handbook – 1 pc.
2.7. Workbook – 1 pc. for each student.
2.8. PC, all-in-one printer for the teacher.
2.9. Stationery: paper, pencils, erasers, glue, etc.

How to set up an autism classroom
Since students with ASD have exceptional needs that other students usually don't, educators must adopt unique educational methods and strategies in order to meet them.
The accommodations and support students with ASD receive in a chess classroom will depend on what the individual student requires to be successful.
A properly organized classroom can improve skill achievement and independence, and lower stress and anxiety in students with ASD.
Here are some tips to help teachers to create the best environment in which students with autism can learn to play chess.

Physical layout
Before you start organizing your classroom, pay special attention to the physical layout. Think about the flow of students, staff, and parents as they transition around the classroom. Furniture arrangement should create physical walkways that will help make transitions smooth and easy. Your classroom will support a maximum group of 4 students.
Get rid of the clutter
Remove unused furniture, materials or items that don't serve a specific teaching purpose. Many students with autism pay attention to details and may miss the big picture. You don't want them to focus on unrelated items instead of you.
Use visuals to define spaces
Many students with autism don't understand personal space, so they will benefit from having their specific workspace visually defined.
For example, during the lesson, the teacher may not want students to walk all around the classroom at any time, so the teacher can use different ways to visually define an area and teach where that area is. A student who has trouble staying in their assigned area in the classroom may benefit from colored tape on the floor around their spot to establish boundaries, and so the student knows where they are expected to be.
To not leave any student out, why not give all the students' spots tape?

Use visuals to increase independence

Visual strategies are extremely important tools to help students with ASD to be successful.
They help students learn effective communication, positive behavior, and appropriate social interaction. Generally, students with autism are visual learners. They are better at understanding what they see rather than what they hear, that is why they benefit when we use visual strategies to support communication. Visual support helps students who have difficulty understanding or using language to communicate by creating an environment that is more predictable and understandable.
Visual support can be pictures, photographs, drawings, objects, written words, lists, or body movements.
Label each workstation, shelf, and cabinet with a picture and the corresponding word.
If you have a "runner" in your classroom, you may put a "STOP" sign on the door.

A PICTURE IS WORTH A THOUSAND WORDS – SO USE THEM.

Have a schedule, written & visual.
What is a visual schedule?
A visual schedule communicates the sequence of upcoming activities or events using objects, photographs, icons, words, or a combination of visual supports. A visual schedule tells a student WHERE they should be and WHEN they should be there, and what they will be doing throughout the day. Refer to the schedule as your students move through different activities.
Visual schedules are created to match the individual needs of a student and may vary in length and form.
You may want to have the different sections of the schedule removable, so students know which parts have already been completed and what they still have left to do. You can do this by using Velcro tape and laminating the different pieces of the schedule.

Keep in mind sensory stimulation
Sensory challenges are very common with autistic students. Try to minimize sensory stimuli as much as possible. Pay attention to lighting, windows, floor coverings, and ceilings. Even small changes like

lowering shades and turning down overhead lights can be helpful. Face desks away from windows or doors.

Fluorescent lighting

Certain types of lighting, especially fluorescent lighting, have been shown to have a particularly negative effect on individuals with autism. Approximately half of the autistic individuals experience what is classified as a severe sensitivity to fluorescent lighting.

You may reduce light sensitivity by minimizing exposure to fluorescent lighting and replacing it with indirect natural or incandescent lighting, maintaining rooms with dim lights.

Reduce noise

Teachers can use tennis balls on the bottoms of chairs to cut down on noise when students are moving their chairs around.

In a quieter classroom, students can concentrate better and progress quicker.

You also can use carpets to reduce noise levels.

Have a calm down area

Over-stimulation, misunderstandings, or communication breakdowns can easily lead to frustration and even a meltdown**. Once a student's feelings are escalating, they can no longer learn.**

Prepare ahead of time for this by creating and setting a calming area. This could be a small area in the corner of the classroom with a bean bag chair, a container with fidgets, sensory toys and activities your student enjoys, and some headphones. The calming area should never be used as a form of punishment.

Adding a visual in a calm down area

To help a student to know when they are calm, add a visual in a calm down area to assess how the student is feeling. Visuals that help students to understands their emotions and visuals with calm down techniques (tactics) become vital in a calm down area. These visuals will support students as they are developing an understanding of their emotions, and it will also allow them to model the emotional state necessary to return to class.

Use a timer. Timers are a visual support which helps students with autism "see" how time passes.

Plan on who will set the timer – you or the student. When the timer goes off, what will be the phrase to decide if the student is ready to go back to work? It could be a simple phrase like "are you ready to get back to work?" All these strategies will help you be best prepared for different situations and use your calm down corner effectively.

Sensory toys

If your students have difficulty staying at their desk, you can use weighted products like a gel weighted lap pad or snake wrap. Lap pads can be an easy way to help students sit through the lesson or any other activity that requires sitting for a period of time. These kinds of products provide calming sensory input and comfort, improve attention and concentration, increase body awareness, and have calming benefits.

Parents should refer to doctors, occupational therapists, and other professionals for advice on how to better accommodate their child depending on their specific needs.

Students will highly benefit from visiting the school and classroom prior to the start of the program. Show them their classroom, restroom, and introduce them to the teacher and staff who will be in contact with a student. Parents may create a social story to help their child make the transition easier and more predictable.

Parents may provide the school with copies of the key information about their child's needs and share their concerns and expectations with the staff.

3. COURSE CONTENT.

1. Chess. Chessboard.
1.1. What games do you know? What games do you like to play? What is chess? Chess is a game.
1.2. What do we need to play chess? A chessboard and pieces.
1.3. Chessboard. The concepts of "square", "cell". The squares are white and black.
1.4. Lines on a chessboard. Horizontal line (row). Vertical line (column). Diagonal line.
1.5. Chessboard orientation: board center, board edge, board corner.
1.6. Games and tasks.

2. Chess pieces. Starting position.
2.1. Chess pieces are white and black.
2.2. Names of chess pieces.
2.3. Starting position of chess pieces. Queen rule. The concept of "starting position".
2.4. Games and tasks.

3. Chessboard orientation. Chess notation.
3.1. Each square on the board has its name. How to find it out?
3.2. Eight horizontal lines from 1 to 8. Eight vertical lines from a to h.
3.3. Square name.
3.4. Piece name.
3.5. Introducing the concept of "chess notation".
3.6. Games and tasks.

4. Value of chess pieces.
4.1. Introducing the concept of "value", "price".
4.2. Value of chess pieces.
4.3. King has no price.
4.4. Games and tasks.

5. Rook.
5.1. Rook moves.
5.2. Rook attacks.
5.3. Rook captures.
5.4. Games and tasks.

6. Bishop
6.1. Bishop moves.
6.2. Bishop attacks.
6.3. Bishop captures.
6.4. Games and tasks.

7. Queen.
7.1. Queen is the strongest chess piece.
7.2. Queen moves.

7.2. Queen attacks.
7.4. Queen captures.
7.5. Games and tasks.

8. Knight.
8.1. Knight moves. Knight jumps over pieces.
8.2. Knight captures.
8.3. Knight attacks.
8.4. Games and tasks.

9. Pawn.
9.1. Pawns' starting position: white pawns on horizontal line 2, black pawns on horizontal line 7.
9.2. Pawn moves. Pawn's move from the starting position.
9.3. Pawn captures.
9.4. Pawn attacks.
9.5. Pawn promotion.
9.6. Pawn's special move – en passant. Concept of "attacked square".
9.7. Games and tasks.
9.8. Pawn battle.

10. Defense.
10.1. Defense against attack: capture the attacking piece, cover the piece, escape from the attack.
10.2. Limitation of piece movement.
10.3. Mini-positions.
10.4. Games and tasks.

11. King.
11.1. King is the most important piece in chess.
11.2. King moves. King can't move "under attack" of pieces of the opposite color.
11.3. White and black kings don't close in.
11.4. King captures. King can't capture a defended piece.
11.5. King attacks.
11.6. Games and tasks.

12. Check.
12.1. Check is an attack on the king with pieces.
12.2. Check with various pieces.
12.3. King can't check king.
12.4. King can't be left in check.
12.5. Three defenses against the check: capture, cover, escape. Two defenses against knight check: capture, escape.
12.6. Discovered check.
12.7. Double check. One defense against a double check is to escape with the king.
12.8. Games and tasks.

13. Castling.

13.1. Castling is the king's special move. Castling can be done once per game. Why do you need castling in chess?
13.2. Short castling. Long castling.
13.3. When castling is not allowed. Concept of "attacked square".
13.4. Games and tasks.

14. Checkmate.
14.1. Concepts of "chess game", "victory", "win". Each player strives to win a chess game. How to win a chess game?
14.2. Checkmate is a check that can't be avoided. Checkmate is a win. The goal of chess is to checkmate the opponent's king. Checkmate ends the game immediately.
14.3. Checkmate with various pieces. A king can't checkmate a king.
14.4. Games and tasks.

15. Stalemate. Draw.
15.1. Final result of a chess game is victory (win), draw, defeat (loss).
15.2. Quantitative assessment of the final result: victory – 1 point, draw – ½ (half) point, defeat – 0 points.
15.3. The simplest types of draw: king vs. king, king and bishop vs. king, king and knight vs. king.
15.4. Another type of draw is stalemate. Stalemate is a situation when the king is not in check, the king and pieces can't move. Stalemate is a draw.
15.5. Games and tasks.

16. Rules of conduct. Chess clock.
16.1. Greeting the opponent before the game starts, shaking hands. Silence during the game.
16.2. "Touch-move". Adjusting pieces.
16.3. All moves in a chess game are made with one hand, including capture, castling, pawn promotion.
16.4. Rules of conduct after the game ends. Mutual respect.
16.5. Chess clock. What is a chess clock for?
16.6. First make a move, then press the clock. "Use the same hand for moving pieces and switching clock".
16.7. Games and tasks.

4. EXPECTED RESULTS OF THE COURSE.

4.1. Placing the board correctly between the players.
4.2. Navigating the chessboard: center, edges, corners, chess notation.
4.3. Distinguishing between horizontal, vertical, diagonal lines.
4.4. Knowing the name of pieces. Setting up the pieces in the starting position correctly.
4.5. Knowing the value of chess pieces.
4.6. Knowing the rules for moving and capturing pieces.
4.7. Knowing what attack, threat, defense is.
4.8. Being able to castle the king.
4.9. Learning the En passant capture.
4.10. Being able to put a check, defend against a check, checkmate, solve the simplest checkmate problems in 1 move.
4.11. Knowing the quantitative assessment of the chess game: victory, defeat, draw, and stalemate in a chess game.
4.12. Being able to play a game with a partner. Knowing the rules of conduct during a chess game, the rules of playing with a chess clock.

5. PERSONAL RESULTS OF THE COURSE.

GOALS

Most students with autism experience challenges with social, communication, and behavior skills.

The teacher must set the goals depending on the student's age and functioning level.

SOCIAL INTERACTIONS GOALS

• Students will recognize the presence of others.

• Students will respect another child's personal space.

• Students will start an interaction.

• Students will stay involved in an interaction.

• Students will sustain in an activity with a peer or teacher.

• Students will allow the teacher to insert themselves in the child's play by taking a turn or moving an object.

• Students will give a verbal or non-verbal response to other individuals initiating an interaction.

● Students will understand the feelings and perspectives of others.

• Students will develop a friendship.

COMMUNICATION GOALS

• Students will initiate a greeting.

• Students will introduce themselves.

• Students will get to know someone new.

• Students will follow a picture schedule.

• Students will initiate communication with other children, such as asking a question, starting a game.

• Students will use words or gestures appropriately to express dislike for an activity.

• Students will ask appropriate questions during communicative interaction (verbal students).

• Students will join a conversation (verbal students).

• Students will take back-and-forth turns in conversation with another individual (verbal students).

• Students will use language to interact with peers (verbal students).

• Students will interrupt appropriately.

• Students will ask questions when don't understand (verbal students).

• Students will request help when needed.

• Students will ask for food, a bathroom break, or another necessary item.

• Students will use and understand gestures.

• Students will understand facial expressions.

BEHAVIOR GOALS

• Students will follow the rules in the classroom.

• Students will respect boundaries.

• Students will learn to pay attention and listen to instructions.

• Students will identify when they need to take a break and will independently request a break.

• Students will learn and demonstrate simple self-calming techniques, such as deep breathing.

• Students will learn how to handle frustrations without melting down.

PLAY SKILLS GOALS

• Students will initiate play interaction.

• Students will respond to a play invitation.

• Students will learn to take turns.

• Students will learn how to deal with losing.

• Students will learn how to deal with winning.

• Students will learn how to compromise.

• Students will learn to respect others' opinions.

6. LESSON GUIDELINES.

Lesson 1. Chess. Chessboard.

Goals:

1. Explain what chess is.

2. Introduce the chessboard, white and black squares on it, corner, edge, and central squares, the correct positioning of the chessboard.

3. Introduce the concepts of "horizontal", "vertical" and "diagonal" lines.

Basic activities: teacher's lecture, presentation on a demo board, face-to-face sessions on personal chessboards, written assignments, physical activity.

Equipment: demo board, personal chessboards, colored magnets for the demo board, colored circles (chips) for personal boards, floor chessboard, visual cards.

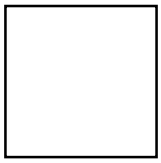
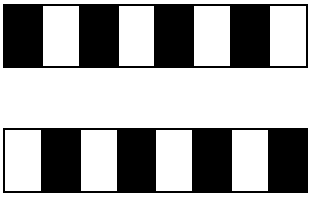
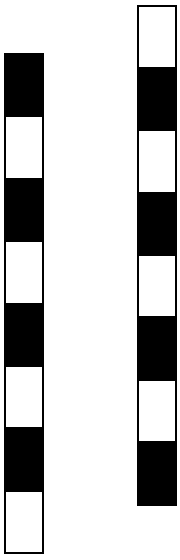
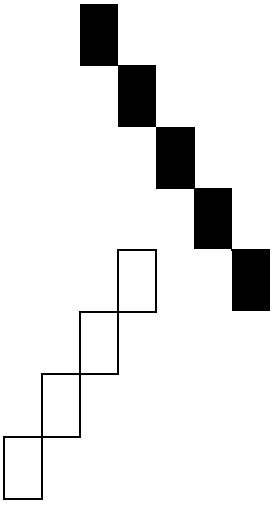
#	Milestones	Notes
1.	Introducing the teacher to students and students to the teacher.	
2.	Teacher's lecture. Lead students to the idea that chess is a game. Introduce the chessboard.	
2.1.	What games do you know? What games do you like to play the most? What sports games do you know?	
2.2.	Today I will tell you about one more game. It is called chess. What do we need to play chess? Chessboard and pieces.	
3.	Today we'll get acquainted with the chessboard.	
3.1.	Demo board. Introduce a demo board to students. This is a teacher's board.	
3.2.	Introduce students' personal chessboards.	
3.3.	What shape does the board have? The board is square. Every chessboard is square. Which board is larger: the demo board or the one on your desk?	
3.4.	The chessboard has small cells. Each small cell is called a square. There are white and black squares on the chessboard.	
3.5.	Explain that all light squares on the chessboard are called white, and all dark ones are black.	
3.6.	Show a white square on a demo board and ask students to say whether it is a white or a black square. The same for a black square.	

3.7.	Ask students to show a white square on their personal chessboards. Then to show a black square. Which one is bigger: a board or a square?	
3.8.	Show white and black squares on a floor chessboard. Choose a color and ask students to stand on a square of this color. For example, stand on a white square. Allow students to stand on any square and ask them to name its color.	
3.9.	Do Exercises 1–4 (Lesson 1) on paper.	
4.	Introducing the center, corners, and edges of the board. Acquaint students with the correct chessboard positioning.	
4.1.	Use colored magnets when explaining the concept of the center, corner, and edge squares on the demo board. Students use colored circles or chips on their personal chessboards.	
4.2.	Show the central squares on the demo board (e4, e5, d4, d5) and ask students to show these squares on their chessboards. What color is e4? What color is e5? What color is d4? What color is d5?	
4.3.	Show the corner squares on the demo board (a1, a8, h1, h8) and ask students to show these squares on their chessboards. What color is a1? What color is a8? What color is h1? What color is h8?	
4.4.	Show the edges on the demo board (horizontal lines 1 and 8, vertical lines a and h) and ask students to show these edges on their chessboards.	
4.5.	Learning center, corner, and edge squares on a floor chessboard. Stand on a white center square. Stand on a black center square. Stand on a white corner square. Stand on a black corner square. Walk around the board edges. Stand on a square and ask students which square is it: central or corner? What color is this square?	
4.6.	Tell about the correct chessboard positioning. The chessboard is positioned so that the corner square on the right is white. Look at your boards. Are they positioned correctly?	
4.7.	Do Exercise 5 (Lesson 1) on paper.	
5.	Introducing chess lines. Horizontal line (row).	
5.1.	The squares on the chessboard make lines. Now you will get acquainted with these chess lines.	
5.2.	Explain and show what a horizontal line is.	

	A horizontal line is a line of white and black squares that runs from right to left (or from left to right). Each horizontal line has eight (8) squares. The squares in a horizontal line alternate in color: black – white – black – white – black – white – black – white (or vice versa).	
5.3.	How many horizontal lines are there on the chessboard? Count the horizontal lines on the demo board together with students. Then each student counts the horizontal lines on their board.	
5.4.	Demo board. For example, show horizontal line 2. Students show horizontal line 2 using magnets. Show a horizontal line and ask students which horizontal line is it? Take magnets and lay out lines on the demo board. Then ask if the horizontal line is right. Ask students to correct the mistake.	
5.5.	Personal chessboards. For example, show horizontal line 4, show horizontal line 8, etc. Students lay out colored circles (chips) on their boards on the specified horizontal lines.	
5.6.	Finding horizontal lines.	
5.7.	Floor board. For example, ask students to walk along horizontal line 1, then along 7, etc. Students walk along any horizontal line and name it.	
5.8.	Do Exercises 6–7 (Lesson 1) on paper.	
6.	Vertical line (column).	
6.1.	Explain and show what a vertical line is. A vertical line is a line of white and black squares that goes from bottom to top (or top to bottom). Each vertical line has eight (8) squares. The squares in a vertical line alternate in color: black – white – black – white – black – white – black – white (or vice versa).	
6.2.	How many vertical lines are there on a chessboard? Count the vertical lines on the demo board together with students. Then each student counts vertical lines on their boards.	
6.3.	Demo board. For example, show a vertical line. Students use magnets to show any vertical line that they choose (find, want) to show.	

	Take magnets and lay out lines on the demo board. Then ask if the vertical line is right. Ask students to correct the mistake.	
6.4.	Personal chessboards. For example, show the two edge vertical lines. Students lay out colored circles (chips) on the specified vertical lines on their boards.	
6.5.	Finding vertical lines.	
6.6.	Floor board. Students walk along any vertical line. Ask them to walk along the vertical line in the board center.	
6.7.	Do Exercises 8–11 (Lesson 1) on paper.	
7.	Diagonal line.	
7.1.	Explain and show what a diagonal line is. A diagonal line is a line of squares of the same color attached to each other with corners. There are long and short diagonal lines on the chessboard. A long diagonal line is a line of eight white or black squares.	
7.2.	Demo board. For example, show the longest white diagonal line, the longest black one. Students use magnets to show the specified diagonal lines. Take magnets and lay out lines on the demo board. Then ask if the diagonal line is right. Ask students to correct the mistake.	
7.3.	Personal chessboards. For example, show the longest white and black diagonal lines. Students lay out colored circles (chips) on the specified diagonal lines. How many squares are there on the longest diagonal line? Show the shortest white and black diagonal lines. Students lay out colored circles (chips) on the specified diagonal lines. How many squares are there on the shortest diagonal line? Show any diagonal line.	
7.4.	Finding diagonal lines.	
7.5.	Floor board. Students walk along any diagonal line and count how many squares there are. Games: 1) Students walk along a diagonal line, count the squares, and try to find the longest diagonal line. 2) Students	

	walk along a diagonal line, count the squares, and try to find the shortest diagonal line.	
7.6.	Do Exercises 12–15 (Lesson 1) on paper.	
8.	Physical activity to solidify the knowledge of lines.	
8.1.	Horizontal line: extend the arms out to the sides. Vertical line: raise the arms. Diagonal line: outstretch one arm up and the other arm down, then change the arm position (like "a flying airplane").	
8.2.	Name a line and ask students to show it. Show a line and ask students to show it. Students show a line and you name it. Students name a line and you show it.	
9.	Visual cards for explaining the Lesson. Visual cards: square, horizontal line, vertical line, diagonal line.	
9.1.	Examples of visual cards.	

SQUARE 	**HORIZONTAL LINE** 
VERTICAL LINE 	**DIAGONAL LINE** 

Lesson 2. Chess pieces. Starting position

Goals:
1. Introduce the names of chess pieces.
2. Introduce the concept of "starting position".
3. Learn to correctly arrange the pieces in the starting position.

Basic activities: teacher's lecture, presentation on a demo board, face-to-face session on personal chessboards, written assignments, physical activity.

Equipment: demo board with a set of pieces, personal chessboards, sets of chess pieces (one set for each board), floor chessboard with pieces, visual cards.

#	Milestones	Notes
1.	**Greeting.** Teacher's speech. Together with students review the main points: square color, chessboard positioning (center, corner, edge), line names (horizontal, vertical, diagonal). Now we are going to learn chess pieces.	
2.	**Introducing the color of chess pieces.**	
2.1.	All light-colored pieces are white, all dark-colored pieces are black. Show any white piece. Show any black piece. What color is this piece? Take any piece. What color is it?	
2.2.	Explain that the pieces on the teacher's board and on personal boards differ in shape.	
3.	**Introducing the pieces. Their position on the chessboard.**	
3.1.	Rook. Piece name. Talk through the piece name with each student. Show the visual card with the piece name.	
3.1.1.	Show a white rook from a set of pieces (for the demo board). Students should find a white rook on their personal boards. This exercise includes using visual cards that show the shape difference of pieces from different sets. How many white rooks do you have?	
3.1.2.	Let's put the white rooks on the chessboard.	

	Put a white rook on the corner square a1 and ask students to place it in the corner on their personal boards. Where should the other white rook stand? In the other corner. Put the other white rook on the corner square h1 and ask students to place it in the other corner on their personal boards.	
3.1.3.	The same is for the black rooks: find black rooks, explain the shape difference of pieces from different sets, place black rooks on the chessboard.	
3.2.	Knight. Piece name. Talk through the piece name with each student. Show the visual card with the piece name.	
3.2.1.	Show a white knight from a set of pieces (for the demo board). Students find a white knight on their personal boards. This exercise includes using visual cards that show the shape difference of pieces from different sets. How many white knights do you have?	
3.2.2.	Let's put the white knights on the chessboard. Put a white knight next to the rook on b1 and ask students to place it next to the rook on their personal boards. Where should the other white knight stand? Next to the other rook. Puts the other white knight next to the rook on the square (g1) and ask students to place it next to the other rook on their personal boards.	
3.2.3.	The same is for the black knights: find black knights, explain the shape difference of pieces from different sets, place black knights on the chessboard.	
3.3.	Bishop. Piece name. Talk through the piece name with each student. Show the visual card with the piece name.	
3.3.1.	Show a white bishop from a set of pieces (for the demo board). Students find a white bishop on their personal boards. This exercise includes using visual cards that show the shape difference of pieces from different sets. How many white bishops do you have?	

3.3.2.	Let's put the white bishops on the chessboard. Put a white bishop next to the knight on c1 and ask students to place it next to the knight on their personal boards. Where should the other white bishop stand? Next to the other knight. Put the other white bishop on f1 and ask students to place it next to the other knight on their personal boards.	
3.3.3.	The same is for the black bishops: find black bishops, explain the shape difference of pieces from different sets, place black bishops on the chessboard.	
3.4.	Queen. Piece name. Talk through the piece name with each student. Show the visual card with the piece name.	
3.4.1.	Show a white queen from a set of pieces (for the demo board). Students find a white queen on their personal boards. This exercise includes using visual cards that show the shape difference of pieces from different sets. The same is for the black queen.	
3.4.2.	Starting position of the queen on the chessboard. Explain the rule: "The queen likes its color." The white queen is on the white square, the black one is on the black square. Put the white queen on the white square d1 and ask students to place the white queen on a white square. Put the black queen on the black square d8 and ask students to put the black queen on a black square.	
3.5.	King. Piece name. Talk through the piece name with each student. Show the visual card with the piece name.	
3.5.1.	Show a white king from a set of pieces (for the demo board). Students find a white king on their personal boards. This exercise includes using visual cards that show the shape difference of pieces from different sets. The same is for a black king.	
3.5.2.	Starting position of the king on the chessboard. Put the white king next to the queen on e1 and ask students to place the white king next to the queen on their boards.	

	Place the black king next to the queen on e8 and ask students to put the black king next to the queen on their boards. On which horizontal line do the white pieces stand? On which horizontal line do the black pieces stand?	
3.6.	Pawn. Piece name. Talk through the piece name with each student. Show the visual card with the piece name.	
3.6.1.	Show a white pawn from a set of pieces (for the demo board). Students find a white pawn on their personal boards. This exercise includes using visual cards that show the shape difference of pieces from different sets. How many white pawns do you have? Count the pawns.	
3.6.2.	Let's put the white pawns on the chessboard. Put white pawns on the second row and ask students to put white pawns on horizontal line 2.	
3.6.3.	The same is for the black pawns: find black pawns, explain the shape difference of pieces from different sets, count pawns, place black pawns on the chessboard.	
3.7.	Floor board. Set up pieces. Name a piece. Students should find it and put it on their chessboards. Students pronounce the piece name. If they experience communication challenges, use visual cards with piece names.	It is better to name the pieces in the order in which they are studied: rook, knight, bishop, queen, king, pawn.
3.8.	Do Exercises 1–6 (Lesson 2) on paper.	
4.	**Introducing the concept of "starting position".**	
4.1.	Learn what a "starting position" is through examples of other sports games. For example, do you know football? How the players of each team are arranged at the very beginning of the game?	
4.2.	In chess, there is also a starting position for the pieces. Show the starting position on the teacher's board and on the personal boards. White pieces stand on horizontal lines 1 and 2. Black pieces stand on horizontal lines 7 and 8.	
4.3.	Games. Correctly place the pieces on your personal boards as fast as you can. Students remove the pieces from their boards and, as the teacher says, place them in their starting position. Find mistakes in the starting position of pieces. What pieces are misplaced?	
4.4.	Do Exercises 7–10 (Lesson 2) on paper.	

4.5.	Floor board. Place the pieces as fast as you can. A student sets up white pieces, and the other student at this time sets up black pieces. Find mistakes in the starting position of pieces.	
5.	Quiz. Ask simple questions to solidify the lesson. For example, count the white rooks. Count the black pawns. On which square is the white queen in the starting position? Count how many pieces are on the first horizontal line in the starting position. Count the pieces on the extreme vertical line.	
6.	Examples of visual cards.	
	ROOK ***white*** 	***ROOK*** ***black***
6.1.	You can make the same cards for other pieces.	

Lesson 3. Chess notation

Goals:
1. Introduce the notation of horizontal and vertical lines on the chessboard.
2. Introduce abbreviated names and symbols of chess pieces in books.
3. Teach students to mark squares.
4. Introduce the concept of "chess notation".

Basic activities: teacher's lecture, presentation on a demo board, face-to-face sessions on personal chessboards, written assignments, physical activity.

Equipment: demo board with a set of pieces and magnets, personal chessboards, sets of chess pieces (one set for each board), colored circles (chips) for personal boards, floor chessboard with pieces, visual cards.

#	**Milestones**	**Notes**
1.	Greeting. Teacher's speech. Together with students review the main points: what is a square, horizontal, vertical, diagonal lines, names of chess pieces, starting position. What else do you see on the chessboard? Look at the edges of the board. Numbers and letters. Today we are going to learn the chess language.	
2.	Introducing the names of horizontal lines on a chessboard.	

2.1.	What numbers do you see on the chessboard? From 1 to 8. Each horizontal line has its own name (number). Show the first horizontal line on the demo board and ask students to show it on their personal boards (using colored circles, chips). The same is for other horizontal lines.	
2.2	Show any horizontal line (for example, 4) on the demo board and ask students for its name (number). Then ask students to show the horizontal line on their personal boards (using colored circles, chips).	
2.3.	Ask students to show any horizontal line on their personal boards and name it (say its number).	
3.	Introducing the names of vertical lines on a chessboard.	
3.1.	What letters do you see on the chessboard? a – h. Each vertical line has its own letter. Show and pronounce the letters.	
3.2.	Show vertical line "a" on the demo board and ask students to show it on their personal boards (using colored circles, chips).	
3.3.	Show any vertical line (for example, "e") on the demo board and ask students for its name (letter). Then ask students to show the vertical line on their personal boards (using colored circles, chips).	
3.4.	Ask students to show any vertical line on their personal boards and name it (say its letter).	
4.	Do Exercises 1–2 (Lesson 3) on paper.	
5.	Floor board.	
5.1.	Ask students to walk along the horizontal line they name. Students walk along any horizontal line that they choose, and name it (say its number).	
5.2.	Ask students to walk along the vertical line they name. Students walk along any vertical line that they choose, and name it (say its letter).	
6.	Introducing the names of squares on a chessboard.	
6.1.	Explain the fact that each square has its name. You wrote a letter to a friend. How to send it by mail? You need to write the address on the	

	envelope or know the email address. In chess, each square has its own name or address. Explain how the squares are named correctly: intersection (crossroads) of vertical and horizontal lines (first a letter, then a number).	
6.2.	Demo board. For example, put the black queen on d5. Then ask students to name the piece and the square it stands on. The same is for other pieces. Students choose any piece and put it on any square. They should name the piece and the square it stands on.	
6.3.	Personal chessboards. For example, find a white king, place it on c3, and so on. Students choose any piece and put it on any square. They should name the piece and the square it stands on.	
6.4.	Do Exercises 3–5 (Lesson 3) on paper.	
6.5.	Floor board.	
6.5.1.	Ask students to stand on a square that they say. Then step (move, jump) to another square named by the teacher. Ask students to stand on any square on the chessboard and name it (say its "address"). Then step (move, jump) to any other square and name it.	
6.5.2.	Name a piece and its color and ask students to find it. Then they say the "address" of the square to place the piece.	
7.	Abbreviated names of chess pieces. Explain how the pieces are abbreviated, use visual cards.	
7.1.	Do Exercises 6–7 (Lesson 3) on paper.	
7.2.	Floor board. For example, show a card with the abbreviated name of a piece, name its color. Students find this piece and put it on any square, then name the square. You can also call a specific square to place the piece.	
8.	Introducing the concept of "chess notation".	

	All names for horizontal lines, vertical lines, squares, and pieces are the chess language. It is called chess notation. Do Exercise 8 (Lesson 3) on paper.	
9.	Examples of visual cards.	

1	**2**	**3**	**4**	**a**	**b**	**c**	**d**
5	**6**	**7**	**8**	**e**	**f**	**g**	**h**

King **K**	**Queen** **Q**	**Rook** **R**	**Bishop** **B**
Knight **N**	**Pawn** 		

K	**Q**	**R**
B	**N**	

Lesson 4. Value of chess pieces

Goals:
1. Introduce the value of each chess piece.
2. Introduce the quantitative assessment of each chess piece through the pawn, as a unit of measurement.
3. Learn how to compare chess pieces with each other and determine the more valuable (strongest) ones.

Basic activities: teacher's lecture, presentation on a demo board, face-to-face sessions on personal chessboards, written assignments, physical activity.

Equipment: demo board with a set of pieces, personal chessboards, sets of chess pieces (one set for each board), floor chessboard with pieces, visual cards.

#	**Milestones**	**Notes**
1.	Greeting. Teacher's speech.	

	Learn the value (price) of each chess piece. For example, how much does a pencil cost? What is your favorite toy? How much does it cost? Each thing has its own price or is priceless. Each chess piece also has its own value or it is invaluable. You need to know the value of each piece to determine which one is stronger.	
2.	Introducing the value of each chess piece. Pawn – 1 point, knight – 3 points, bishop – 3 points, rook – 5 points, queen – 9 points, king – invaluable (priceless).	
2.1.	Show a piece. Students name its value or show a card with a number that is equal to the value of the piece. Show a card with a number. Students find a piece that corresponds to this number (price, value).	
2.2.	Do Exercises 1–2 (Lesson 4) on paper.	
2.3.	Floor board. For example, show a card with a number (5), students find a piece (rook) that corresponds to this number (price, value). Then they put the rook on any square and name "the address" of that square.	
3.	Introducing the concept of "pawn is a unit of measurement for chess pieces". Explain that we can substitute the numbers with pawns. The knight is equal to 3 pawns, the bishop – 3, the rook – 5, and the queen – 9. The king is not measured with pawns. It is invaluable (priceless).	
3.1.	Show a piece. Students say its value or show a card with the corresponding number of pawns. Show a card with a number of pawns. Students find a piece that corresponds to this number of pawns.	
3.2.	Demo board. For example, put any piece on the board. Students place as many pawns as this piece costs next to it. Put a number of pawns on the demo board (for example, five). Students put a piece that corresponds to the value (rook) next to it.	9 pawns are required to show the value of a queen.
3.3.	Do Exercises 3–4 (Lesson 4) on paper.	
4.	Compare chess pieces with each other and determine the more valuable (strongest) one.	
4.1.	Game "Scales". Put 2 pieces (for example, a pawn and a knight) on the demo board. Which one is worth more? Explain	

	that the piece that values more is stronger. Use different options for comparing pieces. Do the same with each student on personal boards.	
4.2.	Do Exercises 5–6 (Lesson 4) on paper.	
5.	Examples of visual cards.	

NO VALUE	**1**	**3**	**5**	**9**	♙	♙♙♙	♙♙ ♙♙♙	♙♙♙ ♙♙♙ ♙♙♙
PAWN 1	KNIGHT 3	BISHOP 3	ROOK 5	QUEEN 9	KING NO VALUE			
PAWN ♙	KNIGHT ♙♙♙	BISHOP ♙♙♙	ROOK ♙♙♙ ♙♙	QUEEN ♙♙♙ ♙♙♙ ♙♙♙				

Lesson 5. Rook

Goals:

1. Introduce how a rook moves and captures pieces.

2. Introduce the concept of "attack".

3. Learn to attack pieces of the opposite color with a rook.

Basic activities: teacher's lecture, presentation on a demo board, face-to-face sessions on personal chessboards, written assignments, physical activity.

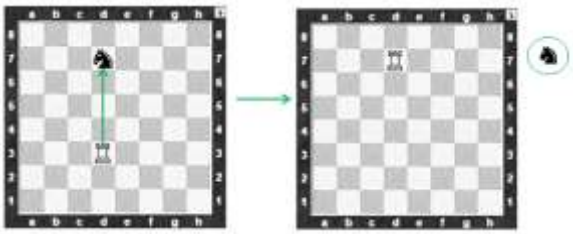
Equipment: demo board with a set of pieces and magnets, personal chessboards, sets of chess pieces (one set for each board), colored circles (chips) for personal boards, floor chessboard with pieces, visual cards.

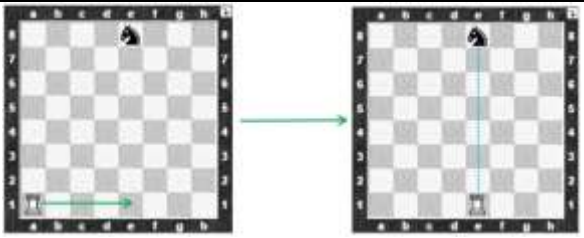
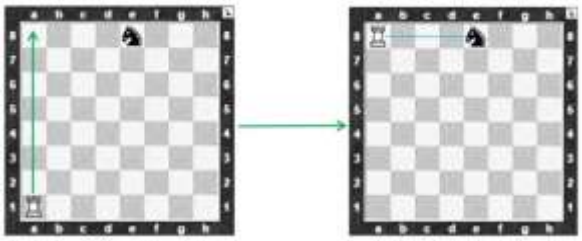
#	Milestones	Notes
1.	Greeting. Teacher's lecture. Review the names of chess lines: horizontal, vertical, and diagonal, the names of all chess pieces, the colors of pieces.	

	Every piece on the chessboard can move, capture and attack. Today we will study how a rook can move, capture and attack.	
2.	Explaining how the rook moves. Demo board.	
2.1.	Explain how the rook moves on the demo board: vertically forward and backward, horizontally to the right and left. Use colored magnets (green if possible) and put them on those squares that the rook can move to.	Make a move with the rook, take it back to its place, and put a magnet on the square that the rook moved to. Then show the next move with the rook, take it back to its place, and put a magnet on the square that the rook moved to. The same is for all the moves.
2.2.	Put a white rook on an empty demo board and ask students to show where it can move. Students should use colored (green) magnets. The same is for a black rook.	
2.3.	Explain how the rook moves if there is an obstacle of pieces of the same color as it has. For example, position: white rook on e5, white pawn on e2, white knight on c5. Use green magnets to show that the rook can move to e4, e3, e6, e7, e8, d5, f5, g5, h5. Explain that the rook can't jump over the pieces of the same color or stand on the same square with them. Put red magnets on e1, b5, a5. You can't go on red lights!	
2.4.	For example, position: black rook on c7, black bishop on c4, black pawn on g7. Ask students to show where the rook can move (using green magnets). Ask students: Can the rook jump over the bishop? No. Put red magnets on c3, c2, c1. Can the rook jump over the pawn? No. Put a red magnet on h7.	
2.5.	Face-to-face sessions with students on their personal boards are conducted similarly to explaining the lesson on the demo board (see items 2.2 and 2.4). Vary the color of pieces and the number of obstacles. You can ask students to set up a simple position on the board. For example, take a white rook, put it on b4, take a white pawn, put it on b6, show where the white rook can move to. Students use green and red circles (chips).	
2.6.	Do Exercises 1–3 (Lesson 5) on paper.	

2.7.	Floor board. For example, put a white rook on f5 and ask students to stand (walk, jump) on those squares that the white rook can move to. Students name the square on which they stand (walk, jump). The same is for positions in which there are obstacles for the rook. You can vary the color of pieces. First explain the subject on the white rook and pieces, then on the black rook and pieces.	
3.	Explaining how the rook captures. The rook captures only pieces of the opposite color. White rook captures black pieces. Black rook captures white pieces. The rook stands on the square of the captured piece. The captured piece is removed from the board and stands next to the board (for example, to the right or to the left).	The king can't be captured, so don't use it in the exercises.
3.1.	Demo board. Set up a position. For example, white rook on b5 and black pawn on f5. Then ask students to show how the rook captures. Set up a position. For example, white rook on f3, black pawns on f6 and d2. Ask students to show which of the two pawns the rook can capture. The rook can capture one pawn. Which one? Set up a position. For example, white rook on g4, white pawn on g6, black knights on g8 and d4. Ask students to show which of the two knights the rook can capture. The rook can capture one knight. Which one? Set up a position. For example, white rook on c5, black pawns on c3, f3, f6, a6. Ask students to show which pawn the rook can capture first. Students do the capturing. Then they should find the next pawn to capture. And so on until all the pawns disappear from the board. The same is for a black rook.	Use one hand to capture pieces! Train this skill from the very beginning.
3.2.	Face-to-face sessions on personal chessboards are conducted in the same way as on the demo board (item 3.1).	Make sure that students capture pieces with one hand.
3.3.	Do Exercises 4–6 (Lesson 5) on paper. Ask students to do the written exercises on personal chessboards. Students first do the exercises on a chessboard, then on paper (using arrows, circles, etc.).	

4.	Introducing the concept of "attack". Explain the concept of "attack" through familiar games (sports games). For example, what games do you like to play? What sports games do you like to play? Do you know football? To score a goal in football, you have to attack. The same is in chess. To capture the opponent's piece, you need to attack it.	
4.1.	Set up a position on the demo board. For example: white rook on b1, black bishop on d5. Explain and show that after the move Rd1 the white rook will attack the black bishop, wanting to capture it. The white rook poses a threat to capture the black bishop. Attacking is posing a threat of capturing a piece. The white rook can also go to b5 and attack the black bishop.	
4.2.	Personal chessboards. Ask students to set up a position. For example, take a white rook and put it on c2, take a black pawn and put it on f6. Ask them to show the white rook attacking the black pawn. The same is for the black rook and white pieces.	
4.3.	Do Exercises 7–8 (Lesson 5) on paper.	
5.	Examples of visual cards.	

ROOK **white** 	**ROOK** **black** 	**ROOK MOVES**
ROOK CAPTURES 		**ROOK ATTACKS**

	
ROOK ATTACKS 	

Lesson 6. Bishop

Goals:

1. Learn how a bishop moves.

2. Learn to capture pieces with a bishop.

3. Learn to attack pieces of the opposite color with a bishop.

Basic activities: teacher's lecture, presentation on a demo board, face-to-face sessions on personal chessboards, written assignments, physical activity.

Equipment: demo board with a set of pieces and magnets, personal chessboards, sets of chess pieces (one set for each board), colored circles (chips) for personal boards, floor chessboard with pieces, visual cards.

#	Milestones	Notes
1.	Greeting. Teacher's lecture. Review what a diagonal line is. Ask to show long black and white diagonal lines (using magnets) on the demo board, etc. The same is on personal chessboards. Show a white bishop. Show a black bishop. Today we will learn how the bishop moves, how it captures and attacks other pieces.	
2.	Explaining how a bishop moves. Demo board.	
2.1.	Set up two bishops in the starting position on c1 and f1. Explain how bishops move on the demo board. Diagonally. The bishop that stands on a	Make a move with the bishop, take it back to its place, and put a magnet on the square that the bishop moved to.

	white square moves along the white diagonal lines. The bishop that stands on a black square moves along the black diagonal lines. Use colored magnets (green if possible) and put them on those squares that the bishop can move to.	Then show the next move with the bishop, take it back to its place, and put a magnet on the square that the bishop moved to. The same is for all the moves.
2.2.	Put a white bishop on d5 and ask students to show where it can move to. Students should use colored (green) magnets. The same is for a white black-squared bishop, as well as for black bishops.	The concepts of "white-squared bishop" and "black-squared bishop" are not introduced at this stage of studying the bishop.
2.3.	Explain how the bishop moves if there is an obstacle of pieces of the same color. The bishop can't jump over pieces of the same color as it has. White bishop doesn't jump over white pieces. Black bishop doesn't jump over black pieces. For example, position: white bishop on c3, white pawn on f6. Use green magnets to show that the bishop can move to b2, a1, b4, a5, d4, e5, d2, e1. Explain that the bishop can't jump over the pieces of the same color as it has or stand on the same square with them. Therefore, the bishop can't move to g7 and h8. Put red magnets on these squares. You can't go on red lights!	
2.4.	Set up a position. For example: black bishop on d5, black pawn on f7, black knight on f3. Ask students to show where the black bishop can move to (using green magnets). Ask: Can the black bishop jump over the black pawn? No. Put a red magnet on g8. Can the black bishop jump over the black knight? No. Put red magnets on g2 and h1.	
2.5.	Face-to-face sessions with students on their personal boards are conducted similarly to explaining the lesson on the demo board (see items 2.2 and 2.4). Vary the color of pieces and the number of obstacles. You can ask students to set up a simple position on the board. For example, take a white bishop, put it on b4, take a white pawn, put it on d6, show where the white bishop can move to. Students use green and red circles (chips).	
2.6.	Do Exercises 1–3 (Lesson 6) on paper.	

2.7.	Floor board. Ask students to walk (jump) along the white and black diagonal lines. Ask them to put a white bishop on g2, then stand (walk, jump) on those squares that the white bishop can move to. Also, students name the squares (say their "address") on which they stand (jump). Set up a position on the floor board. For example, black bishop on d6, black knight on g3, and black pawn on b4. Then ask students to stand (walk, jump) on those squares that the black bishop can move to. Students name the square on which they stand (walk, jump).	
3.	Explaining how the bishop captures. The bishop captures pieces diagonally. The bishop captures only pieces of the opposite color. White bishop captures black pieces. Black bishop captures white pieces. The bishop occupies the square of the captured piece. The captured piece is removed from the board and stands next to the board (for example, to the right or to the left). For example, position: white bishop on f3, black pawn on c6. Show how to capture (with one hand).	The king can't be captured, so don't use it in the exercises.
3.1.	Demo board. Set up a position. For example: white bishop on e4, black knight on b7. Ask students to show how the white bishop captures the black knight. Set up a position. For example: white bishop on d3, black pawns on c6 and g6. Ask students to show which one of the two black pawns the white bishop can capture. Set up a position. For example: white bishop on e2, white pawn on c4, two black knights on a6 and h5. Ask students to show which one of the two black knights the white bishop can capture. Set up a position. For example: white bishop on c4, black pawns on f7, h5 and f3. Ask students to show which black pawn the white bishop can capture first. Students do the capturing. Then they should find the next pawn to capture. And so on until all the pawns disappear from the board. You can gradually increase the number of pawns to five.	Use one hand to capture pieces! If students have captured a piece with both hands, then return to the starting position and ask them to capture it again, but with one hand.

	The same is for a black bishop.	
3.2.	Face-to-face sessions on personal chessboards are conducted in the same way as on the demo board (item 3.1).	Make sure that students capture pieces with one hand.
3.3.	Do Exercises 4–6 (Lesson 6) on paper. Ask students to do the written exercises on the personal chessboards. Students first do the exercises on chessboards, then on paper (using arrows, circles, etc.).	
4.	Explaining how the bishop attacks. Demo board. Review what the attack is. Review how the rook attacks. Game "Attack and Run Away" For example, position: white rook on h2, black bishop on f5. Ask students to show how the white rook will attack the black bishop (for example, Rh5). Run away from the attack with your bishop (for example, Bd3). Once again ask students to show the white rook attacks the black bishop (for example, Rd5). Play up to 3–4 attacks and "runaways". Change the roles. Now you attack with the rook, and students run away with the bishop. Play the same with each student on personal boards. Not only the rook can attack, but also the bishop.	
4.1.	Set up a position on the demo board. For example: white bishop on d4, black rook on d8. Then explain and show that the white bishop moves to b6 and attacks the black rook, wants to capture it (wants to “eat” it; poses a threat of capturing). The white bishop can also move to f6 and attack the black rook.	
4.2.	Set up a position on the demo board. For example: black bishop on e7, white knight on f4. Ask students to show where the black bishop moves (on which square it should stand) to attack the white knight. 2 ways of attack.	
4.3.	Set up a position on the demo board. For example: white bishop on b2, white pawn on d4, black rook on d6. Ask students to show where the white bishop moves (on which square it should stand) to attack the black rook. The	

	bishop doesn't jump over pieces! 1 way of attack.	
4.4.	Face-to-face sessions on personal chessboards are similar to items 4.1–4.3.	
4.5.	Game "Attack and Run Away" For example, position: white bishop on g3, black rook on d4. Students attack the rook with the bishop. You run away with the rook so that the bishop can attack the rook on the next move, i.e. on the black squares.	
4.6.	Do Exercises 7–8 (Lesson 6) on paper.	
5.	Examples of visual cards.	

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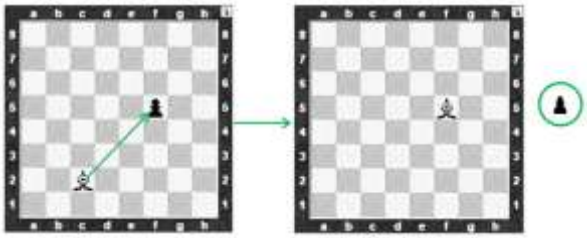
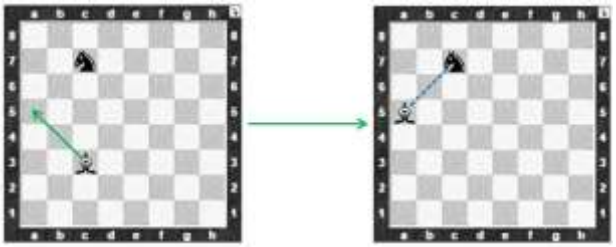
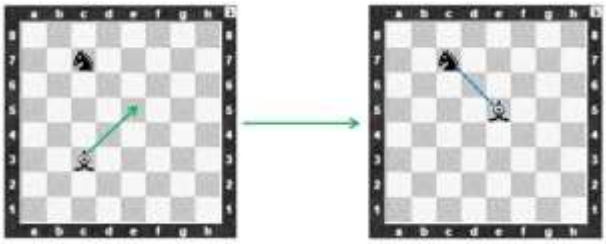
BISHOP CAPTURES 		**BISHOP ATTACKS** 
BISHOP ATTACKS 		

Lesson 7. Queen

Goals:

1. Introduce the concept of "a queen is **the strongest** chess piece".

2. Learn how a queen moves.

3. Learn to capture pieces with a queen.

4. Learn to attack pieces of the opposite color with a queen.

Basic activities: teacher's lecture, presentation on a demo board, face-to-face sessions on personal chessboards, written assignments, physical activity.

Equipment: demo board with a set of pieces and magnets, personal chessboards, sets of chess pieces (one set for each board), colored circles (chips) for personal boards, floor chessboard with pieces, visual cards.

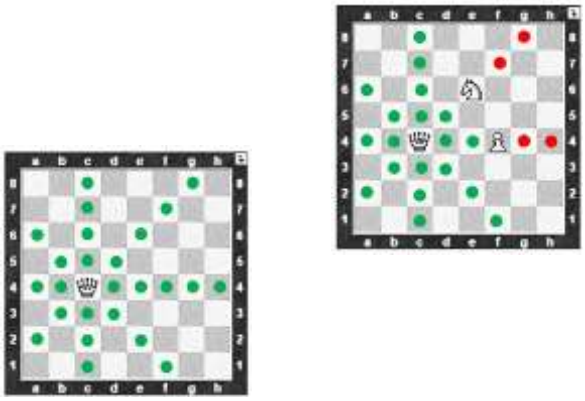
#	**Milestones**	**Notes**
1.	Greeting. Review what horizontal, vertical, diagonal lines are (on the demo board and on personal chessboards). Show a white queen. Show a black queen. Today we will learn how the queen moves, how it captures and attacks other pieces.	
2.	Explaining how a queen moves. Demo board.	
2.1.	Place a white queen on the demo board, make a horizontal move with the queen, return it to its initial square and put a green magnet on the square the queen moved to. Then show the next horizontal move with the queen, take it back to its place and put a magnet on the square that the queen moved to. The same is for all the horizontal moves. Show the moves along the vertical and diagonal lines in the same way.	
2.2.	Put the white queen on a1 and ask students to show which squares the queen can move to. Students should use colored (green) magnets.	

2.3.	Explain how the queen moves if there is an obstacle of pieces of the same color as it has. The queen can't jump over pieces of the same color as it has. White queen doesn't jump over white pieces. Black queen doesn't jump over black pieces. For example, position: white queen on e3, white pawns on e6 and c5. Show the squares that the queen can move to using green magnets. Explain that the queen can't jump over the pieces of the same color as it has or stand on the same square with them and put red magnets on e7, e8, b6 and a7. You can't go on red lights!	
2.4.	Set up a position. For example: black queen on d6, black pawn on g6, black bishop on d3. Ask students to show where the black queen can move to (using green magnets). Ask: Can the black queen jump over the black pawn? No. Put a red magnet on h6. Can the black queen jump over the black bishop? No. Put red magnets on d2 and d1.	
2.5.	Face-to-face session with students on their personal boards is conducted similarly to explaining the lesson on the demo board (see items 2.2 and 2.4). Vary the color of pieces and the number of obstacles. You can ask students to set up a simple position on the board. For example, take the white queen, put it on f3, take the white pawn, put it on c6, take the white rook, put it on d3. Show the squares that the white queen can move to (green circles, chips). Show the squares that the queen can't move to (red circles, chips).	
2.6.	Do Exercises 1–4 (Lesson 7) on paper.	
2.7.	Floor board. Ask students to walk (jump) along a certain horizontal, vertical and diagonal line (you name the horizontal, vertical lines and the color of the diagonal line). Ask students to put a white queen on c4, then stand (walk, jump) on those squares that the white queen can move to. Students also name the squares (say their "address") on which they stand (jump).	

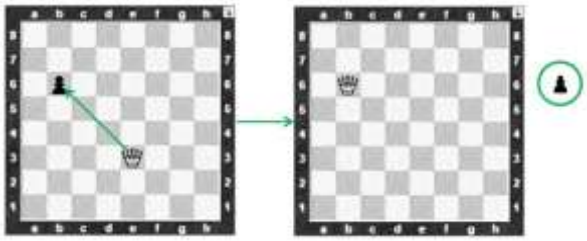
	Set up a position on the floor board. For example, black queen on b6, black knight on e3, and black pawn on b4. Then ask students to stand (walk, jump) onto those squares that the black queen can move to. Students name the square on which they stand (walk, jump).	
3.	Explaining how the queen captures. The queen captures pieces horizontally, vertically and diagonally. The queen captures only pieces of the opposite color. White queen captures black pieces. Black queen captures white pieces. The queen occupies the square of the captured piece. The captured piece is removed from the board and stands next to the board (for example, to the right or left). For example, position: white queen on h1, black rook on a1. Show how to capture (with one hand). Show how the queen captures vertically and diagonally in the same way.	The king can't be captured, so don't use it in the exercises.
3.1.	Demo board. Set up a position. For example: white queen on c1, black knight on c7. Ask students to show how the white queen captures the black knight. Set up positions to capture vertically and diagonally in the same way. Set up a position. For example: white queen on d3, black knights on b4 and f5. Ask students to show which one of the two black knights the white queen can capture. Set up positions to capture horizontally and vertically in the same way. Set up a position. For example: white queen on d4, white pawn on d2, two black rooks on d1 and d8. Ask students to show which one of the two black rooks the white queen can capture. Set up positions (with an obstacle) to capture horizontally and diagonally in the same way. Set up a position. For example: white queen on h1, black pawns on h5, f5, c2. Ask students to show which black pawn the white queen can capture first. Students do the capturing. Then they should find the next pawn to capture. And so on until all the pawns disappear from the board. You can	Use one hand to capture pieces! If students have captured a piece with both hands, then return to the starting position and ask them to capture it again, but with one hand.

	gradually increase the number of pawns to five. The same is for a black queen.	
3.2.	Face-to-face sessions on personal chessboards are conducted in the same way as on the demo board (item 3.1).	Make sure that students capture pieces with one hand.
3.3.	Do Exercises 5–7 (Lesson 7) on paper. Ask students to do the written exercises on the personal chessboards. Students first do the exercises on chessboards, then on paper (using arrows, circles, etc.).	
4.	Explaining how the queen attacks. Demo board. Review what the attack is. Review how the rook attacks. Review how the bishop attacks. Game "Attack and Run Away" For example, position: white rook on a3, black bishop on d5. The white rook attacks, the black bishop runs away (escapes the attack). Play up to 3–4 attacks and "runaways". Attack with the rook, and students run away with the bishop. Then change the roles: students attack with the rook, you run away with the bishop. Set up a position on the demo board. For example: white bishop on f2, black rook on f6. Students attack the rook with the bishop (Bd4 or Bh4). You run away with the rook so that the bishop can attack the rook on the next move, i.e. on the black squares. Play the same with each student on personal boards. The queen can also attack pieces. White queen attacks black pieces. Black queen attacks white pieces.	
4.2.	Set up a position on the demo board. For example: black queen on e7, white knight on g4. Show and pronounce how the black queen moves and attacks: • Queen moves horizontally and attacks vertically (Qg7)	

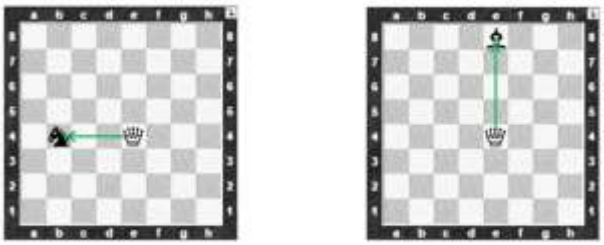
	• Queen moves vertically and attacks horizontally (Qe4) • Queen moves vertically and attacks diagonally (Qe6, Qe2) • Queen moves horizontally and attacks diagonally (Qd7) • Queen moves diagonally and attacks vertically (Qg5) • Queen moves diagonally and attacks horizontally (Qb4)	
4.3.	Face-to-face sessions with students on their personal boards are conducted similarly to item 4.2. For example, position: white queen on b5, black pawn on e7. Ask students to show all possible attacks.	
4.4.	Game "Attack and Run Away" For example, position: white queen on g3, black bishop on d5. Students attack the bishop with the queen. You run away with the bishop.	Be careful with moves, for example, Qf3. Since the black bishop can capture the queen.
4.5.	Do Exercise 8 (Lesson 7) on paper.	
5.	Examples of visual cards.	

QUEEN **white** 	**QUEEN** **black** 	**QUEEN MOVES** 

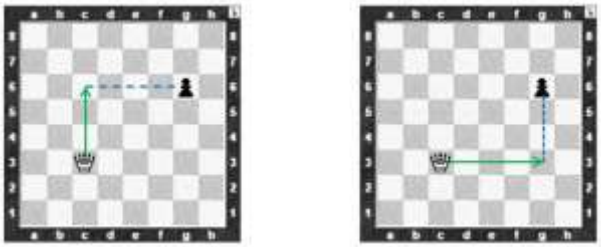
QUEEN CAPTURES



QUEEN CAPTURES



QUEEN ATTACKS



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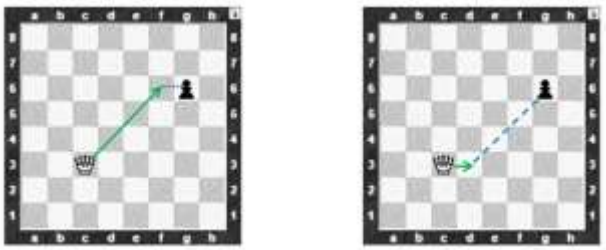
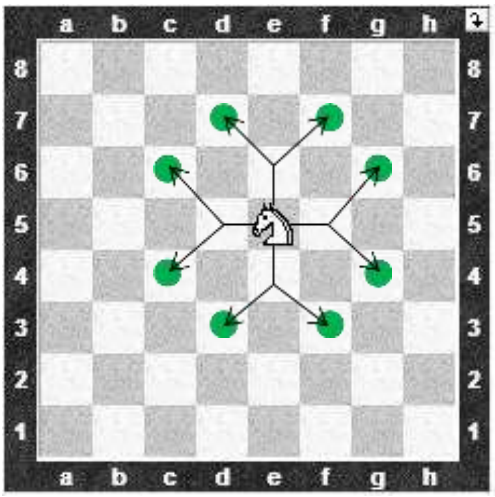


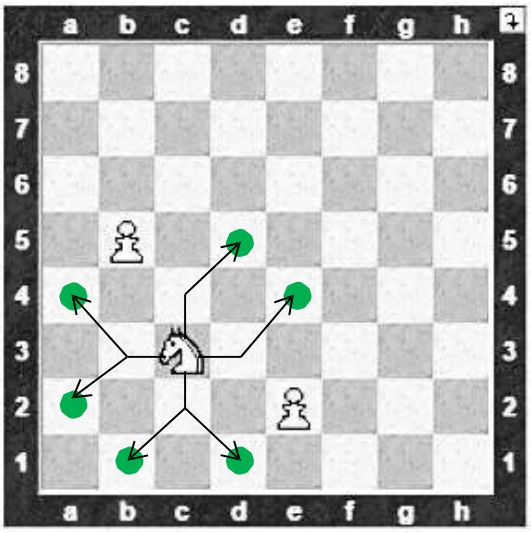
Lesson 8. Knight



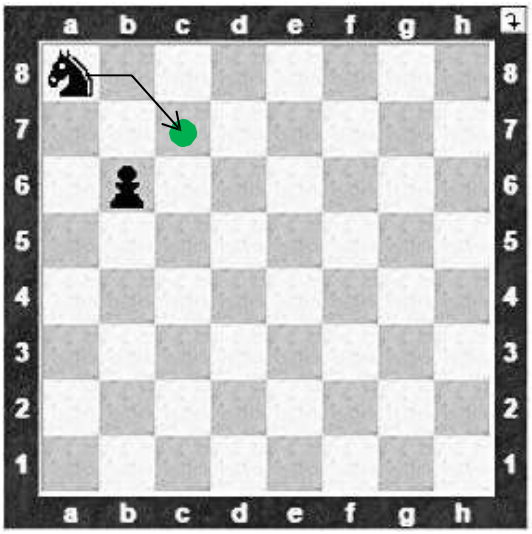
The knight moves one square straight in any direction horizontally or vertically (forward ↑, backward ↓, right →, left ←), and then one square diagonally (↖ ↗ ↘ ↙) and stops on this square. The knight can't stop in the middle of the path.

Green dots show the squares that the white knight can move to. The arrows show the directions that the knight can move to.

The white knight can move to a2, a4, b1, d1, d5 and e4. b5 and e2 are occupied by **white pawns.**

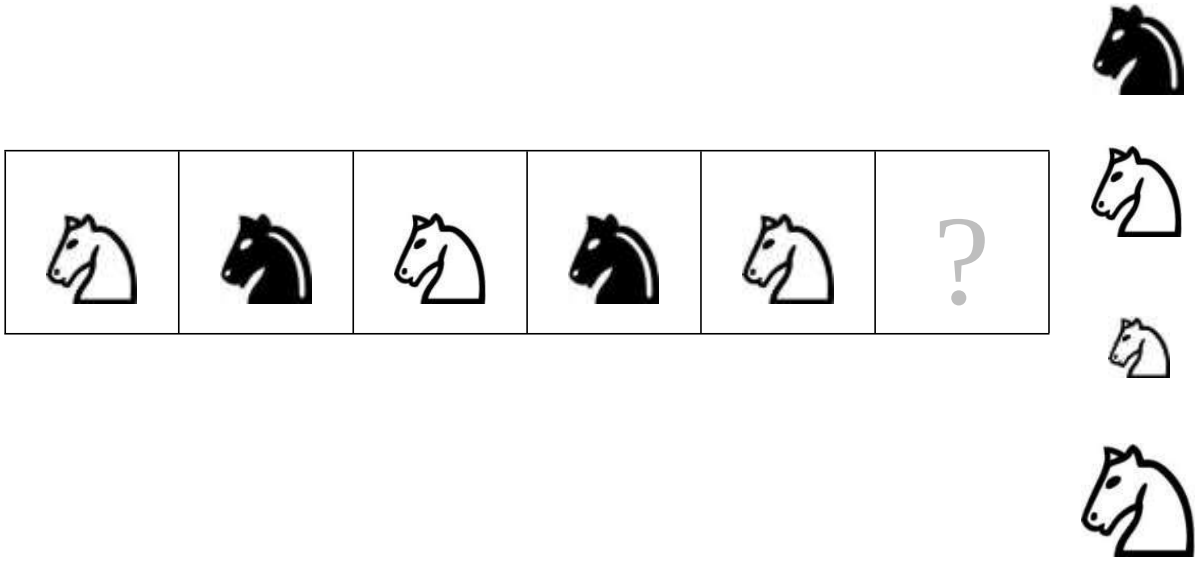


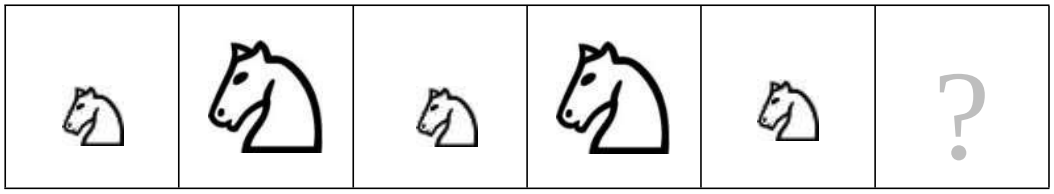
The white knight can't stand on the same square as the white pawns.



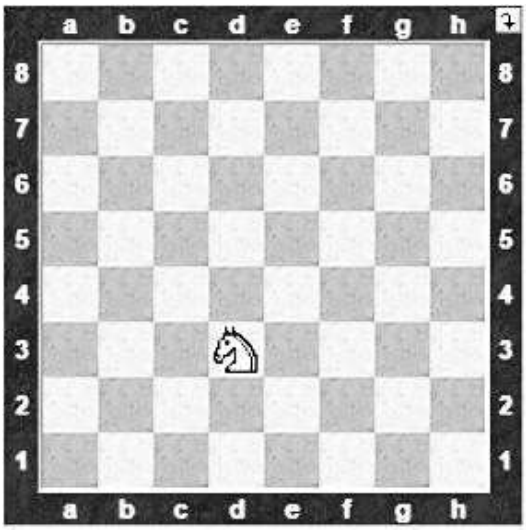
The black knight can only move to c7.

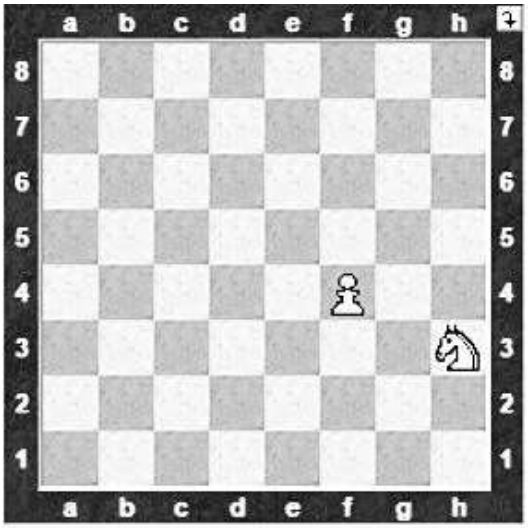
Exercise 1. Which knight should move in the last square? Show the solution with arrows.





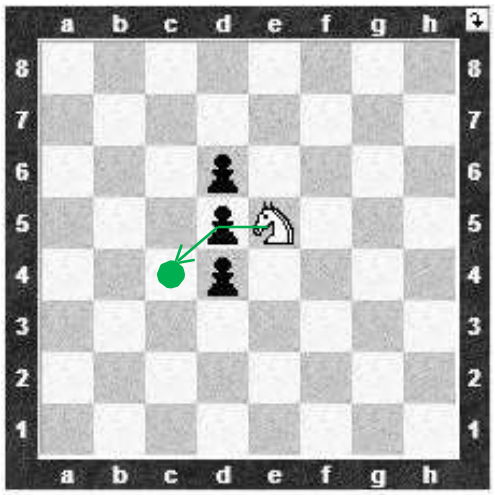
Exercise 2. Draw circles in the squares where the white knight can move to.





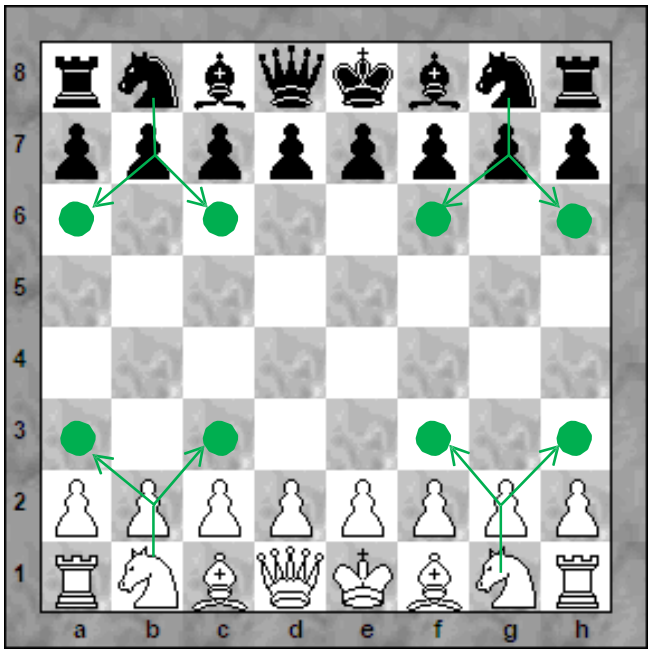
The knight can jump over pieces of the same color as it has and of the opposite color. The white knight jumps over both white and black pieces. The black knight jumps over both black and white pieces.

Jumping over pieces of the opposite color, the knight doesn't capture them. They remain on the board.



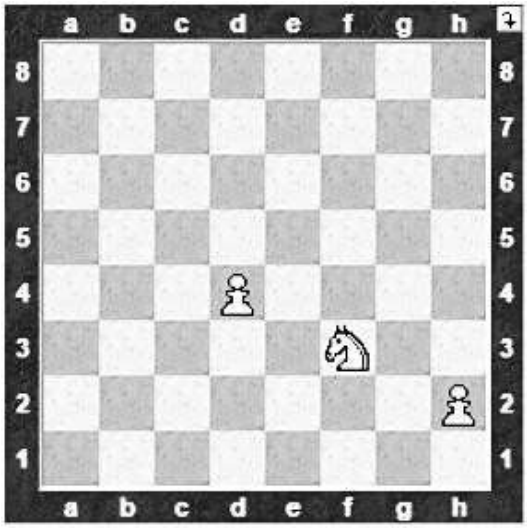
The white knight wants to move to c4.

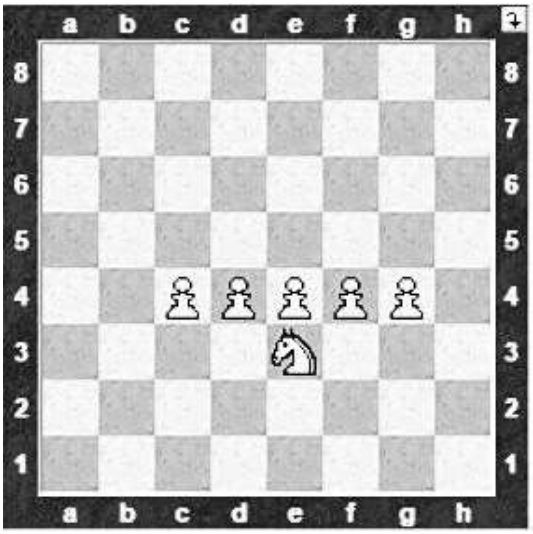
The white knight jumps over the black pawns and stands on c4. The black pawns remain on the chessboard.



From the starting position, the white knight on b1 can move to a3 or c3. The white knight on g1 can move to f3 or h3. The black knight on b8 can move to a6 or c6. The black knight on g8 can move to f6 or h6.

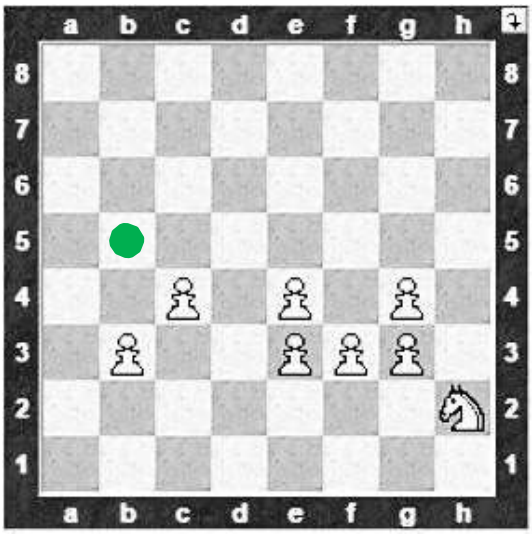
Exercise 3. Draw circles in the squares where the white knight can move to.



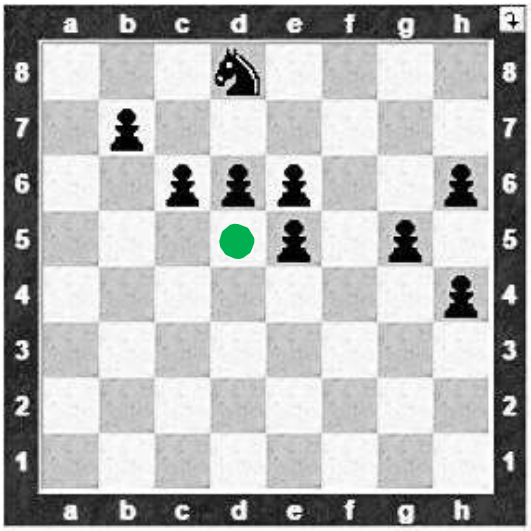


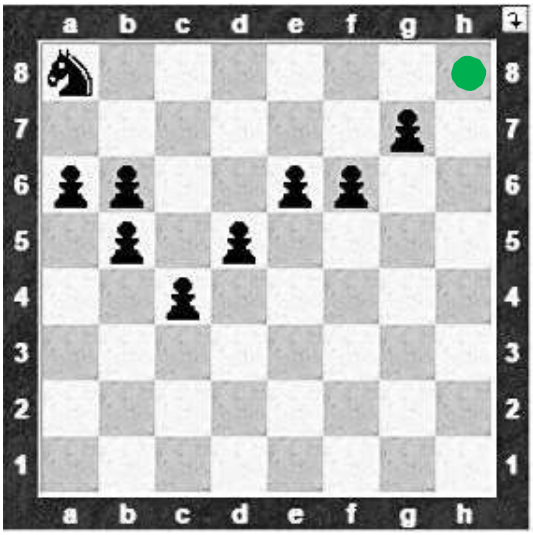
Draw circles in the squares where **the black knight** can move to.

Exercise 4. Guide **the white knight** through the maze and get it to the green dot. Only the white knight moves. Show the solution with arrows.



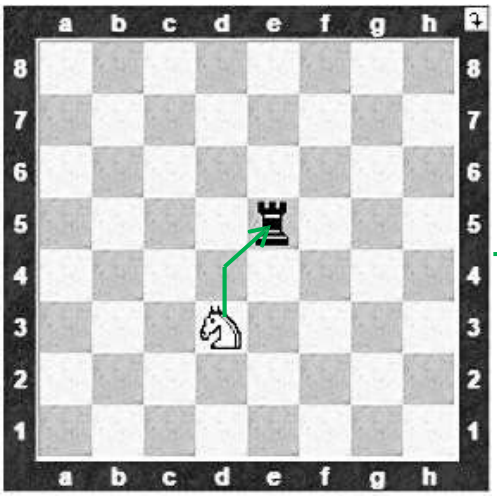
Guide **the black knight** through the maze and get it to the green dot. Only the black knight moves. Show the solution with arrows.



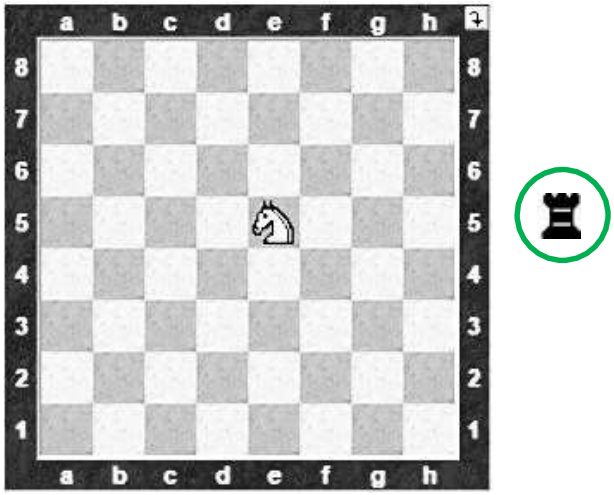


A knight can capture a piece of the opposite color if this piece is on a square to which the knight can move. White knight captures black pieces. Black knight captures white pieces.

The **capture** goes as follows: the opponent's piece is removed from the board, and your knight stands on the square that was occupied by the captured piece. The captured piece rests near the board. **Note! Use one hand to capture a piece!**

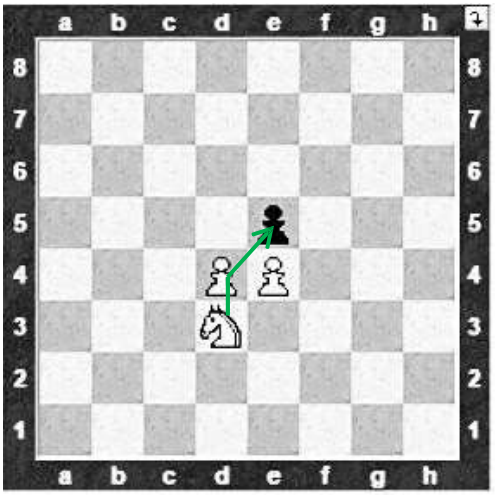


The white knight captures the black rook.

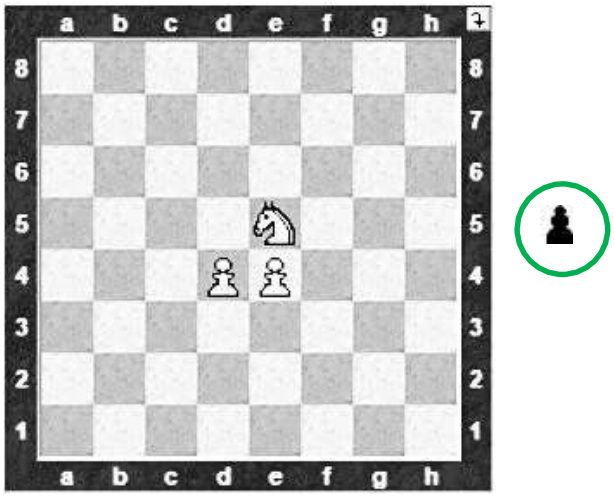


The white knight replaces the rook.
The rook is removed from the board.

See how **the white knight captures the black pieces by** jumping over them**.**

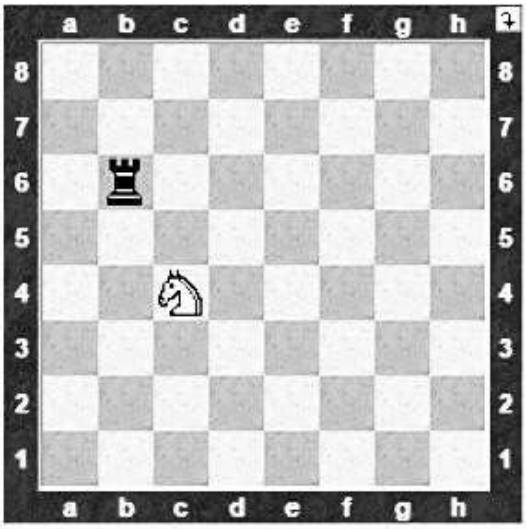


The white knight jumps over the white pawns and **captures the black pawn**.

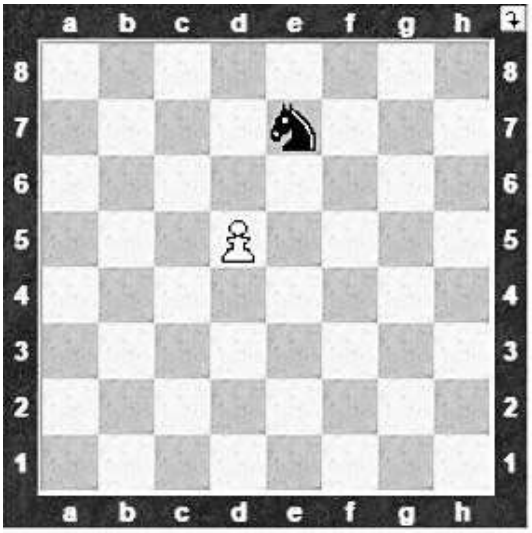


The white knight takes the place of the captured black pawn.

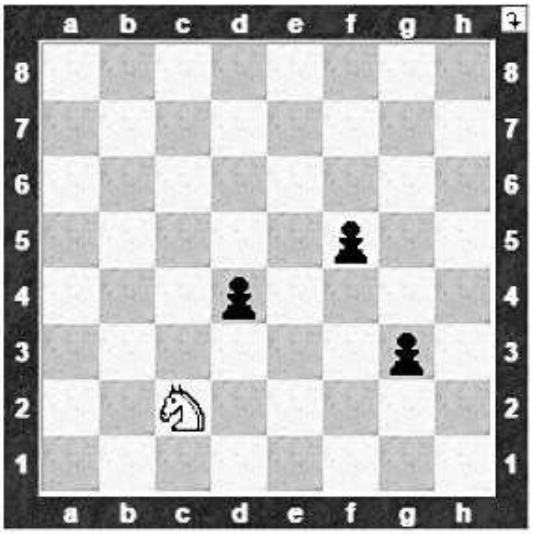
Exercise 5. Capture the black piece with **the white knight.** Show the solution with an arrow.



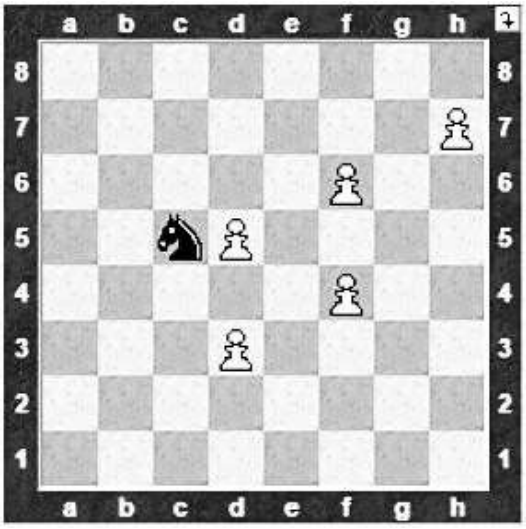
Capture the white piece with **the black knight**. Show the solution with an arrow.



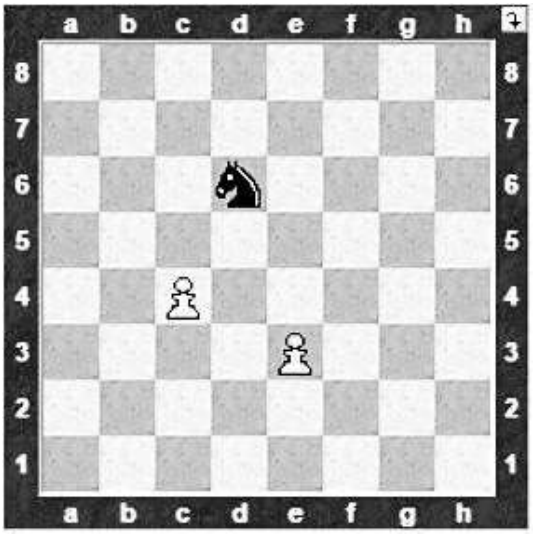
Exercise 6. Capture all black pawns with **the white knight.** The white knight captures one black pawn in a move. Show the solution with arrows.



Capture all the white pawns with **the black knight.** The black knight captures one white pawn in a move. Show the solution with arrows.

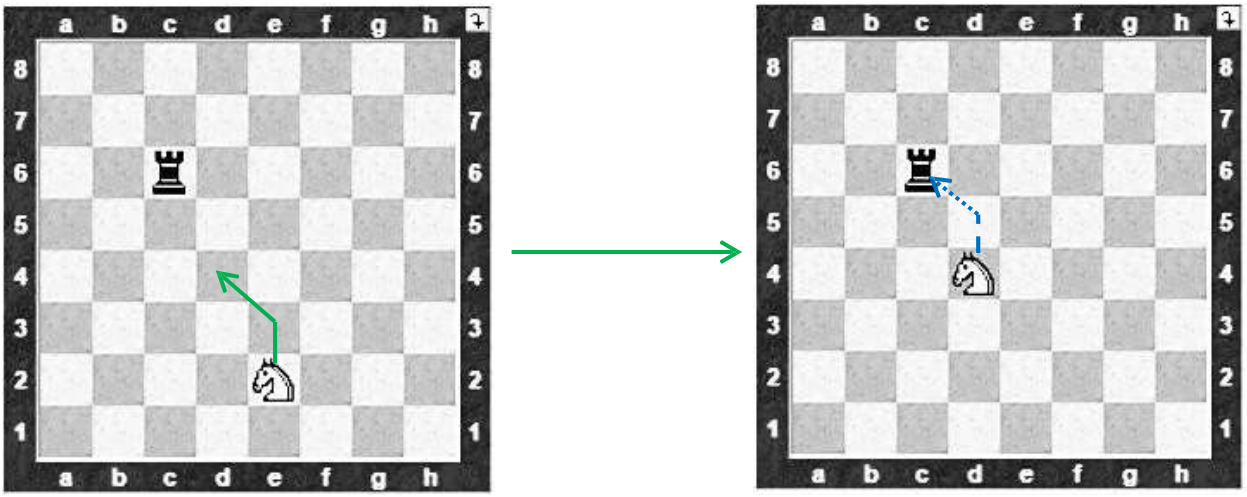


Exercise 7. The black knight can capture only one white piece.
Which one? Show the solution with an arrow.

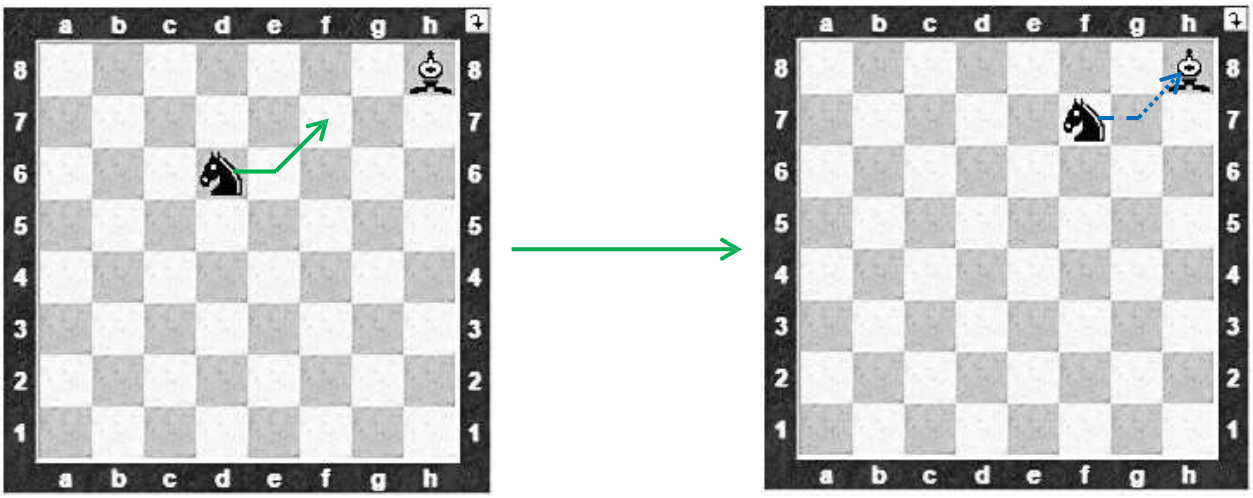


The knight can **attack pieces** of the opposite color. White knight attacks black pieces. Black knight attacks white pieces.

Attacking is posing a threat of capturing a piece.

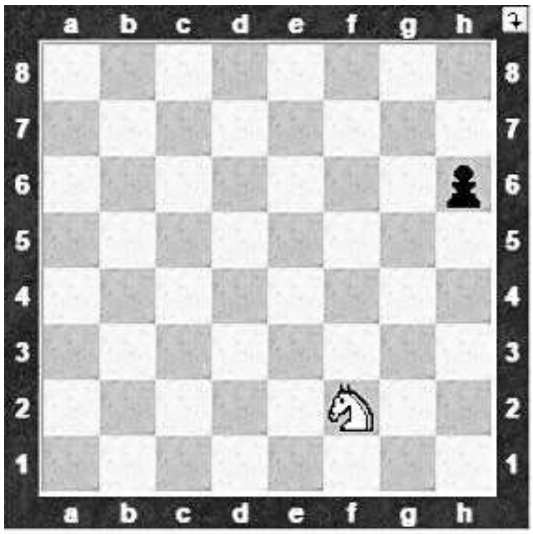


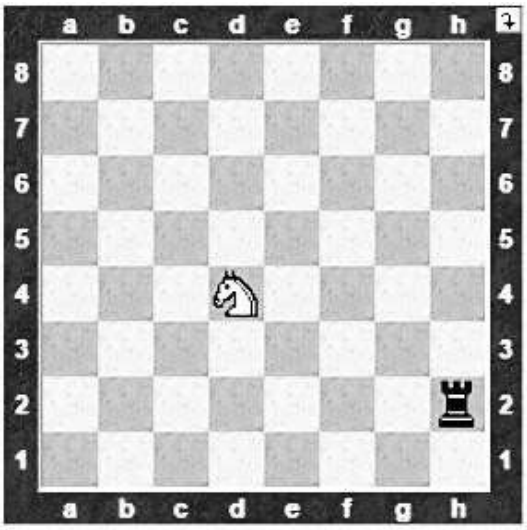
The white knight moves to d4 and attacks the black rook.



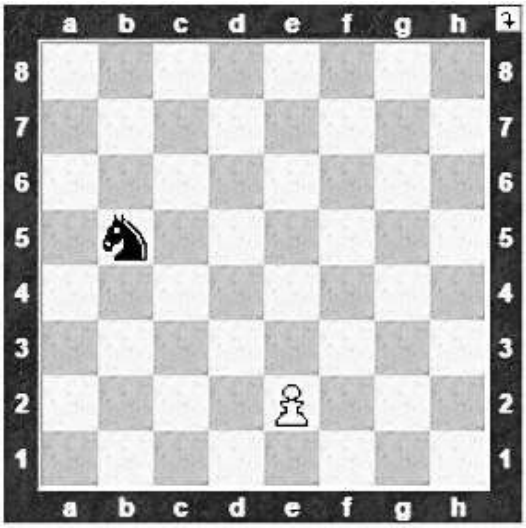
The black knight moves to f7 and attacks the white bishop.

Exercise 8. Attack the **black piece** with the white knight. Show the solution with an arrow.





Attack the white piece with the **black knight.** Show the solution with an arrow.



Lesson 9. Pawn

Goals:

1. Learn how a pawn moves.

2. Introduce the concept of "starting position for pawns". Learn to move pawns from the starting position.
3. Learn to capture pieces of the opposite color with a pawn.
4. Introduce the concept of "pawn promotion". Explain the rule of pawn promotion.
5. Learn to attack pieces of the opposite color with a pawn.
6. Introduce the concept of "attacked square". Explain the En passant capture rule for pawns. Learn to capture pieces en passant.

Basic activities: teacher's lecture, presentation on a demo board, face-to-face sessions on personal chessboards, written assignments, physical activity.

Equipment: demo board with a set of pieces and magnets, personal chessboards, sets of chess pieces (one set for each board), colored circles (chips) for personal boards, floor chessboard with pieces, visual cards.

#	Milestones	Notes
1.	Greeting. Review what horizontal, vertical, diagonal lines are (on the demo board and on personal chessboards). Show a white pawn. Show a black pawn. You will learn how a pawn moves, captures and attacks other pieces. You will find out how to promote a pawn, as well as a pawn's secret move.	
2.	Explaining how a pawn moves. Demo board.	
2.1.	Put a white pawn on an empty board, for example, on d4, and a black pawn, for example, on f6. Explain and show how the white pawn moves: one square forward vertically (to d5). The white pawn goes to horizontal line 8. Explain and show how the black pawn moves: one square forward vertically (to f5). The black pawn goes to horizontal line 1. Pawns don't move backward! Only forward! Set up a position. For example, white pawns on b3, e4, black pawns on g6, h5. Ask students to show (make a move) to which square each pawn can move. Which square can the pawn move from b3 to? Which square can the pawn move from e4 to? Which square can the pawn move from g6 to? Which square can the pawn move from h5 to?	
2.2.	Explain and show situations when a pawn can't move. For example, White: Ne4, b3, g5. Black: Bb4, e5, g6. The white pawn on b3 can't move forward, as the black bishop blocks it. The white pawn remains in place and doesn't move anywhere. No move. Look at the black pawn on e5. It also can't move, since the white knight prevents it from going to e4. Look at the white pawn on g5 and the black pawn on g6. They prevent each other from moving forward. No move.	When setting up pieces, temporarily avoid putting white pawns on horizontal line 2 and black pawns on horizontal line 7.

	Set up a position. For example, white pawns on c4 and f3, black pawns on c5 and h6. Ask students to show (make a move) which pawns can move forward. Which white pawn can move? To which square? Say the name ("address") of this square. Which black pawn can make a move? To which square? Say the name ("address") of this square. Which white pawn can't make a move? Which black pawn can't make a move?	
2.3.	Face-to-face sessions on personal chessboards are conducted similarly to item 2.2. You can ask students to set up a specific position using chess notation. Students should use colored chips. Vary the position of pawns (and other pieces, if necessary) on the chessboard.	When setting up pieces, temporarily avoid putting white pawns on horizontal line 2 and black pawns on horizontal line 7.
2.4.	Sessions on the floor board are conducted similarly to item 2.2. You can ask students to set up a specific position using chess notation. Instead of magnets and chips, use physical activity: standing, jumping, stepping onto a square that a pawn can go to. Students also name the squares (say their "address") on which they stand (jump).	When setting up pieces, temporarily avoid putting white pawns on horizontal line 2 and black pawns on horizontal line 7.
2.5.	Introducing the concept of "starting position of pawns". Show a white pawn. How many white pawns do you have? Eight. Put them on horizontal line 2 on your boards. Put white pawns on horizontal line 2 on the demo board. Show a black pawn. How many black pawns do you have? Eight. Put them on horizontal line 7 on your boards. Put black pawns on horizontal line 7 on the demo board. At the very beginning, white pawns are on horizontal line 2, and black pawns are on horizontal line 7. This is their starting position.	
2.6.	Explaining how pawns can move from the starting position. Each pawn can move one square forward vertically from the starting position, or it can move two squares forward vertically. For example, white pawn on e2 can move to e3. Another pawn on e2 can immediately move to e4. Black pawn on c7 can move to c6 or c5. Ask students to repeat the pawn moves shown on the demo board on personal chessboards. You choose how many squares the pawn goes from the starting position: one square or two. Further, the pawn moves only one square forward vertically. Ask students to show which squares the white pawn on b2, the black pawn on e7, etc. can move to on personal chessboards.	Make a move with the pawn to e3, return it to its place (e2) and put a magnet on the square to which the pawn moved. Then show the next move with the pawn (e4), return it to its place, and put a magnet on e4. The same is for the pawn on c7. Students should use colored chips.

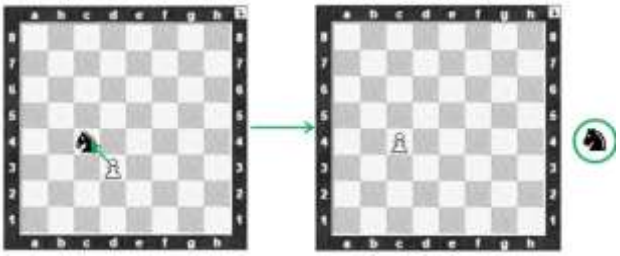
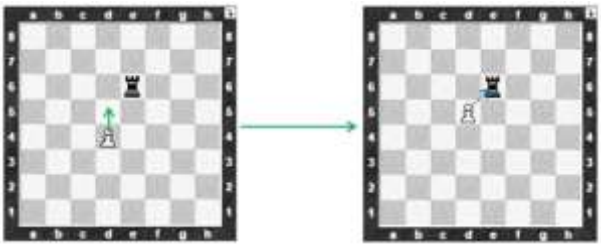
2.7.	Do Exercises 1–2 (Lesson 9) on paper.	The exercises are done first on the chessboard, and then on paper (use arrows, circles, etc.).
3.	Explaining how pawns capture. A pawn captures pieces of the opposite color one square forward diagonally. Pawns don't capture backward. White pawns capture black pieces. Black pawns capture white pieces. Pawn occupies the square of the captured piece. The captured piece is removed from the board and stands next to the board (for example, to the right or left). For example, position: white pawn on d3, black rook on e3. Show how to capture (with one hand). Put back the pawn on d2, put the black knight on c3 and show how the capture is going. A similar demonstration of capturing is for a black pawn and white pieces.	The king can't be captured, so don't use it in the exercises.
3.1.	Demo board. Set up a position. For example: white pawn on c4, black bishop on d5. Ask students to show how the white pawn captures the black bishop. Set up a position. For example: white pawn on b2, black rook on a3. Ask students to show how the white pawn captures the black rook. Set up a position. For example: white pawn on f4, black knights on e5 and f5. Ask students to show which one of the two black knights the white pawn can capture. Set up a position. For example: white pawn on d5, black rooks on c4 and e6. Ask students to show which one of the two black rooks the white pawn can capture. Set up a position. For example: white pawns on b4 and c4, black knight on c5. Ask students to show which white pawn can capture the black knight. Set up a position. For example: white pawn on g2, black pawn on f3, two black rooks on e4 and d5, two black knights on e6 and f7. Ask students to show which black piece the white pawn can capture first. Students do the capturing. Then they find the next black piece to capture. And so on until all the pieces disappear from the board. The same is for a black pawn.	Use one hand to capture pieces! If students have captured a piece with both hands, then return to the starting position and ask them to capture it again, but with one hand. Don't put the pieces on the last horizontal line (the eighth for White and the first for Black), since the pawn promotion has not yet been studied.
3.2.	Face-to-face sessions on personal chessboards and sessions on the floor board are conducted in the same way as on the demo board (item 4.1).	Make sure that students capture pieces with one hand.
3.3.	Do Exercises 3–5 (Lesson 9) on paper.	Students do the exercises first on chessboards, and then on paper.
4.	Introducing the concept of "pawn promotion". Explaining the pawn promotion rule. Demo board.	

	Put the white pawn on c7. Ask students to move the pawn. The pawn goes on c8. Where does the pawn go next? No move. In chess, a pawn that has reached the edge of the board (the white pawn has moved to horizontal line 8) can be exchanged for one of four pieces: queen, rook, bishop, knight. Exchange the pawn for a white queen (a move plus a queen exchange is made with one hand). The pawn is removed from the board; the white queen appears on c8. This exchange of a pawn for another piece is called a pawn promotion. A pawn can't be turned into a king. A pawn can't remain a pawn. White pawn turns into white pieces. Then return the pawn to the original position (white pawn on c7) and ask students to move the pawn and turn it into a white piece (students decide which one). Which white piece will you promote the pawn to? The same is for a black pawn (for example, on f2).	
4.1.	Face-to-face sessions on personal chessboards. Ask students to set up a position. For example: white pawn on g2, two black rooks on f4 and e6, black knight on d7. The goal for the white pawn is to get to d8 (you can put a chip on this square so that students can see the goal). The white pawn can both move and capture black pieces. Only the white pawn moves and captures (g3 – gf – f5 – fe – ed – d8). Which piece will you promote the white pawn to? For example, a position for a black pawn: black pawn on b7, white knight on c6, white rooks on d5 and e2. Get the black pawn to e1 (bc – cd – d4 – d3 – de – e1). Which piece will you promote the black pawn to?	
4.2.	Do Exercises 6–8 (Lesson 9) on paper.	Students do the exercises first on a chessboard, and then on paper.
5.	Explaining how the pawn attacks. Demo board. For example, position: white pawn on a3, black rook on b5. Demonstrate and pronounce how the white pawn attacks the black rook: moves vertically one square forward (a4) and attacks diagonally one square forward. A similar explanation is for a black pawn, including from the starting position. White pawn attacks black pieces. Black pawn attacks white pieces.	
5.1.	Set up a position on the demo board. For example: white pawn on c3, black knight on b5. Ask students to show the white pawn attacks the black knight (c4). Set up a position on the demo board. For example: white pawn on f2, black knight on	

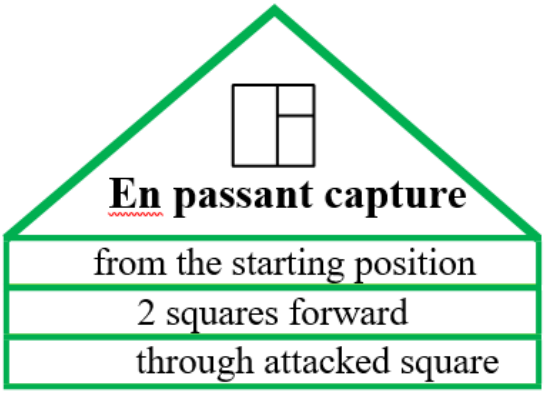
	g5. Ask students to show the white pawn attacks the black knight (f4). Set up a position on the demo board. For example: white pawns on d3 and e3, black bishop on d5. Ask students to show which of the two white pawns can attack the black bishop (e4). The same is for a black pawn.	
5.2.	Face-to-face sessions on personal boards are conducted similarly to item 5.1.	
5.3.	Game "Attack and Run Away" Face-to-face sessions on personal chessboards. For example, position: white pawn on e2, black rook on d4. Students attack the rook with the pawn (1. e3). You run away from the attack with the rook so that there is an attack on it on the next move (1…. Rd5). In the end, you can put the rook under the attack so that students capture it. For example: 2. e4 Rd6 3. e5 Rd7 4. e6 Rd8 5. e7 Rf8. Can you capture the black rook? Yes. Does the pawn remain on horizontal line 8 (at the edge of the board)? No. Which piece will you promote the pawn to?	
5.4.	Do Exercise 9 (Lesson 9) on paper.	Students do the exercise first on a chessboard, and then on paper.
6.	Introducing the concept of "attacked square" Explaining the En passant rule.	
6.1.	Demo board. Set up a position. For example: white pawn on c2, black pawn on d4. Make a move 1. c3. Can the black pawn capture the white one now? Yes. Capture the white pawn 1. … dc. Return to the starting position. Is the white pawn in the starting position? Yes. Can the white pawn move 2 squares forward from the starting position at once? Yes. Make a move 1. c4. The white pawn decided to avoid (slip, step over) the dangerous c3 square. This square in chess is called an "attacked square". Is the white pawn safe? No. Because the black pawn can still capture it. Capture the white pawn 1. … dc. This is called an En passant capture. Three conditions to capture a pawn en passant: 1. The pawn moves **from the starting position.** 2. The pawn moves **to 2 squares at once**. 3. The pawn **passes the attacked square.**	
6.2.	The En passant capture rule applies only to pawns. It is possible to capture a pawn en passant only at once. For example, set up a position on the demo board: white pawns on b3 and e2, black pawns on f4 and g7. Make a move 1. e4. Did the pawn move from the starting position? Yes. Did the pawn move to 2 squares at once? Yes. Did it pass through	

	the attacked (dangerous) square e3 where the black pawn on f4 could capture it? Yes. Can the black pawn on f4 capture the white pawn on e4 now? Yes! Ask students to do the En passant capture. Set up to the initial position. Make moves 1. e4 g5 2. b4. Explain that now the black pawn on f4 can't capture the white pawn on e4 in passing, since it lost this opportunity after the move 1…. g5. I had to be captured at once.	
6.3.	Face-to-face sessions on personal chessboards. Ask students to set up a position. For example: white pawn on f5, black pawn on e7. Look at the black pawn. Is it in the starting position? Yes. Make a move 1. ...e5. Did the black pawn move to 2 squares at once? Yes. Did it pass the dangerous (attacked) square e6, where it could have been captured by the white pawn? Yes. Can the white pawn capture it en passant? Yes. Ask students to do the capturing (2. fe). Ask students to set up a position. For example: white pawn on f5, black pawn on g7. Look at the black pawn. Is it in the starting position? Yes. Make a move 1. ...g5. Did the black pawn move to 2 squares at once? Yes. Did it pass the dangerous (attacked) square g6, where it could have been captured by the white pawn? Yes. Can the white pawn capture it en passant? Yes. Ask students to do the capturing (2. fg). Ask students to set up a position. For example: white pawn on e5, black pawn on d6. Look at the black pawn. Is it in the starting position? No. Make a move 1. ...d5. How many squares forward did the black pawn move? One square. Can the white pawn capture it en passant? No. Ask students to set up a position. For example: white pawn on e6, black pawn on d7. Look at the black pawn. Is it in the starting position? Yes. Make a move 1. ...d5. Did the black pawn move to 2 squares at once? Yes. Did it pass the dangerous (attacked) square d6? No. d6 is not dangerous (attacked). The white pawn on e6 can't capture on a piece on d6, since the pawns don't capture that way. Can the white pawn capture the black pawn en passant? No. The same positions are for a black pawn, when it can capture (or not capture) en passant.	
6.4.	Sessions on the floor board are similar to item 6.3.	
6.5.	Do Exercise 10 (Lesson 9) on paper.	Students do the exercise first on a chessboard, and then on paper.
7.	Examples of visual cards.	

PAWN white	PAWN black	PAWN MOVES
		 Pawns don't move backward!

PAWN MOVES from the starting position Pawns don't move backward!	PAWN CAN'T MOVE
PAWN CAPTURES	**PAWN CAPTURES**
	
PAWN ATTACKS	**PAWN ATTACKS**
	

EN PASSANT



PAWN PROMOTION

PAWN PROMOTION

Lesson 10. Defense. Double attack

Goals:

1. Introduce the concept of "defense".

2. Learn to defend pieces by capturing the attacking piece.

3. Learn to defend pieces by escaping an attack.

4. Learn to defend pieces by defending their other pieces.

5. Solidify the previously acquired knowledge about the pieces and lines on the chessboard.

6. Introduce the concept of "double attack". Learn to double attack with different pieces.

Basic activities: teacher's lecture, presentation on a demo board, face-to-face sessions on personal chessboards, written assignments, physical activity.

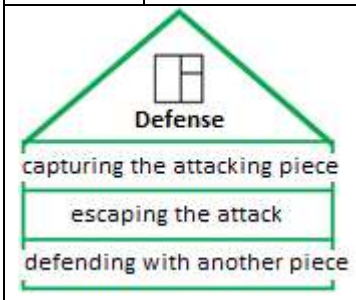
Equipment: demo board with a set of pieces, personal chessboards, sets of chess pieces (one set for each board), floor chessboard with pieces, visual cards.

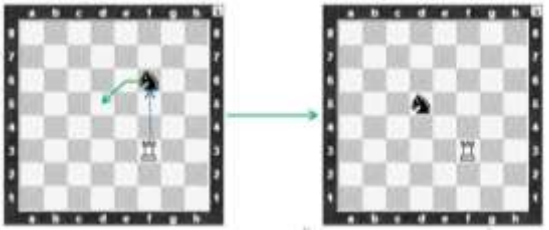
#	**Milestones**	**Notes**
1.	Greeting. Review what the attack is. What sports games do you know? What sports games do you like to play? Do you know football? When in football, players of one team attack, what do the players of the other team do? Defend. In chess, you also need to be able to defend your pieces from attack. Let's learn to defend our pieces.	
2.	Explaining how to defend pieces by capturing the attacking piece. Demo board. When your piece is attacked by the opponent's piece, it must be defended. There are three ways to defend a piece: The first way is to capture the attacking piece.	
2.1.	Set up a position on the demo board. For example: white pawn on d4, white bishop on a4, and black rook on d7. Explain and show that the black rook attacks the white pawn and wants to capture it. It is necessary to capture the black rook. What other white piece is on the board? The bishop on a4. The white bishop can capture the black rook. Capture Bd7 (with one hand). The black rook no longer attacks the white pawn. Set up a position on the demo board. For example: white knight on f3, white rook on h6, black bishop on c6. Explain and show that the black bishop attacks the white knight and wants to capture it. It is necessary to capture the black bishop. What other white piece is on the board? The rook is on h6. The white rook can capture the black bishop. Ask students to	Use one hand to capture pieces! If students have captured a piece with both hands, then return to the starting position and ask them to capture it again, but with one hand.

	capture Rc6 (with one hand). Black bishop doesn't attack white knight anymore. Set up a position on the demo board. For example: white bishop on b5, white pawn on e4, black rook on f5. What other black piece is on the board? Rook. Which white piece is attacked by the black rook: the bishop or the pawn? The bishop. Which white piece can capture the black rook: the bishop or the pawn? The pawn. Ask students to capture ef (with one hand). The black rook no longer attacks the white bishop. The same is for other pieces. Vary the color of pieces.	
2.2.	Face-to-face sessions on personal chessboards are similar to item 2.1. You can ask students to set up a specific position using chess notation. Vary the color and position of pieces on the chessboard.	
2.3.	Do Exercises 1–2 (Lesson 10) on paper.	Students do the exercises first on a chessboard, and then on paper.
3.	Explaining how to defend pieces by escaping the attacks. The second way to defend a piece is to escape the attack.	
3.1.	Demo board. Set up a position. For example: white rook on e2, black bishop on h5. Explain and show that the black bishop attacks the white rook and wants to capture it. No piece can capture the black bishop. Therefore, we escape the attack with the white rook. For example, Re5. Now white rook is attacking black bishop. Which square can the black bishop escape to? For example, Bf7. Be careful! The bishop should move in such a way that the rook doesn't capture it. The same is for other pieces (the color of pieces is also varied).	
3.2.	Face-to-face sessions on personal chessboards and sessions on the floor board are conducted in the same way as on the demo board (item 3.1).	
3.3.	Do Exercises 3–4 (Lesson 10) on paper.	Students do the exercises first on a chessboard, and then on paper.

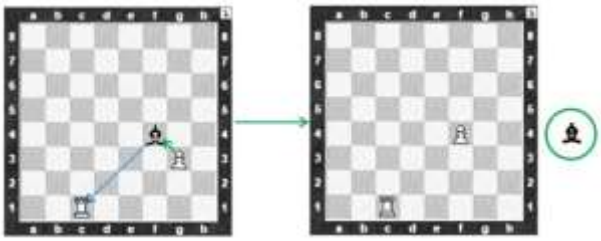
4.	Explaining how to defend pieces by defending other pieces. The third way to defend a piece is to defend it with another piece of yours. Call your other piece for help.	
4.1.	Demo board. Set up a position. For example: white rook on c2, white pawn on h4, and black rook on h8. Explain and show that the black rook attacks the white pawn and wants to capture it. No piece can capture the black rook. If the white pawn moves to h5, then the black rook will capture it anyway. What to do? What other white piece is on the board? White rook. Let's call it for help. The white rook can defend the white pawn (for example, Rc4). Put the rook on c4 and show that the white rook has defended the white pawn. If the black rook now captures the white pawn, then the white rook will capture the black rook. Therefore, the black rook will not capture the white pawn. White rook defended white pawn! What other square can the white rook move to and defend the white pawn? To h1. Set up a position. For example: white bishop on c1, white pawn on c5, black bishop on e7, and black pawn on c6. Explain and show that the black bishop attacks the white pawn and wants to capture it. The white pawn can't move. It should be defended with another white piece. What other white piece is on the board? Bishop. It is necessary to defend the white pawn with the white bishop. Ask students to show how the white bishop will defend the white pawn. There are two ways of defense: Ba3 and Be3. If the black bishop captures the white pawn, then the white bishop will take it. The white bishop defended the white pawn. The same is for other pieces (the color of pieces is also varied).	
4.2.	Face-to-face sessions on personal chessboards and sessions on the floor board are conducted in the same way as on the demo board (item 4.1).	
4.2.	Do Exercises 5–6 (Lesson 10) on paper.	Students do the exercises first on a chessboard, and then on paper.

5.	Introducing the concept of "double attack". Any chess piece can attack two pieces of the opposite color simultaneously. This attack is called a double attack.	
5.1.	Explaining how pieces make a double attack. Demo board. Set up a position. For example: white rook on e3, two black knights on b7 and g7. Explain and show that two knights are on the same line (horizontal line 7). The white rook can move to horizontal line 7 (Re7) and will attack both black knights at once. Double attack with the white rook. If the black knight escapes g7 (for example, Nf5), then the white rook captures the knight on b7. If the black knight escapes b7 (for example, Nd6), then the white rook captures the black knight on g7. Black loses one piece. Set up a position. For example: white bishop on f3, black knight on b3, black pawn on f7. Explain and show that the black knight and the black pawn are on the same diagonal line. Which square should the white bishop move to make a double attack? Attacking both the black knight and the black pawn at once. Ask students to show a double attack with the bishop (Bd5). If the black pawn (f6 or f5) escapes the attack, then the white bishop captures the black knight (Bb3). If the black knight escapes the attack (for example, Nd4), then the white bishop captures the black pawn. Black loses one piece. The same is for other pieces. Vary the color of pieces.	
5.2.	Face-to-face sessions on personal boards are conducted similarly to item 5.1.	
5.3.	Do Exercises 7–8 (Lesson 10) on paper.	Students do the exercise first on a chessboard, and then on paper.
6.	Examples of visual cards.	

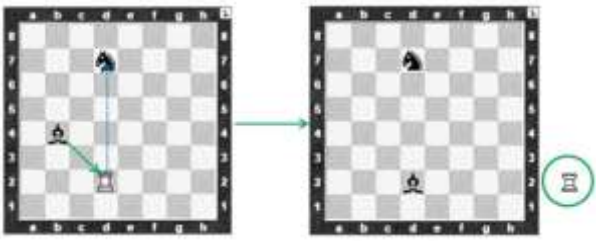
	**DEFEND** **A PIECE**	**ESCAPE AN ATTACK**



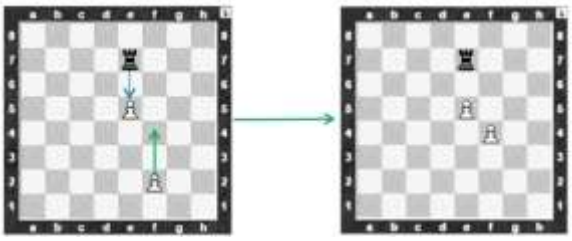
CAPTURE A PIECE



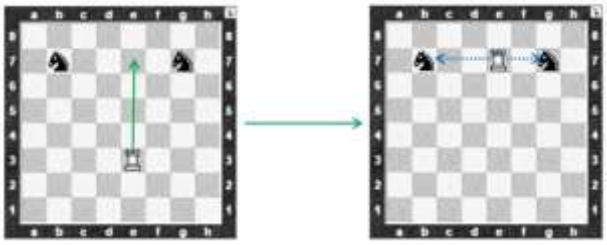
CAPTURE A PIECE



DEFEND A PIECE



DOUBLE ATTACK



DOUBLE ATTACK WITH A BISHOP

DOUBLE ATTACK WITH A QUEEN

DOUBLE ATTACK WITH A KNIGHT

DOUBLE ATTACK WITH A PAWN

Lesson 11. King

Goals:

1. Learn how a king moves.
2. Introduce the concept of “getting under attack”. Explain that the king can't get under the attack of pieces of the opposite color.

3. Learn to capture pieces of the opposite color with the king.
4. Introduce the concept of "defended piece". Explain that the king can't capture defended pieces.
5. Learn to attack pieces of the opposite color with the king. Explain the double attack by the king.

Basic activities: teacher's lecture, presentation on a demo board, face-to-face sessions on personal chessboards, written assignments, physical activity.

Equipment: demo board with a set of pieces and magnets, personal chessboards, sets of chess pieces (one set for each board), colored circles (chips) for personal boards, floor chessboard with pieces, visual cards.

#	Milestones	Notes
1.	Greeting. Review what horizontal, vertical, diagonal lines are (on the demo board and on personal chessboards). Show a white king. Show a black king. You will learn how the king moves, captures and attacks other pieces. The king is the most important piece in chess.	
2.	Explaining how the pawn moves. Demo board.	
2.1.	Put the white king on the board (for example, on e3). Explain and show how the white king moves: one square horizontally, vertically and diagonally (d2, d3, d4, e2, e4, f2, f3, f4). Use colored magnets (green if possible) and put them on those squares that the white king can move to. Put the white king on an empty demo board (for example, on b4) and ask to show where the king can move to. Students should use colored (green) magnets. The same is for the black king.	Make a move with the white king, take it back to its place and put a magnet on the square that the king moved to. Show the next move with the white king, take it back to its place and put a magnet on the square that the king moved to. The same is for all the moves.
3.	Introducing the concept of "getting under attack" Demo board. The king is the most important piece in chess. You can attack it, but you can't capture it. It is the most important! The king can't stand on those squares that are controlled by pieces of the opposite color. For example, position: white king on e3, black rook on d6. Explain and show that the white king can move to e2, e4, f2, f3, f4 (put green magnets there). What other square could the white king go to? For example, d2. Put the white king on d2 and explain that the black rook can capture the white king on this square. The king can't be captured. Therefore, the white king can't stand on this square. The king can't **get under the attack** of the black rook. Can the white king move to d3? Put the white king on d3 and ask which black piece prevents the white king from moving to this square. Black rook. Therefore, the white king can't stand on d3. The king can't **get under the**	

	attack of the black rook. The same is for d4. Put red magnets on d2, d3, d4. The white king can't move under the attack of black pieces. The black king can't move under the attack of white pieces.	
3.1.	Set up a position on the demo board. For example: white king on e4, black bishop on f6. Ask students to show which squares the white king can move to. Students make a move with the king and, together with the teacher, think whether the white king can go to this square or not (using green and red magnets). The same is for the positions where the white king's movement is limited by black pieces: knight, pawn, queen and king. For example. Position 1: white king on c4, black knight on c7. Position 2: white king on f5, black pawn on f7. Position 3: white king on f2, black queen on d3. Position 4: white king on h1, black king on h3. The kings in chess don't close in (they can't come very close to each other; they can't stand on adjacent squares). The same is for the black king.	You can start the exercise by finding squares that the white king can't move to.
3.2.	Face-to-face sessions on personal chessboards are similar to item 3.1. You can ask students to set up a specific position using chess notation. Students use green and red circles (chips).	
3.3	Sessions on the floor board are similar to item 2.2. You can ask students to set up a specific position using chess notation. Instead of magnets and chips, use physical activity: standing, jumping, stepping onto a square that the king can go to. Students also name the squares (say their "address") on which they stand (jump).	
3.4.	Do Exercises 1–2 (Lesson 11) on paper.	The exercises are done first on chessboards, and then on paper (use arrows, circles, etc.).
4.	Explaining how the king captures pieces of the opposite color. Demo board. The king captures a piece of the other (opposite) color one square horizontally, vertically and diagonally. White king captures black pieces. Black king captures white pieces. King occupies the square of the captured piece. The captured piece is removed from the board and stands next to the board (for example, to the right or to the left). For example, position: white king on e3, black rook on d2. Show how to capture (with one hand). Explain that the white king has captured the piece one square diagonally.	

	The same is for capturing horizontally and vertically.	
4.1.	Demo board. Set up a position. For example: white king on d3, black bishop on e3. Ask students to show how the white king captures the black bishop. Set up a position. For example: white king on d3, black knight on e4. Ask students to show how the white king captures the black knight. Set up a position. For example: white king on d3, black pawn on e2. Ask students to show how the white king captures the black pawn. Set up a position. For example: white king on d4, black rook on e5, black knight on b4. Which black piece the white king can capture? Rook or knight? Set up a position. For example, White: Kf2. Black: Rd5, Bd6, Ne3, Nc6, e4. Ask students to show which black piece the white king can capture first. Students do the capturing. Then they find the next black piece to capture. And so on until all the pieces disappear from the board. The same is for the black king.	Use one hand to capture pieces! If students have captured a piece with both hands, then return to the starting position and ask them to capture it again, but with one hand.
4.2.	Face-to-face sessions on personal chessboards and sessions on the floor board are conducted in the same way as on the demo board (item 4.1). You can ask students to set up a specific position using chess notation.	Make sure that students capture pieces with one hand.
4.3.	Do Exercises 3–5 (Lesson 11) on paper.	Students do the exercises first on chessboards, and then on paper.
5.	Introducing the concept of "defended piece". Demo board. Review how to defend a piece with another piece. A piece that has been defended is called a defended piece. Set up a position. For example, White: Kd4. Black: Re8, Nc5, Ne5. What black piece can the white king capture? Knight on c5 or knight on e5? Which black knight the black rook defends? Knight on c5 or knight on e5? The knight on c5. Can the white king capture the knight on e5? No. Because the knight is defended. The white king can capture the black knight on c5. This black knight is not defended. The king can't capture defended pieces. Set up a position. For example: white king on g4, black bishop on h7, black pawns on f5, h5. Ask students to show which one of black pawns the white king can capture. The same is for the black king.	Make sure that students capture pieces with one hand.
5.1.	Face-to-face sessions on personal chessboards and sessions on the floor board are conducted in the same way as on the demo board (item 5).	Make sure that students capture pieces with one hand.

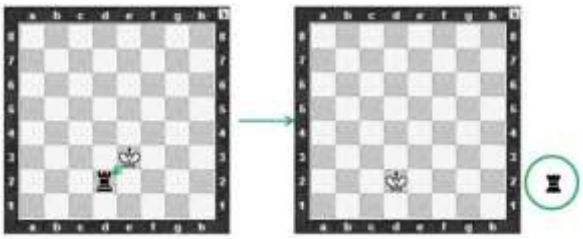
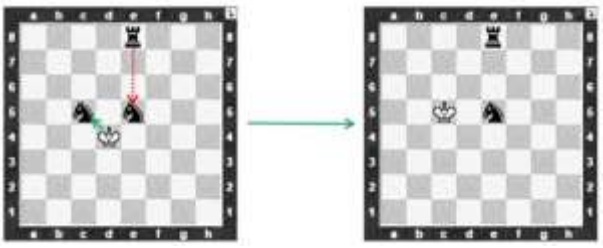
	You can ask students to set up a specific position using chess notation.	
5.2.	Do Exercise 6 (Lesson 11) on paper.	Students do the exercises first on chessboards, and then on paper.
6.	Explaining how the king attacks pieces of the opposite color. Demo board. For example, position: white king on a3, black rook on b5. Demonstrate and pronounce how the white king attacks the black rook: moves vertically one square (Ka4) and attacks diagonally one square. The white king could not move to b4 and attack the black rook. Since it would have been under attack of the black rook. The rules don't allow that. The same explanation is for positions with the white king, when it moves vertically and attacks vertically, moves diagonally and attacks diagonally, moves horizontally and attacks horizontally, moves horizontally and attacks diagonally, etc. White king attacks black pieces. Black king attacks white pieces.	
6.1.	Set up a position on the demo board. For example. Position 1: white king on c3, black bishop on b5. Ask students to show the white king attacks the black bishop (Kb4). Can the white king move to c4 and attack the black bishop? No. Because the white king will get under the attack by the black bishop. The rules don't allow to put the king under attack. Position 2: white king on f2, black knight on d4. Ask students to show the white king attacks the black knight (Ke3). Position 3: white king on d3, black pawn on e5. Ask students to show the white king attacks the black pawn (Ke4). Can the white king move to d4 and attack the black pawn? No. Because the white king will get under the attack by the black pawn. The rules don't allow to put the king under attack. The same is for the black king.	
6.2.	Face-to-face sessions on personal boards are conducted similarly to item 6.1. You can ask students to set up a specific position using chess notation.	
6.3.	Game "Attack and Run Away" Face-to-face sessions on personal chessboards. For example. Position 1: white king on e2, black rook on d4. Students attack the rook with the king (1. Ke3), you run away from the attack with the rook so that the king attacks it on the next move (1. ... Rg4). In the end, you can put the rook under the attack so that students capture it. For example, Kf3 Rg5 3.	

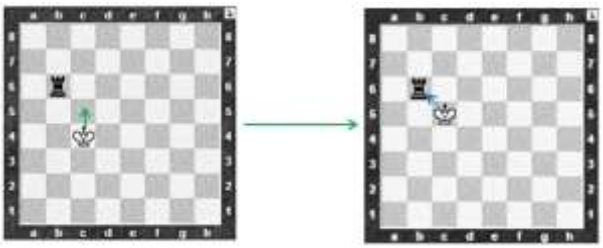
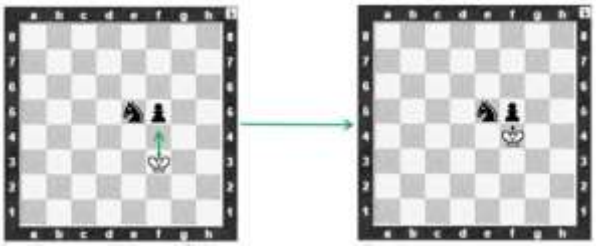
	Kf4 Rd5 4. Ke4 Rd3 Can you capture the black rook? Yes, 5. Kd3. Position 2: black king on d7, white bishop on e5. Students attack the bishop with the king (1. ... Ke6). Run away from the attack with the bishop so that the king attacks it on the next move (for example, 2. Bc7). At the end, you can put the bishop under the attack so that students capture it. For example, 2. ... Kd7. 3. Bb6 Kc6 4. Bd4 Kd5 5. Be5. Can you capture the white bishop? Yes, 5. ... Ke5.	
6.4.	Do Exercise 7 (Lesson 11) on paper.	Students do the exercise first on chessboards, and then on paper.
7.	Explaining how the king does a double attack. Review double attack with various pieces: rook, knight, bishop, queen, pawn. The king can also do a double attack (attacking two pieces of the opposite color at once). Set up a position on the demo board. For example: white king on c2, black knights on b4 and c4. Explain and show that the white king moves to c3 and attacks both black knights at once. Double attack with a king. If the black knight escapes the attack on b4 (for example, Nd5), then the white king captures the knight on c4. If the black knight escapes the attack on c4 (for example, Ne3), then the white king captures the black knight on b4. Black loses one knight.	
7.1.	Demo board. Set up a position. For example: white king on d5, black pawn on d7, black knight on e7. Ask students to show a double attack with the white king. Attack two black pieces with the white king at once: a knight and a pawn. Be careful! The white king can't move under the attack of black pieces. Which square does the black pawn block for the white king? White king can't go to e6. It will get under the attack by the black pawn on this square. Set up a position. For example, White: Kg2. Black: Rf4, Re5, Bd7, Nc7, b7; green magnet on a8. Ask students to help the white king reach the square with a green magnet. The white king can both move, attack and capture black pieces. Only the white king moves, attacks and captures. Be careful! The white king can't move under the attack of black pieces. Finding the first move (Kg3). The white king makes a move and attacks the black rook. Which square does the white king move to? Has the white king attacked the black rook? Yes. Can the white king capture the black rook? Yes. The teacher asks to do the	

	capturing (Kf4). Continue until the king reaches a8. The same is for the black king.	
7.2.	Face-to-face sessions on personal chessboards are similar to ones on the demo board (item 7.1). You can ask students to set up certain positions on their boards using chess notation.	
7.3.	Do Exercises 8–9 (Lesson 11) on paper.	Students do the exercises first on chessboards, and then on paper.
8.	Examples of visual cards.	

KING white	KING black	KING MOVES

DO NOT GET UNDER ATTACK	KINGS DO NOT CLOSE IN

KING CAPTURES	DO NOT CAPTURE defended pieces
	

KING ATTACKS	DOUBLE ATTACK WITH A KING
	

Lesson 12. Check

Goals:
1. Introduce the concept of "check is an attack on the king".
2. Learn to check the king with different pieces. Explain that the king can't check the king.
3. Learn three ways to defend the king from a check.
4. Introduce the concept of "discovered check". Learn to discover check.
5. Introduce the concept of "double check". Learn to double check. Explain the only defense against a double check.

Basic activities: teacher's lecture, presentation on a demo board, face-to-face sessions on personal chessboards, written assignments, physical activity.

Equipment: demo board with a set of pieces and magnets, personal chessboards, sets of chess pieces (one set for each board), colored circles (chips) for personal boards, floor chessboard with pieces, visual cards.

#	Milestones	Notes
1.	Greeting. Review what attack is (on a demo board and on personal chessboards). Pieces can attack the king. Show a white king. Show a black king. White pieces can attack the black king. Black pieces can attack the white king. **Attacking the king** with pieces of the opposite color is called **check.** White pieces check black king. Black pieces check white king. White king can't check black king. And black king can't check white king. Because kings don't close in.	
2.	Explaining how to check the king with different pieces: rook, bishop, knight. Demo board.	
2.1.	Position 1. White: Kf2. Black: Rd5. Ask students to show the black rook attacks the white king. Two ways: Rd2, Rf5. Explain that such an attack on the king is called a check. Black rook **checks** the white king. Position 2. White: Kd3. Black: Bd7. Ask students to show the black bishop attacks the white king. Two ways: Bb5, Bf5. Explain that the bishop moves diagonally and **checks** diagonally. Position 3. White: Kb2. Black: Nb6. Ask students to show **the black knight checks** the white king. Two ways: Na4, Nc4. The same is for a black king.	
2.2.	Face-to-face sessions on personal chessboards and sessions on the floor board are conducted in the same way (item 2.1). You can ask students to set up a specific position using chess notation.	

	On the floor board, ask students to walk (jump) along the check (attack) line.	
2.3.	Do Exercise 1 (Lesson 12) on paper.	The exercise is done first on chessboards, and then on paper (use arrows, circles, etc.).
3.	Explaining how to check the king with different pieces: pawn, queen. Demo board.	
3.1.	Position 1. White: Ke4. Black: d6. Ask students to show the black pawn attacks the white king. The pawn moves one square forward vertically, and attacks (**checks**) the king diagonally (forward, to the right). Position 2. White: Kd4. Black: e6. Ask students to show the black pawn **checks** the white king. The pawn moves one square forward vertically, and **checks** the king diagonally (forward, to the left). Position 3. White: Kf4. Black: e7. Ask students to show the black pawn **checks** the white king. The pawn moves from the starting position two squares forward vertically, and **checks** the king diagonally (forward, to the left). Position 4. White: Kf4. Black: g7. Ask students to show the black pawn **checks** the white king. The pawn moves from the starting position two squares forward vertically, and **checks** the king diagonally (forward, to the right). Position 5. White: Kc1. Black: Qh4. Ask students to move the black queen vertically, and **check** the white king horizontally (Qh1). Ask students to move the black queen horizontally, and **check** the white king vertically (Qc4). Ask students to move the black queen horizontally, and **check** the white king diagonally (Qf4). Ask students to move the black queen diagonally, and **check** the white king horizontally (Qe1). Ask students to move the black queen vertically (backward), and **check** the white king diagonally (Qh6). The same is for the black king.	
3.2.	Game "6 checks" Set up a position on the demo board and ask students to show six checks with the queen. For example, White: Kh3, Qa6. Use colored magnets to mark the checks.	
3.3.	Face-to-face sessions on personal chessboards and sessions on the floor board are conducted in the same way (items 3.1 and 3.2). You can ask students to set up a specific position using chess notation.	

	On the floor board, ask students to walk (jump) along the check (attack) line.	
3.4.	Do Exercises 2–4 (Lesson 12) on paper.	Students do the exercises first on chessboards, and then on paper.
4.	Explaining that the king can't be left in check. Three ways to defend against a check. Demo board.	
4.1.	Demo board. The king is the most important piece. The king can't be captured. It can't be put under attack. It can't be left in check (under attack). The king must be protected from check (attack). There are three ways to defend against a check.	
4.2.	The first way is to capture the checking piece. Position 1. White: Kg1, Be2. Black: Qg4. Explain and show that the black queen has checked the white king. What other white piece is on the board? Bishop. Can a bishop capture a queen? Yes. Ask students to capture the black queen with the white bishop. The queen is removed from the board. **No check.** You defended the white king from check. You captured a piece that was attacking the white king. Position 2. White: Kf2, Rd1. Black: Bd4. Explain and show that the black bishop has checked the white king. What other white piece is on the board? Rook. Can the rook capture the bishop? Yes. Ask students to capture the bishop with the white rook. The black bishop is removed from the board. **No check.** You defended the white king from check. You captured the piece that was attacking the white king. Position 3. White: Ka3, Nc3. Black: Nb5. What black piece has checked the white king? Knight. What other white piece is on the board? Knight. Use the black knight to defend the white king against the check. Ask students to show that defense (1. Nb5). The king can also defend itself against the check. The king captures the checking piece, if this piece is next to the king. Position 4. White: Ke4. Black: d5. What black piece has checked the white king? Pawn. Undefended pawn. The king can capture a pawn. Ask students to capture the pawn with the king. The black pawn is removed from the board. **No check.** The king defended itself. The same is for the black king.	Make sure that students capture with one hand.
4.3.	Face-to-face sessions on personal chessboards and sessions on the floor board are conducted in the same way (item 4.2). You can ask students to set up a specific position using chess notation.	Make sure that students capture pieces with one hand.

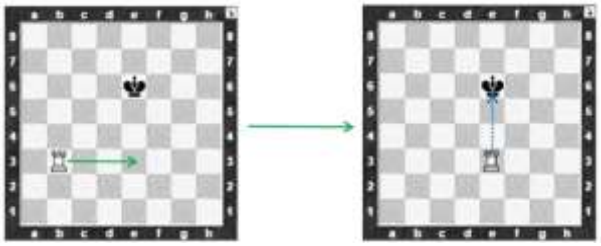
4.4.	Do Exercises 5–6 (Lesson 12) on paper.	Students do the exercises first on chessboards, and then on paper.
5.	Explaining the second way to defend the king from the check – to cover it with another piece. Demo board.	
5.1.	Position 1. White: Kd1, Ra2. Black: Qd5. What black piece has checked the white king? Queen. What other white piece is on the board? Rook. Can the white rook capture the black queen? No. But the white rook can defend the white king from the check. The rook can cover the king from check. Show the move Rd2. Explain that the black queen has checked the white king along vertical line d. Therefore, the white rook must stand on this vertical line (d) in order to cover the white king from check. **No check.** Position 2. White: Ke4, d2. Black: Ra4. What black piece has checked the white king? Rook. What other white piece is on the board? Pawn. Can the white pawn capture the black rook? No. But the white pawn can defend the white king from the check. The black rook checked the white king on horizontal line 4. Therefore, the white pawn must move to this horizontal line. Ask students to show how the white pawn covers the white king from check (d4). **No check.** Position 3. White: Kh2, Nf1. Black: Be5. What black piece has checked the white king? Bishop. What other white piece is on the board? Knight. The white knight can protect the king from the check. Ask students to show how the white knight protects the white king from check (Ng3). The same is for the black king.	
5.2.	Face-to-face sessions on personal chessboards and sessions on the floor board are conducted in the same way (item 5.1). You can ask students to set up a specific position using chess notation.	
5.3.	Do Exercises 7–8 (Lesson 12) on paper.	Students do the exercises first on a chessboard, and then on paper.
6.	Explaining the third way to defend the king from check – to escape. Demo board.	
6.1.	Position 1. White: Kg2, Bd1. Black: Nf4. What black piece has checked the white king? Knight. Can the white king capture the black knight? No. What other white piece is on the board? Bishop. Can the white bishop capture the black knight? No. Can the white bishop cover the white king from check? No. **The knight can't cover the king from check.** All that is left to do is to **escape** the **check.** Ask students to show which square the white king can move to (for example, Kf3). **No check.**	

	Position 2. White: Kc4, d4. Black: c6, d5. What black piece has checked the white king? Black pawn on d5. Can the white king capture the black pawn on d5? No, this pawn is protected by the pawn on c6. What other white piece is on the board? The pawn on d4. Can the white pawn capture the black pawn on d5? No. Can the white pawn cover the white king from check? No. **It can't.** All that is left to do is to **escape** the **check.** Ask students to show which square the white king can move to (for example, Kc5). **No check.** The same is for the black king.	
6.2.	Face-to-face sessions on personal boards are conducted similarly to item 6.1. You can ask students to set up a specific position using chess notation.	
6.3.	Game "All on one" Face-to-face sessions on personal chessboards. Ask students to set up the following position on their chessboards using chess notation. White: Kb4; Black: Rh8, Bg3, Ne7, a5. Ask students to show **all checks** to the white king with black pieces.	
6.4.	Do Exercises 9–10 (Lesson 12) on paper.	Students do the exercises first on a chessboard, and then on paper.
7.	Introducing the concept of "discovered check". Demo board. Set up a position. For example, White: Rd1; Black: Kd7. White rook checks the black king. Add another white piece, for example, a white bishop on d4. Does the white rook check the black king now? No. Which white piece prevents the rook from checking the black king? White bishop. Ask students to move the bishop. Does the white rook check the black king after the bishop moves? Yes. The white bishop moved, and the white rook checked. The white bishop opened the line ("road") for the white rook to check the black king. Such a check is called a **discovered check.**	
7.1.	Position 1. White: Kf3, Rf1; Black: Kf8. All pieces are on the same vertical line f. Open the line (road) for the white rook to check the black king. Which white piece prevents the rook from checking? White king. The white king must leave vertical line f. Ask students to move the king (for example, Ke3). **The rook** is checking now. The white king moved, and the white rook checked. This is a discovered check. Position 2. White: Bc2, d3; Black: Kf5. All pieces are on the same diagonal line. Ask students to show the discover check to the	

	black king using the white bishop. Which white piece prevents the bishop from checking? Position 3. White: Qb6, Nc6; Black: Kh6. All pieces are on the same horizontal line. Ask students to show the discover check to the black king using the white queen. Which white piece prevents the queen from checking?	
7.2.	Face-to-face sessions on personal chessboards are similar to ones on the demo board (item 7.1.). You can ask students to set up certain positions on their boards using chess notation.	
7.3.	Do Exercise 11 (Lesson 12) on paper.	Students do the exercise first on a chessboard, and then on paper.
8.	Introducing the concept of "double check". Demo board. Set up a position. For example, White: Re1; Black: Ke7. White rook checks the black king. Add another white piece, for example, a white bishop on e3. Does the white rook check the black king now? No. All pieces are on the same vertical line e. Which white piece prevents the rook from checking the black king? White bishop. Ask students to check the black king with the white bishop (for example, Bc5). Bishop checks the black king. What other white piece is on the board? Rook. The white rook also checks the black king. The bishop opened the way for it. This is called a **double check.** Two white pieces in one move checked the black king.	
8.1.	Position 1. White: Rf1, Nf3; Black: Kf7. All pieces are on the same vertical line f. Open the line (road) for the white rook to check the black king. Which white piece prevents the rook from checking? Knight. The white knight must leave vertical line f and check the black king. Ask students to check the king with the knight (for example, Ne5). **There is a check** with a knight and **a check** with a rook. This is a double check. Position 2. White: Rd3, Bc2; Black: Kf5. All pieces are on the same diagonal line. Ask students to show a double check to the black king. With both the white rook and the white bishop. Position 3. White: Qb6, Nc6; Black: Kg6. All pieces are on the same horizontal line. Ask students to show a double check to the black king. With both the white knight and the white queen.	
8.2.	Face-to-face sessions on personal chessboards are similar to ones on the demo board (item 8.1).	

	You can ask students to set up certain positions on their boards using chess notation.	
8.3.	Do Exercise 12 (Lesson 12) on paper.	Students do the exercise first on a chessboard, and then on paper.
9.	Examples of visual cards.	

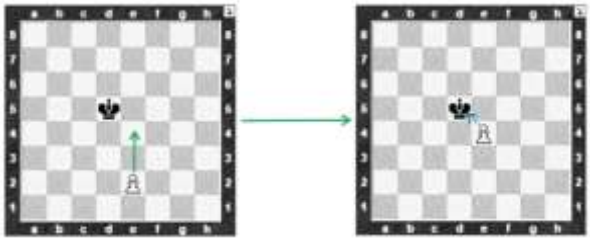
CHECK
attacking a king



BISHOP CHECK

KNIGHT CHECK

PAWN CHECK

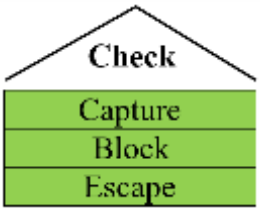


QUEEN CHECK
horizontally

QUEEN CHECK
vertically

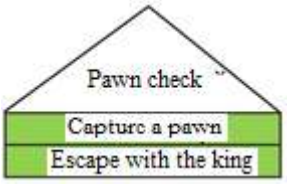
QUEEN CHECK
diagonally

THREE CHECK DEFENSES

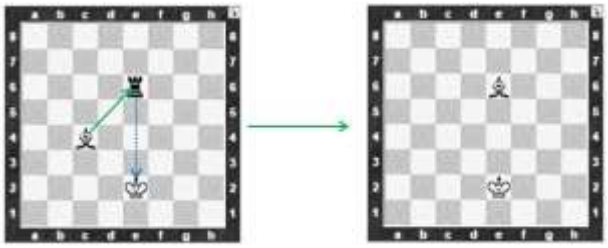


TWO KNIGHT CHECK DEFENSES

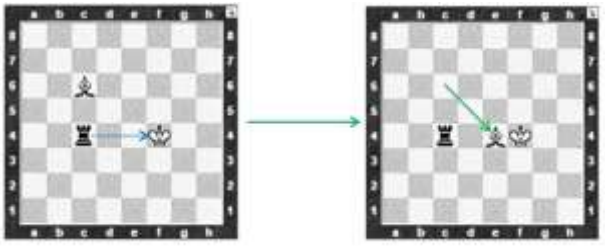
TWO PAWN CHECK DEFENSES

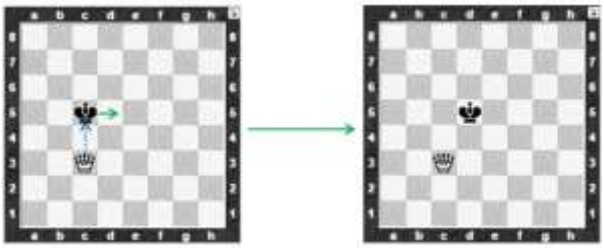
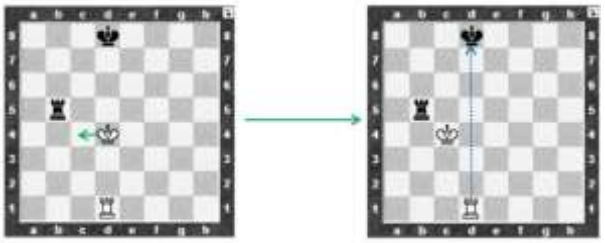


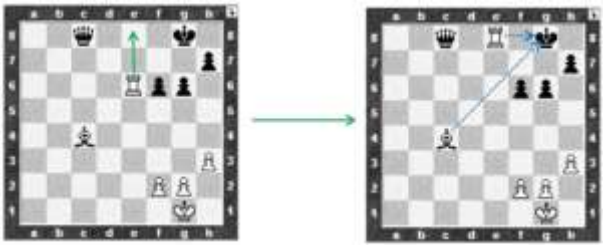
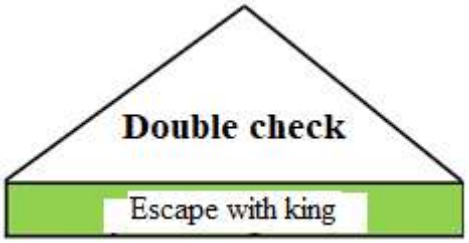
CAPTURE A PIECE



COVER WITH A PIECE



KING ESCAPE	DISCOVERED CHECK
	

DOUBLE CHECK	ONE DOUBLE CHECK DEFENSE
	

Lesson 13. Castling

Goals:
1. Introduce the concepts of "castling", "short castling", "long castling".
2. Learn to castle short and long.
3. Explain the rules when castling is not allowed.
4. Introduce the concept of "attacked square".

Basic activities: teacher's lecture, presentation on a demo board, face-to-face sessions on personal chessboards, written assignments, physical activity.

Equipment: demo board with a set of pieces and magnets, personal chessboards, sets of chess pieces (one set for each board), colored circles (chips) for personal boards, floor chessboard with pieces, visual cards.

#	Milestones	Notes
1.	Greeting. Review the starting position for the white and black kings (e1 and e8, respectively), for the white and black rooks (a1, h1 and a8, h8, respectively). The king is the most important piece. The king must be protected. So it has a special move for that. This move is called **castling**. Take the white king, put it **in the starting position** (on e1). Take two white rooks, place them **in the starting position** (on a1 and h1).	

	The king castles together with the rook. To castle, the king and rook must be **in the starting position.**	
2.	Explaining how to castle. Demo and personal boards. The castling consists of two parts. The king moves **horizontally two squares** to the rook (for example, h1). Show the first part of the move: the white king on e1 moves to g1. Ask students to repeat it on their boards. Then the white rook jumps over the king and stands on the square **next to it**. On f1. Show the second part of the move: the white rook on h1 moves to f1. Ask students to repeat the second part of the move on their boards. **This is a short castling.** Castling is the king's move! The castling begins with the king. Then the rook. Put white king and rook back to the starting position. There is also **a long castling.** Show the first part of the move: white king on e1 moves to c1. Ask students to repeat it on their boards. Then the white rook jumps over the king and stands on the square **next to it**. On d1. Show the second part of the move: white rook on a1 moves to d1. Ask students to repeat the second part of the move on their boards. This is a **long** castling.	Use **one hand** to castle! First, do the first part of the move: the king moves. Hand off from the king. Then, **with the same hand**, do the second part of the move: take the rook and jump over the king. Put it on the square next to the king.
2.1.	Take the black king, put it **in the starting position** (on e8). Take two black rooks, place them **in the starting position** (on a8 and h8). The black king can also castle short and long. Ask students to show on their boards how the black king castles short. Put black king and rook back to the starting position. Ask students to show on their boards how the black king castles long.	Make sure that students castle with one hand.
2.2.	Game "Short-Long" On the demo board, show how the king (white or black) castles, and ask students what kind of castling was it: short or long.	
2.3.	Sessions on the floor board are similar to items 2.1 and 2.2.	
2.4.	Do Exercises 1–2 (Lesson 13) on paper.	The exercises are done first on chessboards, and then on paper (use arrows, circles, etc.).
3.	Explaining the rules when the castling is not allowed. Demo board.	
3.1.	There are rules when it is impossible to castle. The castling is not allowed if there are other pieces between the king and the rook. You can castle if there are no pieces between the king and the rook.	

	Position 1. White: Ke1. Black: Rh1, Nf1. Black: Ke8, Ra8. Explain and show that the white king and rook can't castle short, because the white knight "interferes". Look at the black pieces. Can the black king and rook castle long? Yes. Ask students to castle long on the demo board.	
3.2.	Game "You can – You can't" Set up positions on the demo board and ask students to say whether they can castle or not. If castling is possible, ask students to do it on the demo board. Position 1. White: Ke1, Ra1, Bc1. Position 2. White: Ke1, Rh1. Position 3. White: Ke1, Ra1. Position 4. White: Ke1, Rh1, Ng1. Position 5. Black: Ke8, Ra8, Nb8. Position 6. Black: Ke8, Ra8. Position 7. Black: Ke8, Rh8, Bf8. Position 8. Black: Ke8, Rh8.	
3.3.	Game "Short-Long" Set up positions on the demo board and ask students to say which castling can be done: short or long. Position 1. White: Ke1, Ra1, Rh1, Nb1. Position 2. White: Ke1, Ra1, Rh1, Bf1. Position 3. Black: Ke8, Ra8, Rh8, Bc8. Position 4. Black: Ke8, Ra8, Rh8. In position 4, both castlings are possible.	
3.4.	Face-to-face sessions on personal chessboards and sessions on the floor board are conducted in the same way (items 3.1, 3.2 and 3.3). You can ask students to set up a specific position using chess notation.	
3.5.	Do Exercise 3 (Lesson 13) on paper.	Students do the exercise first on a chessboard, and then on paper.
4.	Explaining that castling is not allowed if the king has already moved. Demo board.	
4.1.	Position 1. White: Ke1, Ra1, Rh1. Black: Ke8, e7. Look at the position. The white king can now castle either short or long. Ask students to show the short and long castling. But White did not want to castle and... White made a move, for example, 1. Ke2. Black responded 1…. e6. White decided to get the king back to the starting position on e1 (2. Ke1). Black did 2. ... Ke7. Now the white king can't castle (neither short nor long). It lost this opportunity because it had already moved. **The king shouldn't move if it wants to castle.** Position 2. White: Kd1, Rh1. On what square does the white king stand at the very beginning of the game? On e1. Is the	Explain that the moves in a chess game are made in turns: first White moves, then Black. Then White again, then Black. Make sure that students castle with one hand.

	white king now in the starting position? No. Can the white king castle short? No. Make a move 1. Ke1. The white king got back to its starting position on e1. Can the white king castle short? No. Because it has already moved. **The king can't leave the starting position** if it wants to castle.	
5.	Explaining that castling is not allowed if the rook has already moved. Demo board.	
5.1.	Position 1. White: Ke1, Ra1, Rh1. Black: Ke8, e7. Look at the position. The white king can now castle either short or long. Ask students to show the short and long castling. But White did not want to castle and... White made a move, for example, 1. Rh8 and checked the black king. Black responded 1. ... Kd7, running away from the check. White decided to get the rook back to the starting position on h1 (2. Rh1). Black did 2. ... e5. Now **the white king can't castle short,** since the white rook has already moved from h1. But... **The white king can castle long.** Since the rook on a1 didn't move. **The rook must not leave the starting position** so that the king has the opportunity to castle.	
5.2.	Game "Short-Long" Set up positions on the demo board and ask students to say which castling can be done: short or long. Position 1. White: Ke1, Rb1, Rh1. Position 2. White: Ke1, Ra1, Rh2. Position 3. Black: Ke8, Ra8, Rf8. Position 4. Black: Ke8, Rc8, Rh8. Position 5. White: Kf1, Ra1, Rh1. In position 5, no castling can be made, since the king has already moved.	
5.3.	Do Exercise 4 (Lesson 13) on paper.	Students do the exercise first on chessboards, and then on paper.
6.	Explaining that castling is not allowed if the king is checked. Demo board.	
6.1.	Position 1. White: Ke1, Rb1, Rh1. Black: Ke8, Bb4. Look at the position. What black piece has checked the white king? Bishop. **You can't castle** if **the king** has been **checked**. First, you need to protect the king from the check. What white piece can protect the king from check? For example, you can capture the bishop. Rook on b1. Ask students to capture the bishop (Rb4). The king is safe now. On the next move, it can to castle.	Make sure students capture and castle with one hand.

	Make a move with the black king 1. ... Kd7. What kind of castling can the white king do: short or long? Short. Ask students to castle short.	
6.2.	Game "You can – You can't" Set up positions on the demo board and ask students to say whether they can castle or not. If castling is possible, ask students to do it on the demo board. Can the white king castle in positions 1–4? Can the black king castle in positions 5–8? Position 1. White: Ke1, Rh1. Black: Ke8, Re7. Position 2. White: Ke1, Rh1. Black: Ke8, Rd7. Position 3. White: Ke1, Ra1. Black: Ke8, Nf3. Position 4. White: Ke1, Ra1. Black: Ke8, Qh4. Position 5. White: Ke1, Nc7. Black: Ke8, Rh8. Position 6. White: Ke1, Bg6. Black: Ke8, Rh8. Position 7. White: Ke1, Rf2. Black: Ke8, Ra8. Position 8. White: Ke1, Qh8. Black: Ke8, Ra8.	
6.3.	Face-to-face sessions on personal boards are conducted similarly to item 6.2. You can ask students to set up a specific position using chess notation.	
6.4.	Do Exercise 5 (Lesson 13) on paper.	Students do the exercise first on chessboards, and then on paper.
7.	Explaining that the castling is not allowed if the king is checked after it. Demo board.	
7.1.	Position 1. White: Ke1, Rh1. Black: Ke8, Rg6. Is the white king in the starting position? Yes. Is the white rook in the starting position? Yes. Are there pieces between the white king and the white rook? No. The white king and rook have **not moved.** Did the black rook check the white king? No. **Let's try** to castle short with white pieces. Make a move 1. 0-0. Look at the position. After castling, the black rook checks the white king. You can't place the king in check**. You can't castle** if the **king** is **checked** after it.	
7.2.	Game "You can – You can't" Set up positions on the demo board and ask students to say whether they can castle or not. If castling is possible, ask students to do it on the demo board. Can the white king castle in positions 1–4? Can the black king castle in positions 5–8? Position 1. White: Ke1, Rh1. Black: Ke8, Rg7. Position 2. White: Ke1, Rh1. Black: Ke8, Be4. Position 3. White: Ke1, Ra1. Black: Ke8, Nb3. Position 4. White: Ke1, Ra1. Black: Ke8, b2. Position 5. White: Ke1, Qd5. Black: Ke8, Rh8. Position 6. White: Ke1, Bf6. Black: Ke8, Rh8. Position 7. White: Ke1, Bc5. Black: Ke8, Ra8. Position 8. White: Ke1, Rc2. Black: Ke8, Ra8.	
7.3.	Game "Short-Long"	

	Set up positions on the demo board and ask students to say which castling can be done: short or long. What kind of castling can the white king do in positions 1, 2? What kind of castling can the black king do in positions 3, 4? Position 1. White: Ke1, Ra1, Rh1. Black: Ke8, Rc6. Position 2. White: Ke1, Ra1, Rh1. Black: Ke8, Bd4. Position 3. White: Ke1, Nh6. Black: Ke8, Ra8, Rh8. Position 4. White: Ke1, b7. Black: Ke8, Ra8, Rh8.	
7.4.	Face-to-face sessions on personal chessboards are similar to ones on the demo board (items 7.2 and 7.3). You can ask students to set up certain positions on their boards using chess notation.	
7.5.	Do Exercises 6, 7 (Lesson 13) on paper.	Students do the exercises first on chessboards, and then on paper.
8.	Introducing the concept of "attacked square" Explaining that the castling is not allowed if the king passes through an attacked square. Demo board.	
8.1.	Position 1. White: Ke1, Rh1. Black: Ke8, Rf6. Is the white king in the starting position? Yes. Is the white rook in the starting position? Yes. Are there pieces between the white king and the white rook? No. The white king and rook have **not moved.** Did the black rook check the white king? No. Look at the black rook. It doesn't allow the white king to move to f1. Put a red magnet on this square. **This is an attacked square.** **You can't castle** if **the king** passes **through an attacked square**. When introducing the concept of “attacked square”, you can use the following explanation: the king can't go through a check. On its way to the rook, the king makes two steps at once (to f1, then to g1). But on f1, the black rook checks the white king. Students already know that the king can't be placed in check. Therefore, castling is not allowed through an attacked square. **The attacked square rule applies only to the king.** It doesn't work for the rook.	
8.2.	Game "You can – You can't" Set up positions on the demo board and ask students to say whether they can castle or not. If castling is possible, ask students to do it on the demo board. Can the white king castle in positions 1–4? Can the black king castle in positions 5–8? Position 1. White: Ke1, Rh1. Black: Ke8, Rf7.	

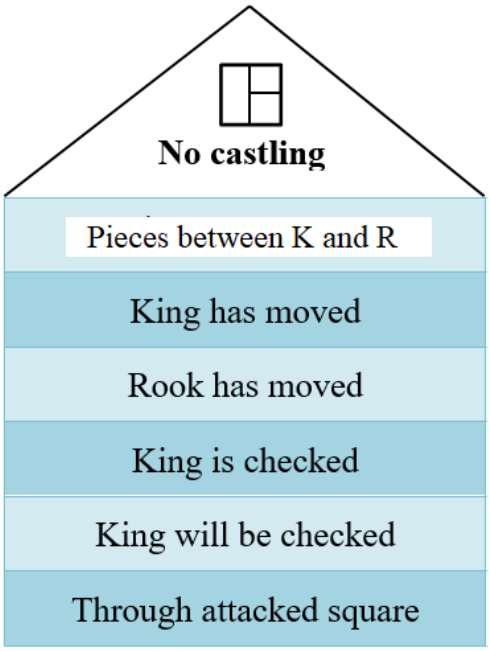
	Position 2. White: Ke1, Rh1. Black: Ke8, Bc4. Position 3. White: Ke1, Ra1. Black: Ke8, Na3. Position 4. White: Ke1, Ra1. Black: Ke8, c2. Position 5. White: Ke1, Qc5. Black: Ke8, Rh8. Position 6. White: Ke1, Bf5. Black: Ke8, Rh8. Position 7. White: Ke1, Bg5. Black: Ke8, Ra8. Position 8. White: Ke1, Rd2. Black: Ke8, Ra8.	
8.3.	Game "Short-Long" Set up positions on the demo board and ask students to say which castling can be done: short or long. What kind of castling can the white king do in positions 1, 2? What kind of castling can the black king do in positions 3, 4? Position 1. White: Ke1, Ra1, Rh1. Black: Ke8, Rd6. Position 2. White: Ke1, Ra1, Rh1. Black: Ke8, Bc4. Position 3. White: Ke1, Ng6. Black: Ke8, Ra8, Rh8. Position 4. White: Ke1, c7. Black: Ke8, Ra8, Rh8.	
8.4.	Face-to-face sessions on personal chessboards are similar to ones on the demo board (items 8.2 and 8.3). You can ask students to set up certain positions on their boards using chess notation.	
8.5.	Do Exercises 8, 9 (Lesson 13) on paper.	Students do the exercises first on chessboards, and then on paper.
9.	Examples of visual cards.	

CASTLING	**SHORT castling**	**LONG castling**

Short castling

Long castling

NO CASTLING

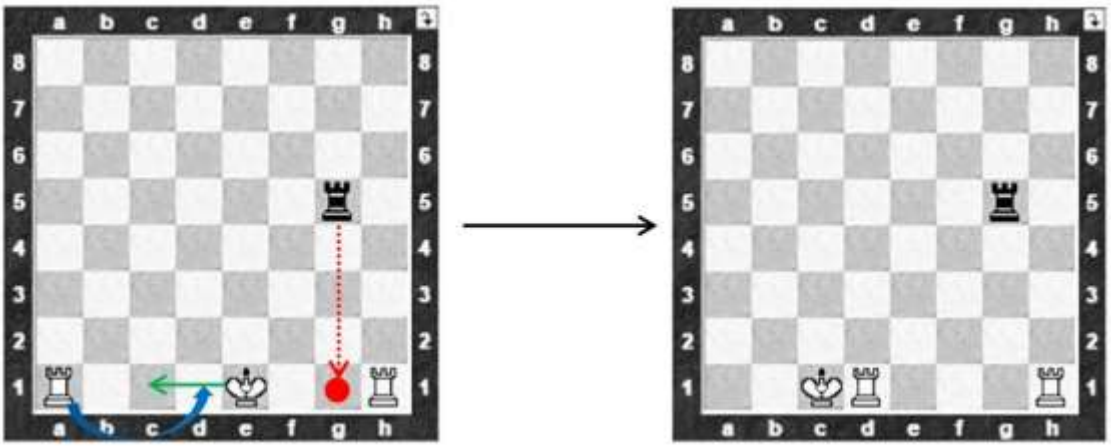


NO CASTLING if there are other pieces between king and rook

NO CASTLING if the king has been checked.

NO CASTLING through attacked square

NO CASTLING if the king is checked after it.



Lesson 14. Checkmate

Goals:

1. Introduce the concept of "checkmate".
2. Explain that checkmate is the goal of playing chess.
3. Learn to checkmate a king with different pieces.
4. Explain that a king can't checkmate a king.

Basic activities: teacher's lecture, presentation on a demo board, face-to-face sessions on personal chessboards, written assignments, physical activity.

Equipment: demo board with a set of pieces and magnets, personal chessboards, sets of chess pieces (one set for each board), colored circles (chips) for personal boards, floor chessboard with pieces, visual cards.

#	Milestones	Notes
1.	Greeting. Review what a check is, three defenses against a check (capture, cover, escape). You play chess with another person. You are playing, and the game should end. How does the game of chess end? You should do such a check to the opponent's king so that there is no defense against it. **This is called checkmate.** **The goal of** chess **is to checkmate** the other player's **king.** Checkmating ends the game. White king can't checkmate black king. And black king can't checkmate white king.	
2.	Explaining how to checkmate with a rook. Demo board. Position 1. White: Kf6, Ra1. Black: Kf8. Ask students to show the white rook checks the black king (Ra8). Can the black king capture the white rook? No. You can't cover from the check. Can the black king escape to e8? No. Because the white rook blocks this square. Can the black king escape to g8? No. Because the white rook blocks this square. Can the black king escape to f7? No. Because the white king blocks this square. Can the black king escape to g7? No. Because the white king blocks this square. Can the black king escape to e7? No. Because the white king blocks this square. Put red magnets on those squares that the black king can't move to. There is no defense against the check. That means **the white rook has checkmated the black king.** The game ends. A new game begins. Position 2. White: Ke1. Black: Ke3, Rh8. Ask students to show the black rook checks the white king (Rh1). Can the white king capture the black rook? No. You can't cover from the check. Can the white king escape to d1? No. Because the black rook blocks this square. Can the white king escape to f1? No. Because the black rook blocks this square. Can the white king escape to e2? No. Because the black king blocks this square. Can the white king escape to f2? No. Because the black king blocks this square. Can the white king escape to d2? No. Because the black king blocks this square.	

	Put red magnets on those squares that the white king can't move to. There is no defense against the check. That means **the black rook has checkmated the white king.** The game ends.	
2.1.	Game "Check-Mate" Set up positions on the demo board and ask students to say whether a rook (white or black) has checked or checkmated the king. If the rook has checked the king, then show the defense. Position 1. White: Kg1, Rc8. Black: Kg8, f7, g7, h7. Position 2. White: Kg1, Rc8. Black: Kg8, Be6, f7, g7, h7. Position 3. White: Kb1, Bf4, a2, b2, c2. Black: Kc8, Rd1, b7. Position 4. White: Kb1, a2, b2, c2. Black: Kc8, Rd1, b7. Study the positions step-by-step together with students: examine all the defenses against check (capture, cover, escape). If there is a defense, it is a check. If there is no defense, it is checkmate.	
2.2.	Face-to-face sessions on personal chessboards and sessions on the floor board are conducted in the same way (items 2 and 2.1). You can ask students to set up a specific position using chess notation. Use colored chips to mark squares that the king (white or black) can't move to.	
2.3.	Do Exercises 1–2 (Lesson 14) on paper.	The exercises are done first on the chessboard, and then on paper (use arrows, circles, etc.).
3.	Explaining how to checkmate with a bishop. Demo board. Position 1. White: Ka6, Bb3. Black: Ka8, Bb8. Ask students to show the white bishop checks the black king (Bd5). Can a black piece capture the white bishop? No. Can you cover it from the check? No. Can the black king escape to a7? No. Because the white king blocks this square. Can the black king escape to b7? No. Because the white king and bishop block this square. Put red magnets on those squares that the black king can't move to. There is no defense against the check. This means that **the white bishop has checkmated the black king.** The game ends. A new game begins. Position 2. White: Kh1, h2. Black: Kf1, Bh5. Ask students to show the black bishop checks the white king (Bf3). Can a white piece capture the black bishop? No. Can you cover it from the check? No.	

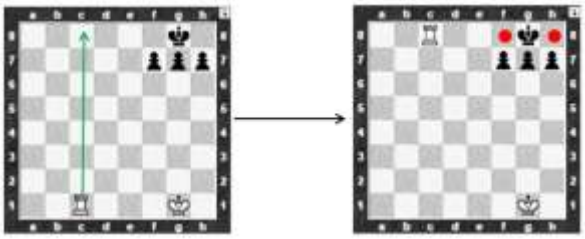
	Can the white king escape to g1? No. Because the black king blocks this square. Can the white king escape to g2? No. Because the black king and bishop block this square. Put red magnets on those squares that the white king can't move to. There is no defense against the check. This means that **the black bishop has checkmated the white king.** The game ends.	
3.1.	Game "Check-Mate" Set up positions on the demo board and ask students to say whether the bishop (white or black) has checked or checkmated the king. If the bishop has checked the king, then show the defense. Position 1. White: Ka6, Bd5. Black: Ka8, Bb8. Position 2. White: Ka6, Bd5. Black: Ka8, Rb8. Position 3. White: Ka1, a2, e3. Black: Kc2, Bd4. Position 4. White: Ka1, a2. Black: Kc2, Bd4. Study the positions step-by-step together with students: examine all the defenses against check (capture, cover, escape). If there is a defense, it is a check. If there is no defense, it is checkmate.	
3.2.	Face-to-face sessions on personal chessboards and sessions on the floor board are conducted in the same way (items 3 and 3.1). You can ask students to set up a specific position using chess notation. Use colored chips to mark squares that the king (white or black) can't move to.	
3.3.	Do Exercise 3 (Lesson 14) on paper.	Students do the exercises first on chessboards, and then on paper.
4.	Explaining how to checkmate with a queen. Demo board. Position 1. White: Kd6, Qa7. Black: Ke8. Make a move 1. Qe7. Has the white queen checked the black king? Yes. Can the black king capture the white queen? No. Because the white king protects the white queen. Can the black king escape to d7? No. Because the white queen blocks this square. Can the black king escape to d8? No. Because the white queen blocks this square. Can the black king escape to f7? No. Because the white queen blocks this square. Can the black king escape to f8? No. Because the white queen blocks this square. Put red magnets on those squares that the black king can't move to. There is no defense against the check. That means **the white queen has checkmated the black king.** The game ends. A new game begins.	Draw students' attention to how the queen (white or black) is positioned in relation to the king (black or white, respectively) when checkmates. And also that the white queen is protected.

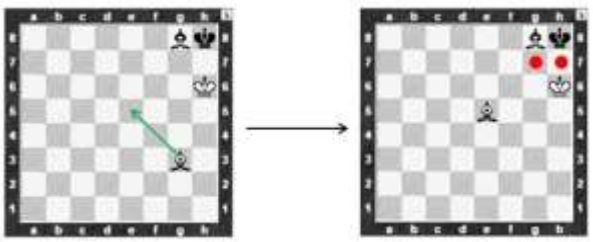
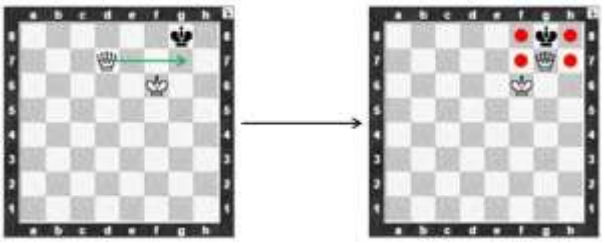
	Position 2. White: Kg1. Black: Kf3, Qc2. Make a move 1. Qg2. Has the black queen checked the white king? Yes. Can the white king capture the black queen? No. Because the black king protects the black queen. Can the white king escape to f2? No. Because the black queen and king block this square. Can the white king escape to f1? No. Because the black queen blocks this square. Can the white king escape to h2? No. Because the black queen and king block this square. Can the white king escape to h1? No. Because the black queen blocks this square. There is no defense against the check. That means **the black queen has checkmated the white king.** The game ends.	
4.1.	Game "Check-Mate" Set up positions on the demo board and ask students to say whether the queen (white or black) has checked or checkmated the king. If the queen has checked the king, then show the defense. Position 1. White: Ke6, Qe7. Black: Kd7. Position 2. White: Ke6, Qe7. Black: Ke8. Position 3. White: Kh1, h2. Black: Kh8, Qf1. Position 4. White: Kh1, Rg3, h2. Black: Kh8, Qf1. Position 5. White: Ka1. Black: Ka8, Qa2, Bc4. Position 6. White: Ka1. Black: Ka8, Qa2. Study the positions step-by-step together with students: examine all the defenses against check (capture, cover, escape). If there is a defense, it is a check. If there is no defense, it is checkmate.	
4.2.	Face-to-face sessions on personal chessboards and sessions on the floor board are conducted in the same way (items 4 and 4.1). You can ask students to set up a specific position using chess notation. Use colored chips to mark squares that the king (white or black) can't move to.	
4.3.	Do Exercises 4, 5 (Lesson 14) on paper.	Students do the exercises first on chessboards, and then on paper.
5.	Explaining how to checkmate with a knight. Demo board. Position 1. White: Kc1, Ne3. Black: Ka1, a2. Ask students to show the white knight checks the black king (Nc2). Can a black piece capture the white knight? No. Can you cover it from the check? No. Can the black king escape to b1? No. Because the white king blocks this square. Can the black king escape to b2? No. Because the white king blocks this square.	

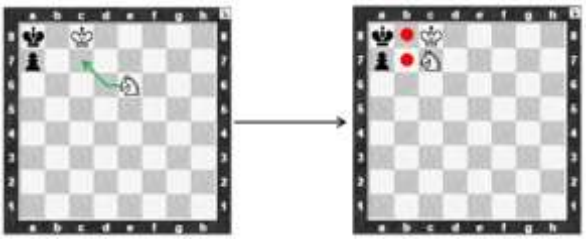
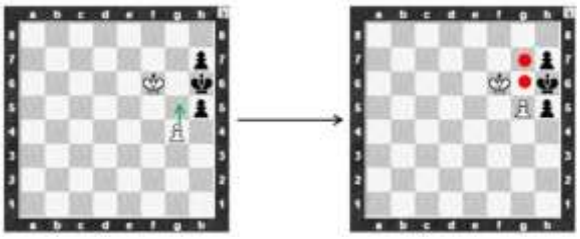
	Put red magnets on those squares that the black king can't move to. There is no defense against the check. This means that **the white knight has checkmated the black king.** The game ends. A new game begins. Position 2. White: Kg1, Rf1, f2, g3, h2. Black: Kg8, Bf3, Ng5, g7. Ask students to show the black knight checks the white king (Nh3). Can a white piece capture the black knight? No. from the check? No. Can the white king escape to h1? No. Because the black bishop blocks this square. Can the white king escape to g2? No. Because the black bishop blocks this square. Put red magnets on those squares that the white king can't move to. There is no defense against the check. This means that **the black knight has checkmated the white king.** The game ends.	
5.1.	Game "Check-Mate" Set up positions on the demo board and ask students to say whether the knight (white or black) has checked or checkmated the king. If the knight has checked the king, then show the defense. Position 1. White: Kh6, Ng6. Black: Kh8. Position 2. White: Kh6, Ng6, Nf6. Black: Kh8. Position 3. White: Kb1, Rc1, a2. Black: Kb8, Bc3, Na3, b7. Position 4. White: Kb1, Bc1, a2. Black: Kb8, Bc3, Na3, b7. Study the positions step-by-step together with students: examine all the defenses against check (capture, cover, escape). If there is defense, it is check. If there is no defense, it is checkmate.	
5.2.	Face-to-face sessions on personal chessboards and sessions on the floor board are conducted in the same way (items 5 and 5.1). You can ask students to set up a specific position using chess notation. Use colored chips to mark squares that the king (white or black) can't move to.	
5.3.	Do Exercise 6 (Lesson 14) on paper.	Students do the exercises first on a chessboard, and then on paper.
6.	Explaning how to checkmate with a pawn. Demo board.	
6.1.	Position 1. White: Kf5, g3. Black: Kh5, h6, h4. Ask students to show the white pawn checks the black king (g4). Can the black king capture the white pawn? No. Because the white king protects it. Can you cover it from check with the pawn? No.	.

	Can the black king escape to g5? No. Because the white king blocks this square. Can the black king escape to g6? No. Because the white king blocks this square. Put red magnets on those squares that the black king can't move to. There is no defense against the check. This means that **the white pawn has checkmated the black king.** The game ends. A new game begins. Position 2. White: Kf5, f3. Black: Kh5, g4, h6, h4. Ask students to show the white pawn checks the black king (fg). Can the black king capture the white pawn? No. Because the white king protects it. Can you cover it from check with the pawn? No. Can the black king escape to g5? No. Because the white king blocks this square. Can the black king escape to g6? No. Because the white king blocks this square. Put red magnets on those squares that the black king can't move to. There is no defense against the check. That means **the white pawn has checkmated the black king.** The game ends. A new game begins. Position 3. White: Ke1. Black: Ke3, e2, f3. Ask students to show the black pawn checks the white king (f2). Can the white king capture the black pawn on f2? No. Because the black king protects it. Can the white king capture the black pawn on e2? No. Because the black king protects it. Can the white king escape to d1? No. Because the black pawn on e2 blocks this square. Can the white king escape to f1? No. Because the black pawn on e2 blocks this square. Can the white king escape to d2? No. Because the black king blocks this square. Put red magnets on those squares that the white king can't move to. There is no defense against the check. That means **the black pawn has checkmated the white king.** The game ends. A new game begins. Position 4. White: Ka1, Nb2, a2. Black: Kc2, a3. Ask students to show the black pawn checks the white king (ab). Can the white king capture the black pawn? No. Because the black king protects it. Can the white king escape to b1? No. Because the black king blocks this square. Put a red magnet on b1.	

	There is no defense against the check. That means **the black pawn has checkmated the white king.** The game ends.	
6.2.	Game "Check-Mate" Set up positions on the demo board and ask students to say whether the pawn (white or black) has checked or checkmated the king. If the pawn has checked the king, then show the defense. Position 1. White: Kf7, g7. Black: Kh8, h7. Position 2. White: Kf7, g7. Black: Kh8, Be5, h7. Position 3. White: Kd1, Nd2. Black: Kf2, e2. Position 4. White: Kd1, Nd2. Black: Kf2, Rc5, e2. Study the positions step-by-step together with students: examine all the defenses against check (capture, cover, escape). If there is a defense, it is a check. If there is no defense, it is checkmate.	
6.3.	Face-to-face sessions on personal chessboards and sessions on the floor board are conducted in the same way (items 6.1 and 6.2). You can ask students to set up a specific position using chess notation. Use colored chips to mark squares that the king (white or black) can't move to.	
6.4.	Do Exercise 7 (Lesson 14) on paper.	Students do the exercises first on chessboards, and then on paper.
7.	Examples of visual cards.	

CHECKMATE	**CHECK**	**ROOK CHECKMATE** 

BISHOP CHECKMATE 	**QUEEN CHECKMATE** 

KNIGHT CHECKMATE	PAWN CHECKMATE
	

Lesson 15. Draw. Stalemate

Goals:
1. Introduce the concept of "draw".
2. Introduce a quantitative assessment of the final result of a chess game.
3. Explain the simplest types of draws.
4. Introduce the concept of "stalemate".
5. Explain that stalemate is a draw.

Basic activities: teacher's lecture, presentation on a demo board, face-to-face sessions on personal chessboards, written assignments, physical activity.

Equipment: demo board with a set of pieces and magnets, personal chessboards, sets of chess pieces (one set for each board), colored circles (chips) for personal boards, floor chessboard with pieces, visual cards.

#	Milestones	Notes
1.	Greeting. Review that the goal of a chess game is to checkmate the opponent's king. Review checkmating with different pieces. Draw students' attention to that checkmate is, first of all, a check. There is no defense against this check.	
2.	Introducing a quantitative assessment of the final result of a chess game. Introducing the concept of "draw". If you checkmate, you get 1 point. If you are checkmated, you get 0 points. It happens that the game is over, but none of the players checkmate. This is **a draw.** Each player gets half a point. Half a point is marked ½. It's possible to explain the quantitative assessment of a chess game result using some object. For example, a token. You checkmate, you get a whole token. You are checkmated, you don't get a token. If it's a draw, half of a token for you, half of a token for the other player.	
2.1.	Game "Game over". The teacher says to each student, "You checkmated". Students raise a card with number 1 (or, for example, a whole token). The teacher says, “The game is over. Draw". Students raise a card with number ½ (or, for example, half a token).	

	The teacher says to each student, "You are checkmated." Students raise a card with number 0. The teacher also demonstrates visual cards "You checkmated", "You are checkmated", "Draw". The game can be reversed. The teacher shows cards with numbers 1, ½, 0. Students raise cards with short sentences "I checkmated", "Draw", "I am checkmated".	
3.	Explaining the simplest types of draw. Demo and personal boards. Position 1. Take the white king, put it on b6. Take the black king, put it on e8. Explain that it's a draw when only kings are left on the board. Each player gets half a point. Half for you, half for me. Raise the draw card (½). Position 2. Add a white bishop to position 1. Take the white bishop, put it on e5. Explain when one player has a king and a bishop on the board, while the other has only a king, it is a draw. Each player gets half a point. Half for you, half for me. Raise the draw card (½). Position 3. Change the bishop for a knight. Remove the white bishop from the board. Take the black knight. Put it on f6. Explain when one player has a king on the board, while the other has a king and a knight, it is a draw. Each player gets half a point. Half for you, half for me. Raise the draw card (½).	
3.1.	Game "Checkmate or Draw". Set up pieces on the demo board. Students should determine whether it is a checkmate or a draw. Position 1. White: Kf3. Black: Kh3. Did the game end in a draw, or was the black king checkmated? Draw. Because there are only kings left. How many points will each player get for a draw? Half a point. Position 2. White: Kf3, Rh6. Black: Kh3. Did the game end in a draw, or was the black king checkmated? White rook checkmated the black king. The game is over. How many points will White get? One. How many points will Black get? Zero. Position 3. White: Kh1, h2. Black: Kf2, Bf3. Did the game end in a draw, or was the white king checkmated? The black bishop checkmated the white king. The game is over. How many points will White get? Zero. How many points will Black get? One. Position 4. White: Kh1. Black: Kf2, Bh3. Did the game end in a draw, or was the white king checkmated? Draw. Because White has only a king left, and Black has a king and a bishop. How many points will each player get for a draw? Half a point.	Focus students' attention on that checkmate is, first of all, a check (attack on a king). And there is no defense against this check (attack).
3.2.	Face-to-face sessions on personal chessboards are similar to item 3.1.	
3.3.	Do Exercise 1 (Lesson 15) on paper.	
4.	Introducing the concept of "stalemate". Explaining that stalemate is a draw. There are also positions in which **the game ends in a draw.** In a chess game, **it can happen** that the king **is not in check** and it has **no moves**. The pieces of its	

	color have **no moves** as well. This is a **stalemate**. Stalemate is a draw. Stalemate ends the game immediately. Each player gets half a point. Position 1. White: Kh4, a6, h3. Black: Kf4, Nf6, a7. Set up a position on the demo board and ask students to say whether the white king is in check or not. 1. **No check.** Can the white king move to h5? No. Because the black knight blocks this square. Can the white king move to g5, g4, g3? No. Because the black king blocks these squares. 2. The white king has **no moves.** Can the white pawn on a6 move? No. Can the white pawn on h3 move? No. 3. **White pieces** have **no moves.** Conclude: there is no rule of three. 1. **No** check. 2. King has **no** moves. 3. **Pieces** have no moves. **This is a stalemate.** No player checkmated. Draw. **Stalemate is a draw.** Half a point for you. Half a point for me. Do the same with several more positions.	
4.1.	Game "Stalemate or Not" Set up positions on the demo board and ask students to say whether the king (white or black) has been stalemated or not. If there is no stalemate, then ask them to show the move (white or black, respectively). Is there a stalemate for the black king in positions 1–3? Is there a stalemate for the white king in positions 4–6? Position 1. White: Ke6, Qd6. Black: Ke8. Position 2. White: Ke6, Qd6. Black: Ke8, h7. Position 3. White: Ke6, Qd6, h6. Black: Ke8, h7. Position 4. White: Kh1. Black: Kf3, Rg2. Position 5. White: Kh1, e4. Black: Kf3, Rg2, e6. Position 6. White: Kh1, e5. Black: Kf3, Rg2, e6. Study the positions step by step together with students: examine whether the king is in check, whether the king can move, whether a piece of the king's color can move. If there is a stalemate, it is a draw. The game is over. Each player gets half a point. If there is no stalemate, the game continues.	
4.2.	Face-to-face sessions on personal chessboards are similar to items 4 and 4.1. You can ask students to set up a specific position using chess notation. Use colored chips to mark squares that the king (white or black) can't move to.	
4.3.	Do Exercise 2 (Lesson 15) on paper.	Students do the exercises first on chessboards, and then on paper.
5.	Explaining the difference between stalemate and checkmate. Demo board. Explain the key differences between stalemate and checkmate using positions as an example. Checkmate: 1. King is **in check**. 2. King has **no moves**. 3. Pieces of king's color have **no moves**.	

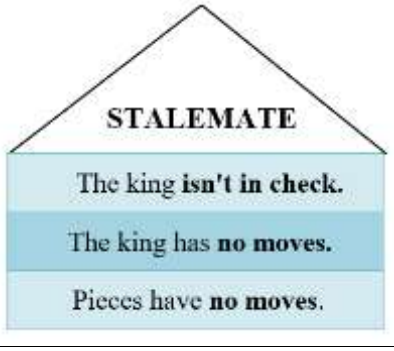
	Stalemate: 1. **No check**. 2. King has **no moves**. 3. Pieces of king's color have **no moves**. If you checkmate, you get 1 (whole) point. If you stalemate, you get half a point. A whole point is divided into 2 halves: one half for you, the other half for me. Position 1. White: Ka1, h3. Black: Kb3, Rc1, h4. Did the black rook check the white king? Yes. 1. **There is a check.** Can a white piece capture the black rook? No. Can you cover from the check? No. 2. Other pieces have **no moves**. Can the white king escape to b1? No. Because the black rook blocks this square. Can the black king escape to b2? No. Because the black king blocks this square. Can the black king escape to a2? No. Because the black king blocks this square. Put red magnets on those squares that the white king can't move to. 3. King has **no moves**. There is a check, but no moves – it's a checkmate. The black rook checkmates the white king. **Black gets** 1 (whole) point. White gets 0 points. Position 2. White: Ka1, h3. Black: Kb3, Rb2, h4. Did the black rook check the white king? No. 1. **No check.** Can the white king capture the black rook? No. The black king protects it. Can the white king escape to b1? No. Because the black rook blocks this square. Can the black king escape to a2? No. Because the black king and rook block this square. 2. King has **no moves**. Can a white pawn move? No. 3. Other white pieces have **no moves**. No check, no moves – it's a stalemate. Stalemate is a draw. White gets half a point. Black gets half a point.	
5.1.	Game "Checkmate-Stalemate" Set up positions on the demo board and ask students to say whether the king (white or black) has been stalemated or checkmated. Is the black king stalemated or checkmated in positions 1–2? Is the white king stalemated or checkmated in positions 3–4? Position 1. White: Kf6, Rg7. Black: Kh8. Position 2. White: Kf6, Qg7. Black: Kh8. Position 3. White: Kh1. Black: Kb8, Qf2. Position 4. White: Kh1, h2. Black: Kb8, Qf1. Examine each position step by step together with students.	
5.2.	Game "Check-Checkmate-Stalemate" Set up positions on the demo board and ask students to say whether the king (white or black) has been checked, stalemated or checkmated.	

	Is the black king checked, checkmated, or stalemated in positions 1–3? Is the white king checked, checkmated, or stalemated in positions 4–6? Position 1. White: Kb6, Qc7. Black: Kb8. Position 2. White: Kb6, Qc7. Black: Ka8. Position 3. White: Kb6, Qc8. Black: Ka8. Position 4. White: Kh1, h2. Black: Kf2, Bh3. Position 5. White: Kh1, h2. Black: Kf2, Bg2. Position 6. White: Kh1, h3. Black: Kf2, Bg2. Examine each position step by step together with students.	
5.3.	Face-to-face sessions on personal chessboards and sessions on the floor board are conducted in the same way (items 5, 5.1 and 5.2). You can ask students to set up a specific position using chess notation. Use colored chips to mark squares that the king (white or black) can't move to.	
5.4.	Do Exercises 3, 4 (Lesson 15) on paper.	Students do the exercises first on chessboards, and then on paper.
6.	Examples of visual cards.	

1	**0**	**½**	**DRAW**
HALF	**½ HALF**	**CHECKMATE**	**STALEMATE**

YOU CHECKMATED	**I CHECKMATED**
YOU ARE CHECKMATED	**I AM CHECKMATED**

DRAW	**DRAW**	**DRAW**	**STALEMATE**

	**NO CHECK** **NO MOVES**	**CHECK** **NO MOVES**

Game is over	You get at the end of the game	
You checkmated	1	one point
Draw	½	half a point
You are checkmated	0	zero points

Lesson 16. Rules of conduct. Chess clock

Goals:
1. Introduce the concepts of "play by rules", "chess rules".
2. Explain the basic rules of conduct during the game.
3. Introduce the concept of "chess clock".
4. Introduce the chess clock.
5. Explain the basic rules of playing with the clock.

Basic activities: teacher's lecture, presentation on a demo board, face-to-face sessions on personal chessboards, chess clock, written assignments, physical activity.

Equipment: demo board with a set of pieces and magnets, personal chessboards, sets of chess pieces (one set for each board), colored circles (chips) for personal boards, chess clock (1 unit per board), visual cards.

#	Milestones	Notes

1.	Greeting. Ask students to set up the starting position on their boards. You already know how the pieces move. You know what check and checkmate are. Let's play chess with you today. Chess must be played **by the rules**. There are **chess rules**. And there are a lot of them. Today you will learn the basic rules of chess. Seat students at the boards to play White.	
1.1.	1. Be polite. Before starting the game, you need to shake each other's hands. Shake each student's hands.	
1.2.	Explain that the player with the white pieces is the first to make a move. The moves in chess are made in turns. First White makes a move, then Black makes a move. Then again White moves, then Black moves. And so on until the game ends. In turns: White – Black – White – Black and so on. Ask students to make the first move, as they play White. Then make your move. Then ask students to make a move again. Play up to 3–4 moves.	
1.3.	Be silent during the game.	
	Explain to students that everybody must keep silent during the game. You can't talk to each other. You can't laugh at your opponent. You can't interrupt their thinking, saying "move". The teacher can show a short video of how chess players play: in silence, they don't talk, they make moves in turns.	
1.4.	Touch-move. Demo board. Position 1. White: Kg1, Rf1, f2, g2, h2. Black: Kg8, Re8, f7, g7, h7. Explain that there is a rule "if you touched a piece, you must move it." Take the white rook and explain to students that now they **must** move the white rook. You can't let go the white rook and move another white piece. Touch-move! Be careful! You can't just touch the pieces during the game. You must move a piece you touched first. That's the rule.	

1.5.	4. Quitting a piece means a move. Demo board. Position 1. White: Kg1, Rf1, f2, g2, h2. Black: Kg8, Re8, f7, g7, h7. Take the white rook, move it to e1 and release it. You "suddenly" notice that the black rook can capture the white one and checkmate the white king. Explain to students that the move has been made. You **can't remake** it. You can't take the white rook and move it to another square. That's the rule. Position 2. White: Kb1, Rd1, a2, b2, c2. Black: Kb8, Re8, a7, b7, c7. Take the white rook, move it to e1, but don't release it. You note that the white rook can be captured by the black one. But you **didn't release** the white rook, so you **can move** the white rook to **another square**, for example, to f1.	
1.6.	Adjusting pieces. Demo board. Position 1. White: Kb1, Rd1, a2, b2, c2. Black: Kb8, Re8, a7, b7, c7.	
	When setting up a position, deliberately place the white king not in the center of b1, but slightly entering a1. Explain that they **want to make a move** the white rook to f1. But they notice that the white king is badly positioned (not in the center of b1). You can't just adjust the white king. Since you will have to move the white king. Touch-move. What to do? It is necessary to say "J'adoube" ("I adjust"), then take the white king and place it correctly on b1. Demonstrate that by saying "J'adoube" ("I adjust") and adjust the position of the white king. Now you can move the white rook to f1. You can't be made to move the white king. Because you said "J'adoube" ("I adjust"). That's the rule. If you want to place the pieces correctly, first say "J'adoube" ("I adjust"). Ask students to say "J'adoube" ("I adjust") and then adjust any pieces that are misplaced on their board.	

1.7.	Explaining that all moves in chess are made with one hand. Personal chessboards. All moves in chess are made with one hand. You already know this rule. Use one hand to capture a piece. Use one hand to castle. Use one hand to promote a pawn. You can ask students to set up specific positions using chess notation. Position 1. White: Kg1, Rd1, a2, g2. Black: Kg8, Bd6, g7. What black piece can White capture now? The white rook can capture the black bishop. Ask to capture Rd6 with one hand. Position 2. White: Kre1, Ra1, Rh1, Bg5, a2, b2, c2, f2, g2, h2. Black: Ke8, Ra8, Rh8, Bc4, a7, b7, c7, f7, g7, h7. What kind of castling can the white king do: short or long? Long. Because the black bishop blocks the white king from going through the "attacked square" f1.	
	Ask students to castle long with white pieces with one hand. What kind of castling can the black king do: short or long? Short. Because the white bishop blocks the black king from going through the "attacked square" d8. Ask students to castle short with black pieces with one hand. Position 3. White: Kb7, c7. Black: Kd7. How the white pawn can move now? The pawn can move to c8. Which piece will you promote the pawn to? To a queen. Or a rook. Or a bishop. Or a knight. It's your choice. Make sure that students use one hand to move the pawn and replace it with another piece.	
1.8.	The game is over. What to do? Explain to students that after the game ends, they need to shake hands and put pieces in the starting position. A student who played White sets up white pieces. A student who played Black sets up black pieces.	
1.9.	Do Exercise 1 (Lesson 16) on paper.	

2.	Chess clock. Show students a chess clock. It is a special clock for playing chess. It is used to make sure the game doesn't last very long. A long time ago, people didn't use a chess clock. So they could play chess for several days, or even months.	
2.1.	The chess clock has two dials. One dial shows the time for White. The other dial shows the time for Black. Turn on the clock. The clock is placed next to the board. Put the clocks next to each board and turn them on, for example, an hour for each player per game. The dial that is closer to you shows the time you have to play chess. One hour. The dial that is closer to me shows the time I have to play chess. One hour.	
	During this time (one hour) you must finish the game. You can set another time for each player, for example, 30 minutes.	
2.2.	When one of the players runs out of time, the dial will show zeros. Show how time ends and zeros appear on the chess clock. If one of the players runs out of time, the game stops. You can't play further.	
3.	How to play with the chess clock. Ask students to set up a starting position and sit over the board from the side of the white pieces.	
3.1.	How to turn on the chess clock. Press the "Start" button to turn on the clock. Show the start button and ask students to press it on their clocks. The time for White starts.	

3.2.	How to switch the chess clock. Explaining the rule "use the hand you play to switch the clock". Chess clocks on personal chessboards. Ask students to make a move on their boards and then press the clock button on top with **the same** hand. Explain and show that pressing the button pauses the student's time and starts the teacher's time. Your time has paused. My time starts. Remember the rule: use the hand you make moves to press the button on top. Make a counter move and switch the clock with the same hand. Draw students' attention to that. Also, focus on the fact that the teacher's time has been paused, now the student's time continues. **First, you need to make a move, then press the clock button on top.** Play 3–4 moves. You can show a short video of how chess players play with a clock: first make a move, then switch the clock, using the hand that they make the move to switch the clock.	
3.3.	How to stop the chess clock. The game is over. You should stop the clock. How to do that? You need to press the "start" button. The same you pressed at the beginning of the game. Now you need to press it to stop the time of both players. Ask students to press the start button to stop the time of both players.	

4.	Game "Assistant" Demo board. Replace the colored magnet (magnet in the form of a question mark) with the desired piece to make a checkmate on the board. Position 1. White: Kg1, Qg7, f2, g2, h2, a colored magnet (question mark) on g3. Black: Kg8, Qe6, Rf8, f7, h7. Which white piece checked the black king? White queen. How can the black king defend against this check? The black king can capture the white queen. Because the white queen is unprotected. Which white piece should you put instead of the colored magnet (question mark) to protect the white queen? White rook. Or another white queen. Replace the colored magnet (question mark) with a white rook. Can the black king capture the white queen now? No. Because the white rook protects the white queen. Can other black piece capture the white queen? No. Can the black king be covered from the check? No. Can the black king escape to h8? No. Because the white queen blocks this square. There is no defense from the check. This is checkmate. The white queen checkmates the black king. The same is for other positions, in which it is necessary to replace the question mark with the required white piece so that the black king is checkmated. Position 2. White: Kg1, Qh7, Rf1, f2, g2, h2, a colored magnet (question mark) on g5. Black: Kg8, Qd6, Rf8, f7, g7. Position 3. White: Kb1, Qb7, a2, b2, c2, a question mark on d5. Black: Kb8, Rd6, Nc8, a7, c7. Position 4. White: Ke1, Ra7, a question mark on h8. Black: Ke8.	
4.1.	Do Exercise 2 (Lesson 16) on paper.	Students do the exercises first on chessboards, and then on paper.

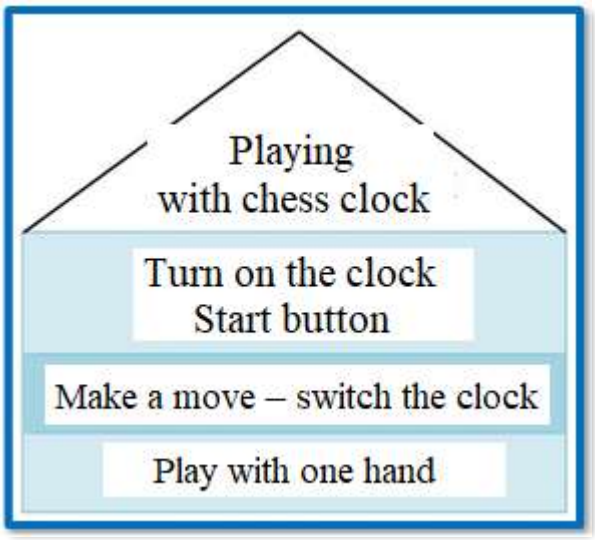
5. Examples of visual cards.

CHESS CLOCK

TWO DIALS

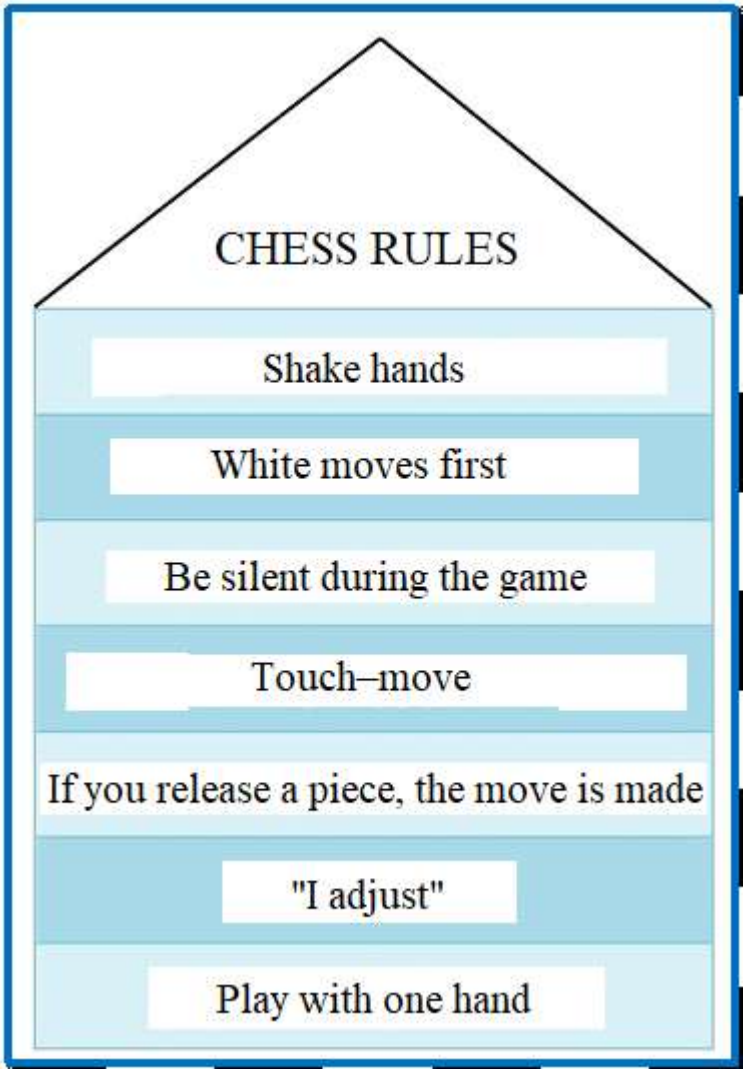
1. Shows **White** time.

2. Shows **Black** time.



TIME IS OVER

START BUTTON	SWITCH BUTTON



7. ACTIVE CHESS GAMES.

Activity 1. (Center)

Goal: develop the students' understanding of the center.

What you need: a square piece of paper (40x40 cm or 15x15 in), a red (or whatever color students prefer) pencil or marker.

What to do:

- Fold the sheet of paper to get a triangle. Then fold it again into a smaller triangle. Cut off the folded triangle tip to get a small hole. Open the sheet and show a hole in the **center**.
- Draw a pencil around the hole in the center. Show and pronounce ***"center"***.
- Give the paper to students (if students have no speech challenges) to show and repeat ***"center".***
- If students respond well to rewards, give a reward after a successful showing and/or saying. The activity can be repeated as many times as needed for understanding.

Activity 2.

2.1 (Center)

Goal: develop the students' understanding of the corner and center.

What you need: large chess pieces, a floor chessboard where the center is marked with a chess piece and arrows indicate directions diagonally from the corners to the center.

What to do:

- Together with students, stand in the ***corner*** of a floor chessboard with a chess piece in hand and say: ***"I am in the corner."***
- Then say: ***"I am going to the center."*** Walk towards the center in the direction of the arrow and say expressively: "***I am going to the center."*** Reaching the center of the chessboard, say: "***I am in the center***", and place the chess piece in the center.
- Ask a student, "***Go to the center."***
- The student does the same. If the student does not repeat the task, do the activity together with them.
- Thus, they go to the center of the board from all corners and place chess pieces in the center.
- Repeat the task until students can do it right and independently. When students complete the task properly, reward them and gradually complicate the task by doing the same on an ordinary chessboard.

2.2 (Corner)

Goal: develop the students' understanding of the corner.

What you need: chess pieces, a floor chessboard where the center is marked with a chess piece and arrows indicate directions diagonally from the corners to the center.

What to do:

- Stand in the center of the floor chessboard and invite students to stand together with you. Say: "***I am in the center***", "***I am going to the corner.***" Walk and say expressively: "***I am walking to the corner",*** place a chess piece in the corner.
- Ask a student to ***go to the corner.***
- Thus, students go from the center to the corner of the board and place a chess piece there. If the student does not repeat the task, do the activity together with them.
- Repeat the task until students can do it right and independently. When students complete the task properly, reward them and gradually complicate the task by doing the same on an ordinary chessboard.

Activity 3 (Corner).

Goal: develop the students' understanding of the corner**.**

What you need: a classroom or a floor chessboard if the classroom is not suitable for the activity.

What to do:

- Show the corners of the classroom (or a floor chessboard), walk up and touch the corner. Put a chess piece in the corner and pronounce **"*corner*"**. Do the same with another corner. Ask students to put an object and say ***"corner"*** on their own in the third and fourth corners.
- Ask students to count the corners – point and call them together.
- Then students walk up and stand in each corner.
- Repeat the task until students can do it right and independently. When students complete the task correctly, reward them and gradually complicate the task.

Activity 4 (Center, central squares)

Goal: develop the students' understanding of the central squares.

What you need: a paper chessboard, a red (or whatever color students prefer) pencil or marker.

What to do:

- Draw lines diagonally from corner to corner of a paper chessboard. Draw a bold dot in the point where the lines intersect and say ***"center".***
- Encircle all 4 squares in that point. Show and pronounce ***"central squares"***.
- Draw diagonal lines from corner to corner on another paper chessboard and give students a marker to place a dot in the center and encircle the central squares and call them.
- If students find it difficult to repeat that by themselves, assist them and gradually leave more actions to them.
- Then you can ask students to show and repeat (if they have no speech challenges) ***"central squares".***

- If students respond well to rewards, give a reward after a successful showing and/or saying. The activity can be repeated as many times as needed for understanding.

Activity 5 (Corners and sides).

Goal: develop the students' understanding of the corners and sides.

What you need: a paper chessboard, a red (or whatever color students prefer) pencil or marker.

What to do:

- Encircle the corners of the paper with a colored pencil and say "corner (side)", show and repeat "***corner (edge)"***.
- If students have no speech challenges, ask them to show and repeat ***"corner (edge)"***.
- If students respond well to rewards, give a reward after a successful showing and/or saying.

Activity 6 (sides, arrow).

Goal: develop the students' ability to follow the direction of an arrow, follow simple single-action instructions, direct attention to the necessary attributes (arrow).

What you need: a floor chessboard, large printed long and short arrows or arrow stickers.

What to do:

- Before starting the task, place (or stick) long and short arrows on the floor chessboard in different directions.
- Stand on one side of the floor chessboard and say: ***"I am following the arrow"*** and walk in this direction, stop on the tip of the arrow.
- Students stand at the start of another arrow. Ask students to ***walk along the arrow.***
- You can then complicate the task, and take turns to do the same steps with the instructions *"I walk along the short (or long) arrow"* and instruct students *"Follow the short (or long) arrow"*, if students can distinguish between the concepts "long" or "short". You can gradually complicate the task by doing it on the floor chessboard with 2-3 arrows on it.
- Reward students if they follow the instruction correctly.

Activity 7 (Moving horizontally and vertically).

Goal: develop the students' ability to follow the direction of the arrow, introduce the concepts "horizontally, vertically".

What you need: a chessboard, arrows of different lengths, chess pieces.

What to do:

- Place 2 arrows on the chessboard horizontally and vertically, and put a chess piece at the start of the arrows.
- Move the piece away from students along the arrow to the right or left and say **"I'm moving horizontally."**
- Move the piece away from students along the arrow forward and say **"I'm moving vertically."**
- Then put the piece back and ask students **"Move horizontally", "Move vertically"** so that students repeat the actions.
- You can gradually complicate the task by alternately changing the initial location of the arrows on the board.
- Reward students if they follow the instruction correctly.

Activity 8

8.1 (black, white).

Goal: develop the students' understanding of "white", "black".

What you need: a floor chessboard, black and white cards, a chessboard.

What to do:

- Stand on a black square of the floor chessboard and pronounce **"Black"**, and raise a black card. Take a step to the next white square and say **"White"**, raise a white card, and so on.
- Do the same together with students.
- You can complicate the task. Ask students to step on black, then pronounce "black" and raise a black card. The same with white.
- Reward students if they follow the instruction correctly.

You can do the same task on the chessboard if there is not enough space in the classroom.

8.2 (black, white)

Goal: develop the students' understanding of "white", "black".

What you need: a colored sheet of paper with drawn squares (you can first have four squares, then add up to the number on the chessboard), black and white pencils and a chess piece.

What to do:

- Say "black", take a black pencil and paint the first square, then say "white", take a white pencil and paint the next square.
- Do the same together with students.
- You can gradually encourage students to complete the task independently.
- You can also ask students to paint more squares.
- Reward students if they follow the instruction correctly.

Activity 9 (numbers 1-8, letters A-H)

Goal: develop the student's ability to count and find numbers 1-8 and letters A-H**.**

What you need: two sets of cards with numbers 1-8 and letters A-H, a chessboard, a floor chessboard.

What to do:

- First, lay out the number cards on the table vertically in increasing order from students. Put another set of numbers next to it.
- Say "one". Take "one" from the second set and put it next to the number from the first set. Do the same with other numbers up to 8. Ask students to do the same by themselves.
- If 8 numbers are too many for students at once, first take the largest number that students can complete, then gradually add numbers.
- When students learn the numbers, you can give instructions in different order, for example, "1, 4, 2, 7, 5, ... etc."
- You can do the same exercise on a chessboard and / or floor chessboard.
- Then do the same exercise with letters **A-H**.
- Reward students if they follow the instruction correctly.

Activity 10 (diagonal line).

Goal: develop the concept of a diagonal line.
What you need: square/rectangular sheet of paper, ruler, pencil/marker.

What to do:

- Together with students, fold the sheet of paper in such a way to get a triangle, then open the sheet of paper. Show the resulting diagonal fold, draw a line on the fold with a pencil and, showing the line, repeat ***"long diagonal".*** Show and repeat: ***"Long diagonal".*** You can ask students to show and repeat (if students have no speech challenges).
- You can do that on a paper chessboard paper. Opening a sheet of paper, draw a diagonal on the fold. You can also make a long diagonal line on the other side of the paper. Show it on a comparison and global reading card.
- If students have understood and mastered the long diagonal line, show and draw small diagonals the same way on a paper chessboard.
- If students respond well to rewards, give a reward after a successful showing and/or saying.

Activity 11 (Diagonal line, longest and shortest diagonal lines).

Goal: develop the concepts of a diagonal line, short diagonal, long diagonal.
What you need: a floor chessboard, number cards.

What to do:

- Ask students (help them) to stand in one of the corners of the floor chessboard and give instructions to walk (take a step) ***from one corner to the opposite one (from A1 to H8)***, that is, ***diagonally***.
- Invite students to walk and count at the same time. Directs the students' attention to the fact that there are 8 steps in the ***long diagonal line***. Count simultaneously with steps from one to

eight (8 squares) and show the corresponding card "8". When students walk along a long diagonal line of 8 squares, say at the beginning and the end of that diagonal line says **"the longest diagonal line."**

- Then students walk along the next diagonal lines, respectively 7, 6, etc., thus up to ***the shortest***. On the shortest one pronounce **"the shortest diagonal line".**
- At first, you can help them to do the task. Then students should walk independently, for example, along the longest diagonal line.
- You can do the task suing arrows.
- Repeat the task until students can do it right and independently. When students complete the task correctly, reward them and gradually complicate the task.

Lesson 2.

Activity 1.

1.1. (Chess pieces, black and white pieces).

Goal: develop the students' ability to distinguish between pieces by color (following the example of chess pieces).

What you need: two boxes of white and black colors, white and black chess pieces.

What to do:

- Put boxes and chess pieces in front of students. Invite students to arrange the pieces by color.
- Take a white piece, put it in the white box and pronounce "white piece."
- Then ask students to find the white pieces and put them in the white box. The same for the black pieces.
- You can complicate the task and arrange the pieces in a mixed order.

1.2. (Chess pieces, black and white pieces).

Goal: develop the students' ability to distinguish between pieces by shape (following the example of chess pieces).

What you need: boxes, laminated pictures of chess pieces with Velcro, white and black chess pieces.

What to do:

- Place 3 boxes and 3 types of chess pieces (for example, pawn, knight and rook) in front of students. Invite students to arrange the pieces by shape.
- Take a chess piece (for example, a white pawn) and put it in a box with a corresponding image and pronounce "white pawn".
- Ask students to find the white pawns and put them in the white box for the white pawns. The same for the rook and the knight. You can do the task in a mixed order.
- You can also complicate the task by adding a chess piece and a box with a corresponding picture.

- When students successfully complete the task, reward them. Keep doing the task until students can independently complete it. You can complicate the task after that.

Activity 2 (Chess pieces).

Goal: develop the students' ability to identify chess pieces.

What you need: unfinished images of chess pieces, where the unfinished part is drawn with a dotted line, a pencil or marker.

What to do:

- Show the unfinished images of chess pieces, where the unfinished part is drawn with a dotted line, and invite students to finish images, and then name the piece on it.
- You can first use images where a very small part of a piece is missing.
- Keep doing the task until students can finish the drawing and name the chess piece independently. After that you can complicate the task: for example, give incomplete images of 2–3 pieces. Keep doing the task until students can complete it independently.
- When students successfully complete the task, reward them. Keep doing the task until students can independently complete it.

Activity 3.

Goal: develop the students' ability to identify chess pieces.

What you need: laminated black and white chess pieces cut into a puzzle.

What to do:

- Show chess pieces, consisting of two parts, connect them to get a complete image and name it.
- Ask students to connect two halves of the chess pieces to get a complete image and name it. Direct the students' attention to the condition that has changed.
- You can complicate the task by adding puzzle pieces, then you can try cut pieces unevenly.
- Keep doing the task until students can complete it independently. After that you can complicate the task: add other pieces, introduce different colors, cut images into more parts. Upon successful completion of the task, reward students and emphasize their success.

Activity 4.

Goal: develop the students' ability to identify chess pieces.

What you need: white and black chess pieces on a gray background printed on separate sheets of A6 paper (105x148 mm or 4x6 in).

What to do:

- Fold the sheets of paper with the printed chess pieces to keep the image inside. Give these pieces of paper to students one at a time.
- Ask students to open the sheet of paper and name the piece on it.
- Students name the pieces and, if the answer is correct, are rewarded.
- You can do the task in a group, handing out pieces of paper to all students one by one .

Activity 5.

Goal: develop the students' ability to find the correct arrangement of pieces.
What you need: a chessboard and chess pieces.

What to do:

- Set up the chess pieces on the board. One of the white pieces stands in the same square among the black pieces, and the black piece among the white pieces.
- Ask students what pieces are not in their places and put them right.
- If students can't complete the task, then show and do it yourself.
- Then you can do the task with other pieces. You can gradually complicate the task by swapping more and more pieces.
- Upon successful completion of the task, reward students and emphasize their success.

Lesson 3.

Activity 1.
1.1 (Designation of vertical and horizontal lines)

Goal: develop the students' knowledge of the designations of vertical and horizontal lines, as well as concentration, attention and memory.
What you need: a chessboard, cards with letters A-H and numbers 1-8

What to do:

- Put a chessboard and 3 symbols of the vertical lines printed on paper.
- Ask students where is A on the board. Point to the board, find it among the printed letters and put it under the letter "A" on the board. Do the same with the next three letters.
- Then invite students to find and show A on the board. - If students find it difficult, help them. - Ask students to find A on the paper, take it and put it on the board.
- Do the same with other letters and numbers, gradually adding new ones to "H" and "8".
- In spite of the fact whether students have speech challenges or not, always pronounce letters and numbers when showing. If students have no speech challenges, they also pronounce a letter (or a number).
- If the task is done right, reward students.

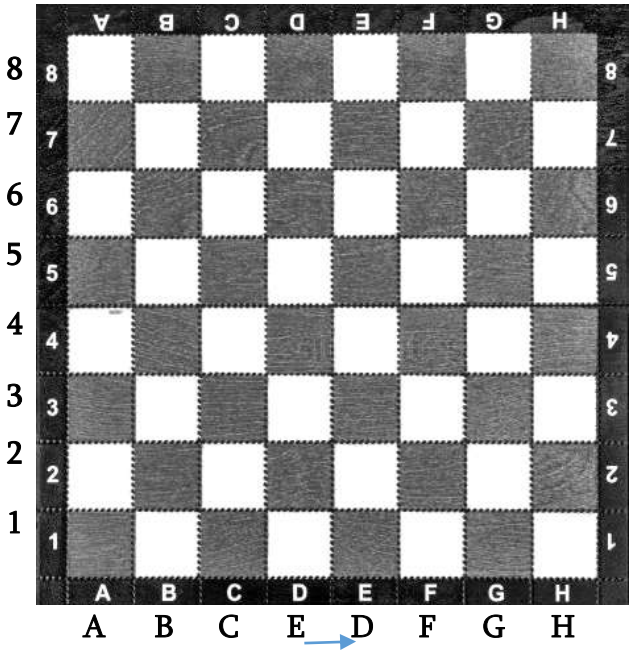
1.2

Goal: develop the students' knowledge of the designations of vertical and horizontal lines, as well as concentration, attention and memory.

What you need: a chessboard, cards with letters A-H and numbers 1-8

What to do:

- Place cards with letters and numbers next to the symbols on the board. Swap 2 of them, then 3, etc.
- Ask students to place them right. If students find it difficult, or don't understand the instruction, do it yourself. Gradually invite students to do the task on their own.
- If students are doing it right, you can also swap the labels for the vertical and horizontal lines.
- In spite of the fact whether students have speech challenges or not, always pronounce letters and numbers when showing. If students have no speech challenges, they also pronounce a letter (or a number).
- For example:



1.3

Goal: develop the students' knowledge of the designations of vertical and horizontal lines, as well as concentration, attention and memory, and comparison.

What you need: cards with letters A-H and numbers 1-8

What to do:

- Place cards with letters A-H (or numbers 1-8) on the same line on the table (without a chessboard). Swap 2 cards and ask students to put them right.
- Then you can complicate the task by swapping more letters (or numbers).
- You can also complicate it and put a number in a row with letters, etc.
- Or put them in a mixed order and ask students to put them right.

- In spite of the fact whether students have speech challenges or not, always pronounce letters and numbers when showing. If students have no speech challenges, they also pronounce a letter (or a number).
- If the task is done right, reward students.

1.4

Goal: develop the students' knowledge of the designations of vertical and horizontal lines, as well as concentration, attention and memory, and the concept of "next to".

What you need: cards with letters A-H and numbers 1-8

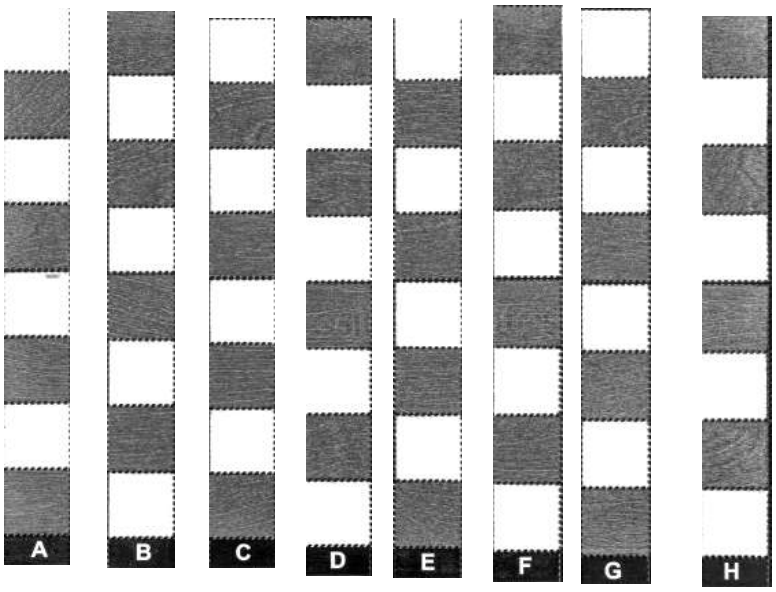
What to do:

- Place cards with letters A-H (or numbers 1-8) on the same line on the table.
- Ask students to show a letter(s) next to "A", "B", etc. Proceed with numbers.
- If students find it difficult, help them, but gradually allow students to do the task by themselves.
- In spite of the fact whether students have speech challenges or not, always pronounce letters and numbers when showing. If students have no speech challenges, ask them to pronounce letters or numbers.
- If the task is done right, reward students.

1.5

Goal: develop the students' knowledge of the designations of vertical and horizontal lines, as well as concentration, attention and memory, and the concept of "next to".

What you need: chessboard strips as shown in the example.



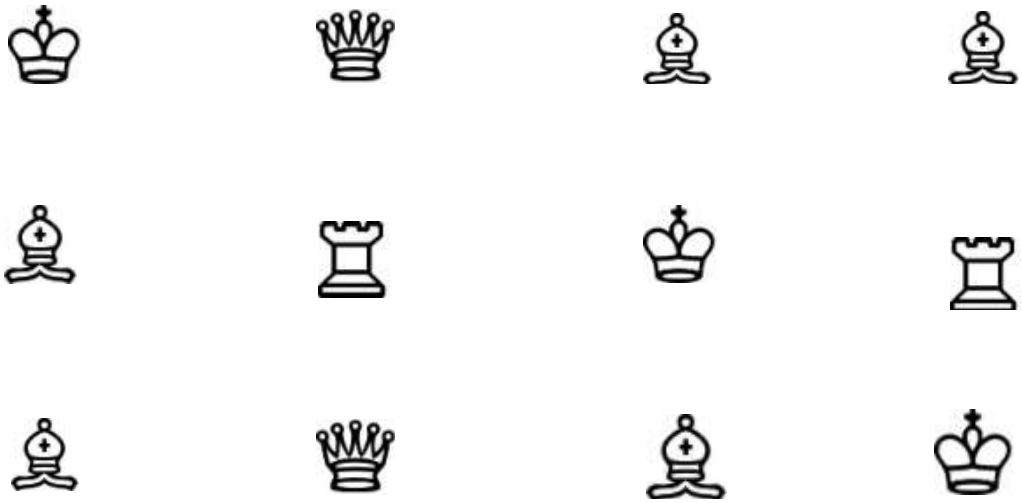
What to do:

- Point at the letters and pronounce them. Swap the strips and ask students to put them right, or assemble the chessboard by letters (numbers).
- By alternately arranging the strips, students pronounce letters (or numbers) if they have no speech challenges.
- You can also use a printed chessboard with the starting positions of the pieces.

- If the task is done right, reward students.

Activity 2. (Short names of pieces adapted according to visual acuity test)
Goal: learn short names of pieces, develop attention, visual perception, comparison.
What you need: A4 paper (as in the example below), a pencil, short names of pieces on a cardboard card (K, Q, R, B, N) and empty cards (for pawns) – 5x5 cm / 2x2 in.

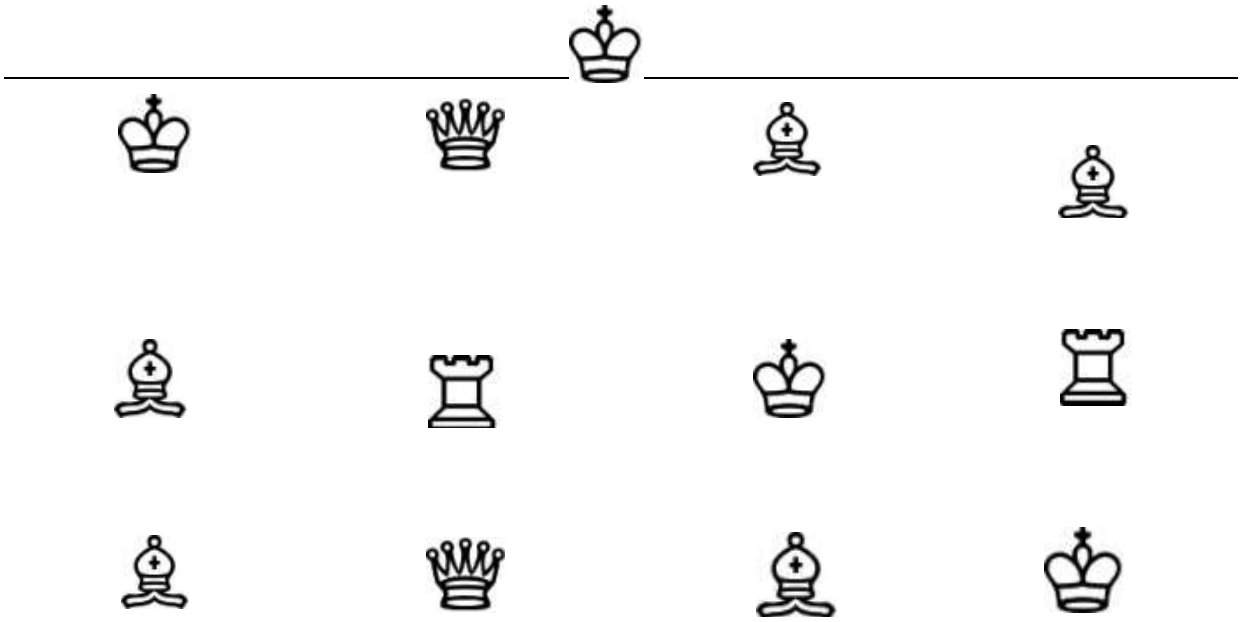
K Q R B



What to do:

- Compose motivating material according to this model. First, arrange 3 pieces in a mixed order.
- Ask students to write the names of pieces under them as in the picture (or use cards with names, if students can't write), and show the top line.
- If students can't complete the task, help them to compare the pieces.
- If students find it difficult to manage multiple pieces in the first line, then you can first have only one piece, then gradually add others, for example:

K



- If a pawn is used, then nothing is written under it, and a card is not laid out.
- In spite of the fact whether students have speech challenges or not, always pronounce letters and numbers when showing. If students have no speech challenges, ask them to pronounce the names.
- If the task is done right, reward students.

Activity 3.
Goal: improve the students' attention, the ability to visually trace the line (to promote pre-skill), find the squares on the board, learn short names of pieces.
What you need: forms (as in examples), a pencil.

3.1
What to do:

- Prepare a form (Example 1) with short names of pieces on one side, and images of pieces on the other. You can start with three pieces and their short names.
- Ask students to connect the pieces with their short names.
- You can gradually complicate the task by increasing the number of pieces.

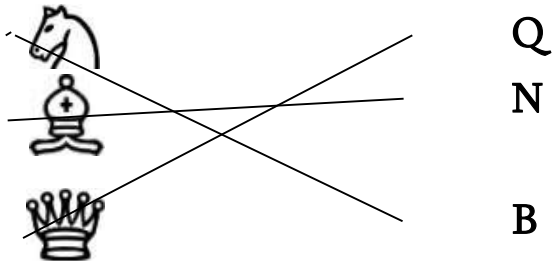
Example 1.

3.2

What to do:

- Prepare a form (Example 2) with short names of pieces on one side, and images of pieces on the other. You can start with three pieces and their short names.
- Ask students to find the connections of the pieces with their short names, and find wrong connections.
- You can gradually complicate the task by increasing the number of pieces.

Example 2.

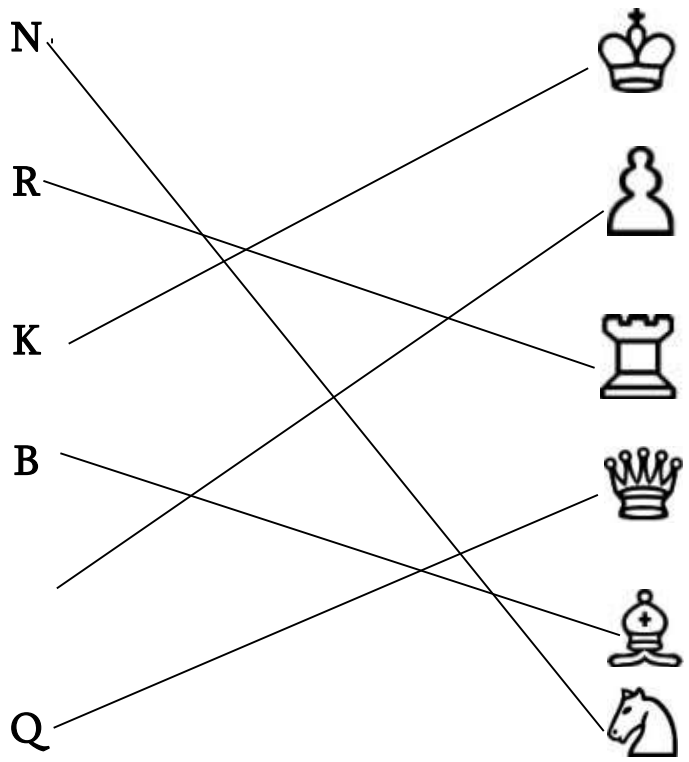


3.3

What to do:

- Prepare a form (Example 3) with short names of pieces on one side, and images of pieces on the other. They are connected with straight lines. You can start with three pieces and their short names.
- Ask students to trace the pieces with their short names. Show a path to the piece with your finger (pencil).
- You can gradually complicate the task by increasing the number of pieces.

Example 3.

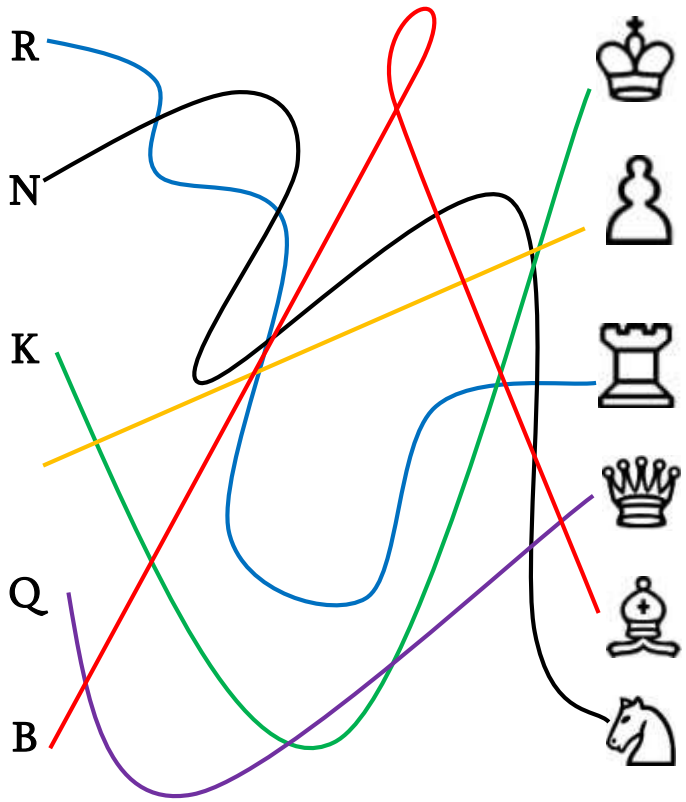


3.4

What to do:

- Prepare a form (Example 4) with short names of pieces on one side, and images of pieces on the other. They are connected with curved lines. You can start with three pieces and their short names. Alternatively, you can first use connecting lines of different colors to easily trace them, then make them black.
- Ask students to trace the pieces with their short names. Show a path to the piece with your finger (pencil).
- Curved lines may not be too mixed at first. Complicate the lines as students develop the ability to trace lines. You can gradually complicate the task by increasing the number of pieces. Rows of images and short names of pieces can be swapped.
- After each successful completion of the task, reward students.

Example 4.



Lessons 4–9, 11. Chess pieces and their value.

Activity (Shop of pieces)

Goal: develop the concept of the value of objects (for example, chess pieces), improve visual active thinking.

What you need: a laminated chessboard with Velcro, laminated chess pieces (many pawns) with its value written on them, four boxes for chess pieces.

1.

What to do:

- Place and attach cards with chess pieces on the chessboard, leaving only an empty space for one of the pieces (rook, knight, queen or bishop).
- A box with pawns (this is a bank) is put in front of students, and boxes for rooks, knights, queens, bishops are placed in front of the teacher.
- Ask students to fill in the empty space (for example, a knight), and you 3 pawns from the bank. Students take 3 pawns from the bank, give them to the teacher, who hands them the knight and asks to put it in its place. Continue with exchanging the other pieces.
- If successful, reward students.

What to do:

- Place and attach cards with chess pieces on the chessboard, leaving only an empty space for two or more pieces (rook, knight, queen or bishop).
- A box with pawns (this is a bank) is put in front of students, and boxes for rooks, knights, queens, bishops are placed in front of the teacher.
- Ask students to fill the empty spaces: students give you pawns from the bank equal to the value of a rook or a knight. Students count 3 and 5 pawns from the bank, give them to the teacher who exchanges them for the corresponding piece and says: "Put it in place." Proceed with other pieces.
- If successful, reward students.

3.

What to do:

- Put an empty chessboard and a box with pawns in front of students. The task is to set up all pieces on the board. The teacher "sells" pieces. Students "pay" with pawns to "buy" other pieces.
- For example, students take 5 pawns from the bank and exchange them for a rook.
- Proceed with other pieces.
- If students find it difficult to follow the instructions, go through all the steps together with them several times.
- If successful, reward students.

4.

What to do:

- Put an empty chessboard in front of yourself, and boxes with other pieces (queen, bishops, rooks and knights) in front of students. The task is to set up the pieces on the board. Ask students to "sell" you a knight for 3 pawns. Give the pawns to students. Students find a knight in the box and give it to you.
- Proceed with other pieces.
- If students find it difficult to follow the instructions, go through all the steps together with them several times.
- If successful, reward students.

Note:

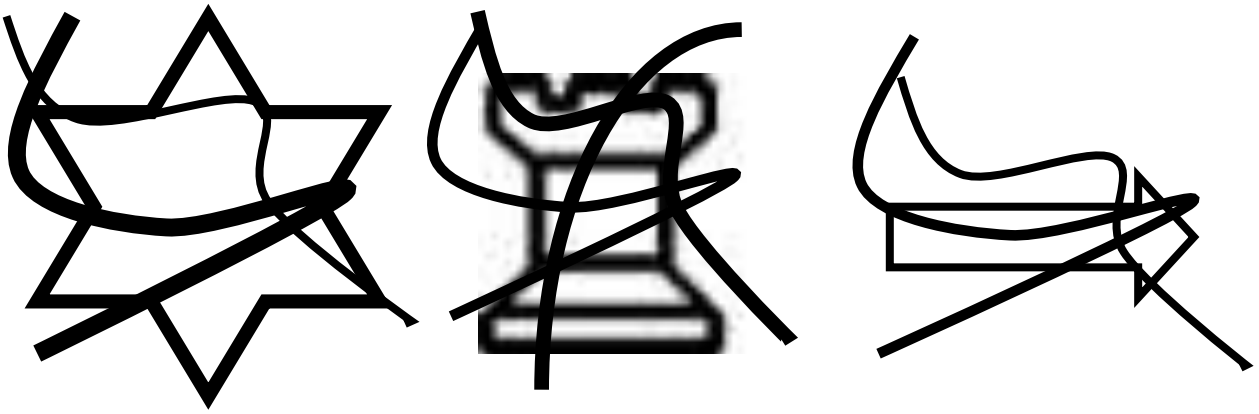
- These tasks can also be done with other combinations of pieces or cards (for example, the bank has cards with only numbers; pay with other pieces and get pawns; or exchange for a rook, receive or pay with a bishop and 2 pawns), etc.
- You can have the values of pieces on the table ("price list").
- Always leave the king on the chessboard and say: “The king is priceless”, or “The king buys the bishop (other pieces)."

Cognitive activities.

Activity 1. Mixed pictures

Goal: improve the students' attention, visual perception.
What you need: a printed form (see examples below), colored pencils
What to do:

- Ask students to find objects in mixed pictures, paint them, which one is a chess piece, name them, what is its value, write it down, etc.



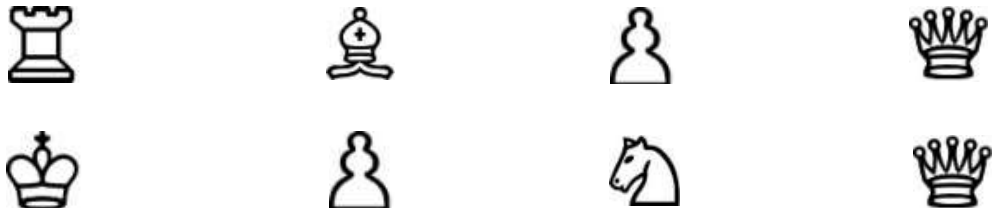
- Various other chess pieces and other pictures can be used.
- If successful, reward students.

Activity 2. Find a pair.

Goal: improve the students' attention, visual perception, working memory, the ability to compare.
What you need: a printed form (see examples below), colored pencils.

What to do:

- Ask students to find a pair for each piece and encircle a pair with a color of their choice.
- You can use different combinations of pieces, white and black. You can also use non-chess pieces; fewer if students find it difficult to deal with multiple objects; complicate the task by adding more pieces if students can handle it; swap them so that students don't look for them in the same places.



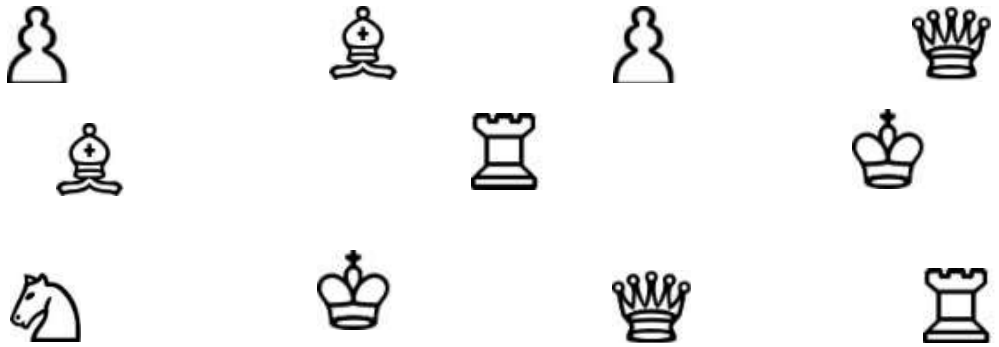
Activity 3. Finding what doesn't fit

Goal: improve the students' attention, visual perception, working memory, the ability to compare.
What you need: a printed form (see examples below), colored pencils.

What to do:

- Ask students to find a pair of pieces, encircle a pair with a color of their choice, find the piece that doesn't fit, and name it.
- You can use different combinations of pieces, white and black. You can also use non-chess pieces; fewer if students find it difficult to deal with multiple objects; complicate the task by adding more pieces if students can handle it; swap them so that students don't look for them in the same places.

Example 1.



- You can complicate the task by turning the pictures over.

Example 2.

- You can place them out of rows.

Example 3.

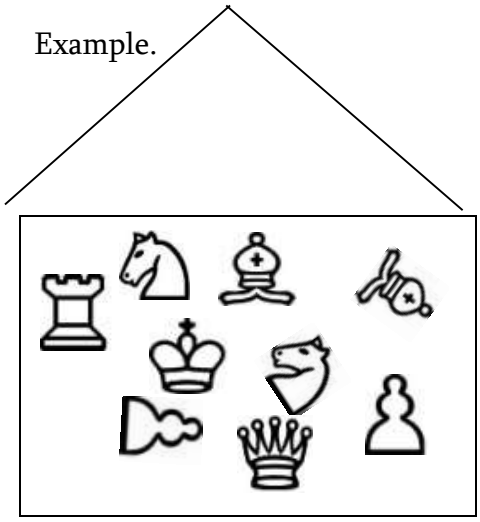
Activity 4. Houses.

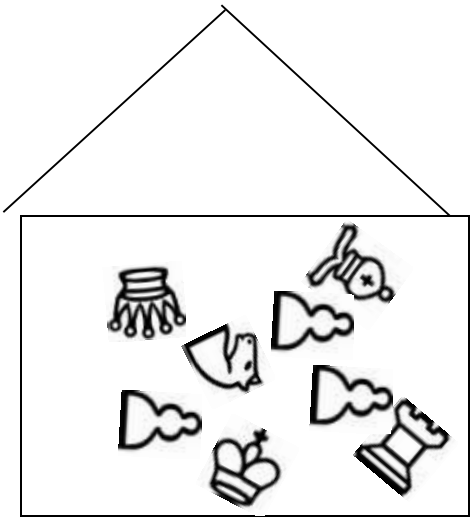
Goal: improve the students' attention, comparison skills, working memory, visual perception, ability to count, to distinguish quantity from value.
What you need: a printed form (see examples below), a pencil.

What to do:

- Give each student an instruction:
  - ✓ Count how many pieces are in each house, write the number on the roof of each house. Where are more pieces?
  - ✓ Pronounce the value of each piece (you can write down values on pieces), add the value of the pieces in each house, write the answer above the roof.
  - ✓ Compare, where is more?
- You can complicate the task by adding pieces to each house.
- You can change the number of pieces, their value in each house.
- You can also use boxes and pieces instead of pictures of houses and pieces and have cards on each box where you write down the results.
- If students have a good memory, it is possible not to write down the results.
- Upon successful completion of the task, reward students and emphasize their success.

Example.





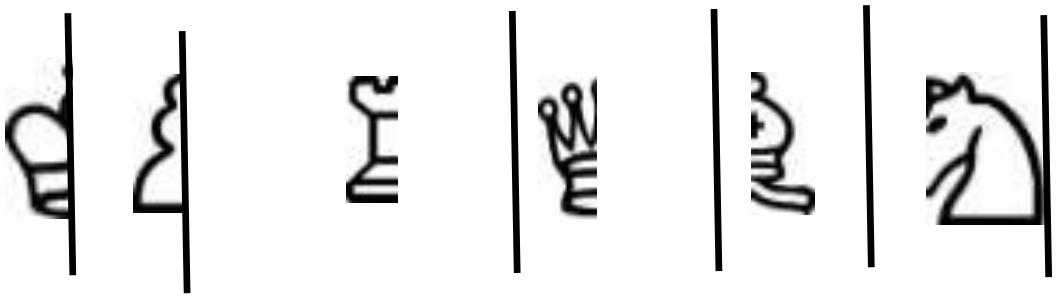
Activity 4. Hidden pieces.

Goal: improve the students' attention, visual gnosis, relation of the image with a short name.
What you need: a printed form (see examples below) with incomplete pictures of pieces, a pencil.

What to do:

- Ask students what piece is hidden here, name it (if students have no speech challenges), connect it with its short name.
- If students find it difficult, you can help them with one image.

- Upon successful completion of the task, reward students and emphasize their success.



B	R	Q	N		K

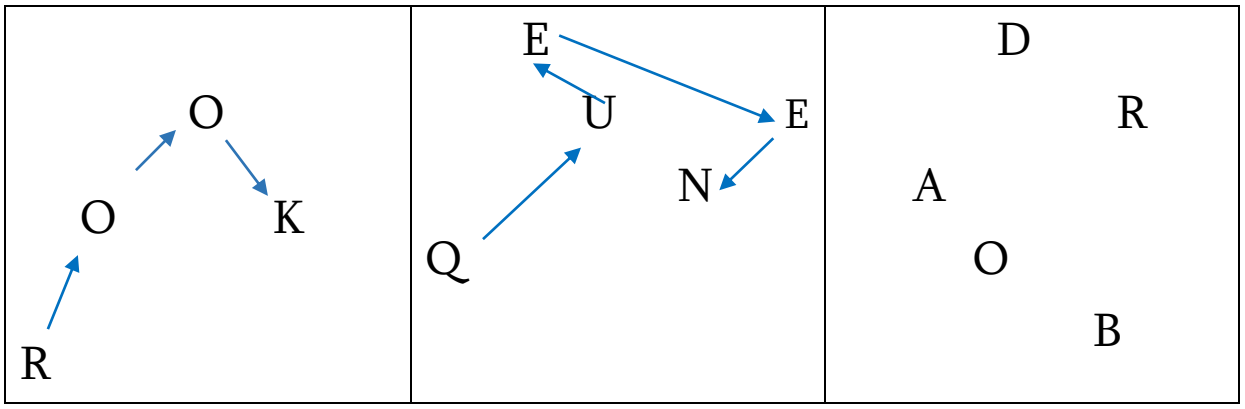
Activity 5. Names (this task is provided for students who know letters, can read).

Goal: improve the students' attention, visual gnosis, mental operation of synthesis, the ability to mentally connect different points into one link.
What you need: a printed form (see example below) with letters in a mixed order that make up words (chess words are possible), a pencil.

What to do:

- Ask students to connect the letters to get words ROOK, QUEEN, BOARD, etc.

Example.



Note: blue arrows show how to connect letters with a pencil

- You can write the names of different items.
- You can complicate the task by not saying what words will turn out, but hinting students: what chess words are written, or what word doesn't relate to chess, etc.
- You can further complicate the task by writing 2–3 words in a mixed order in one square, so that students look for the letters they need.
- Upon successful completion of the task, reward students and emphasize their success.

Program of chess classes for working with children with autism spectrum disorder

Natalia Popova - WIM, FIDE Trainer, Trainer of the FIDE Chess Academy in Belarus, leader of the two-year-long project teaching chess to children with autistic spectrum disorder (Belarus);

FIDE

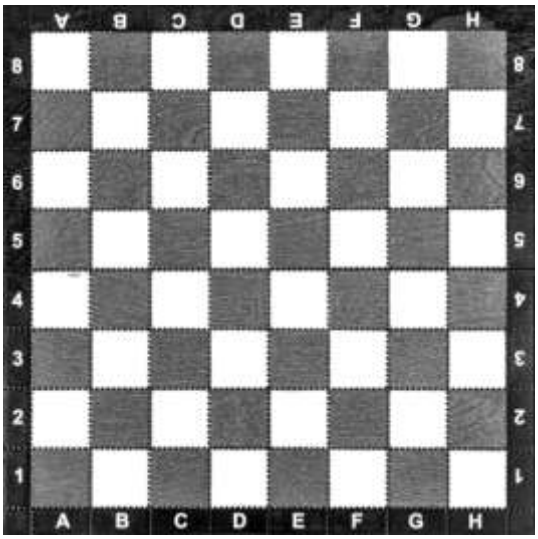
infinite chess

Lesson 1. Chess. Chessboard

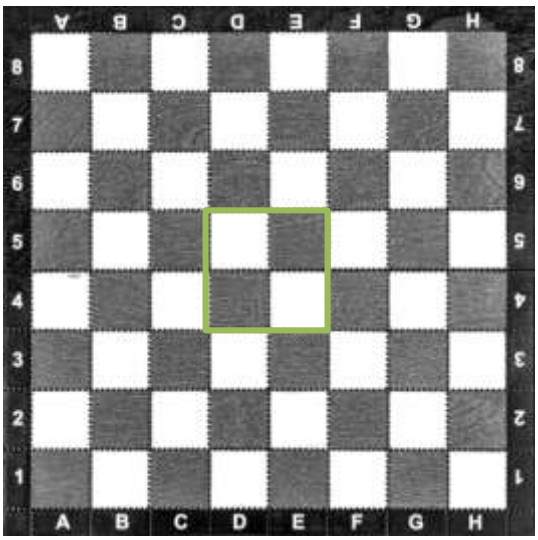
To play chess, you need a chessboard and chess pieces. Today you will get acquainted with the chessboard.

The chessboard consists of small cells. A cell is called a **square**. All light-colored squares are **white**; dark-colored squares are **black**. The chessboard has a center, corners, and edges.

Chessboard

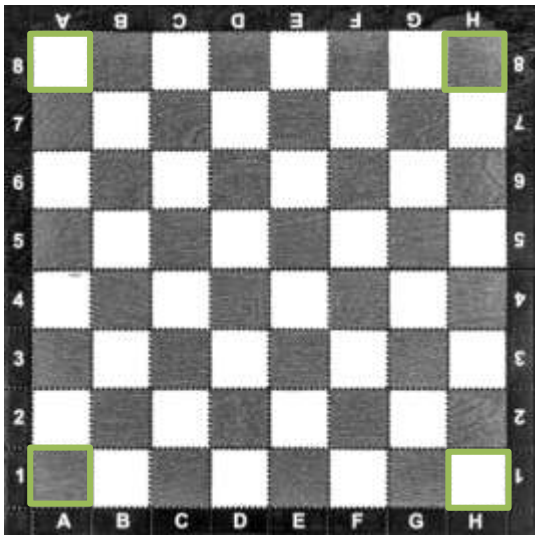


Center



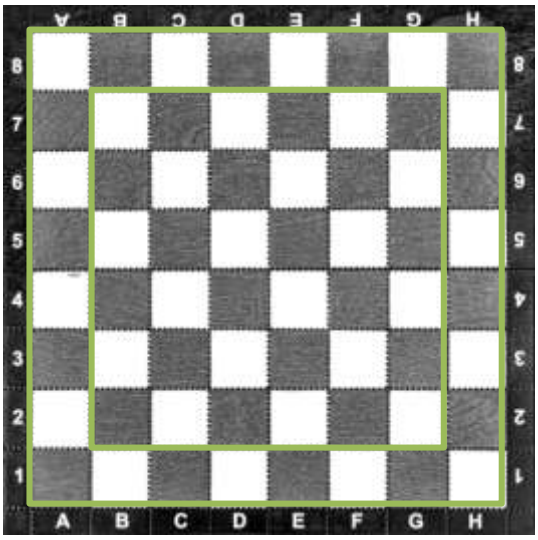
4 squares in the center: 2 white and 2 black

Corners



4 squares in the corners: 2 white and 2 black

Edges

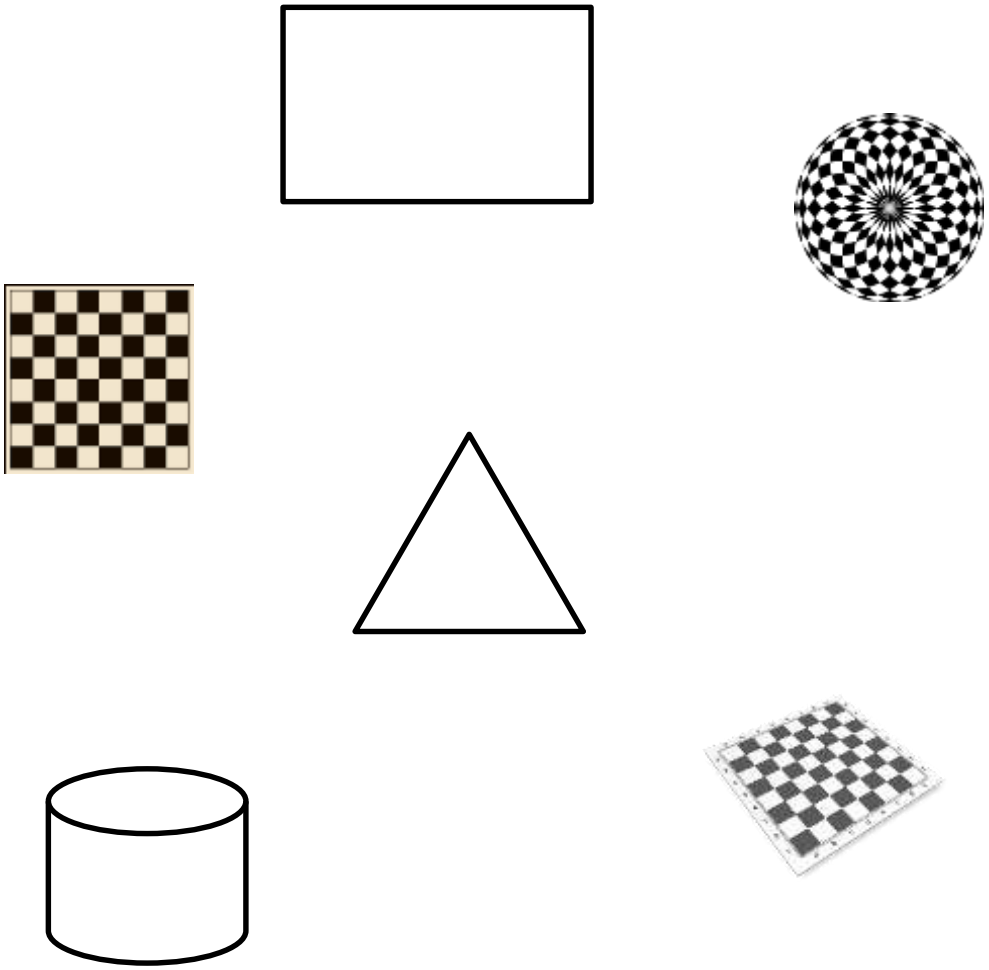


4 edges of the board

The chessboard is positioned so that **the corner square on the right is white**!

Exercise 1.

Find chessboards among the items and circle them.



Exercise 2. Find a chess word.

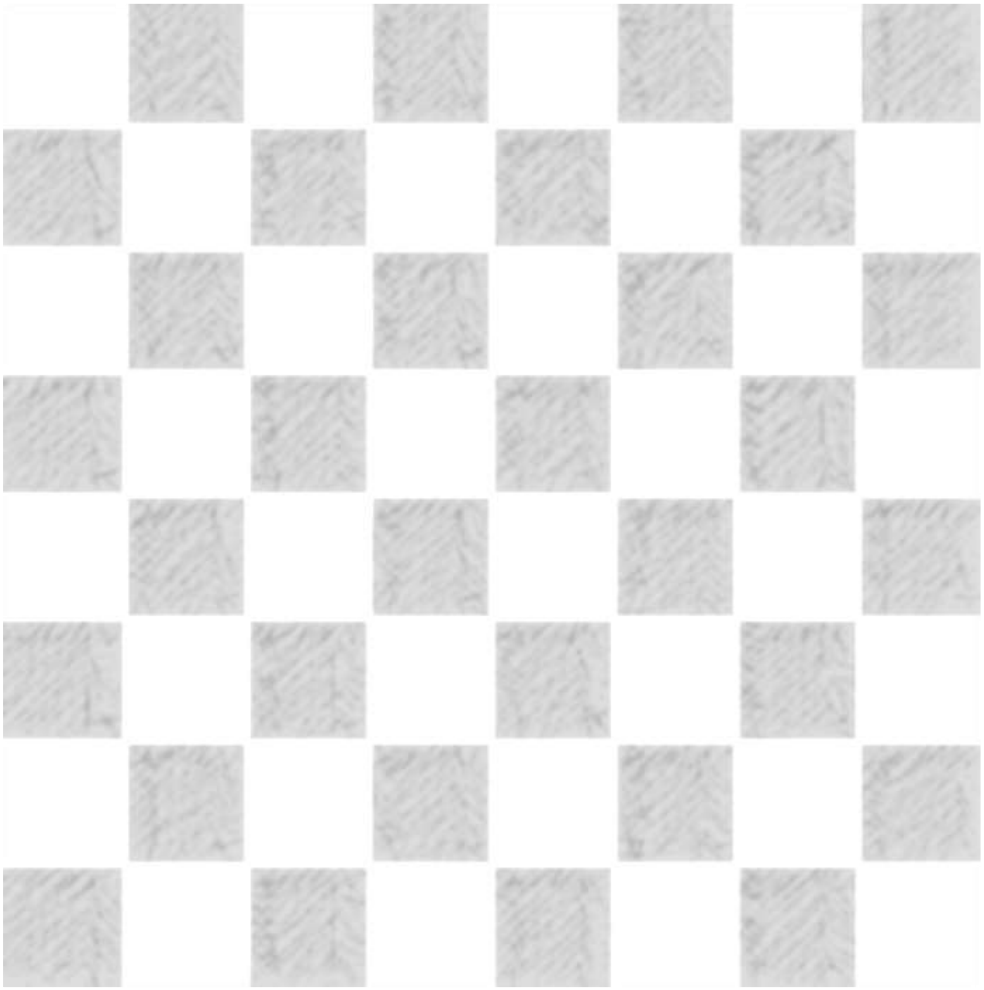
FIELD

LAWN

SQUARE

PLAIN

Exercise 3. Color the chessboard.



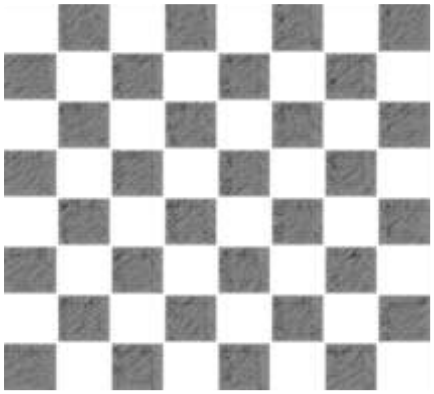
Exercise 4. Answer the question. Choose the correct answer.

What is the shape of the chessboard?

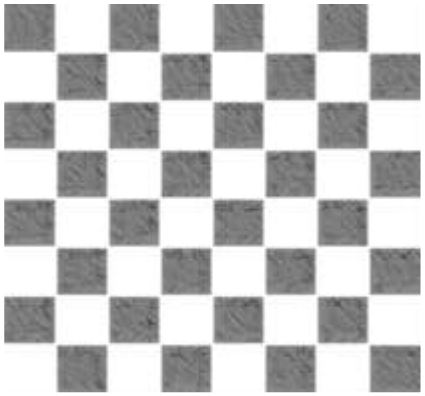
- Square
- Circle
- Triangle

Exercise 5. Is the chessboard drawn correctly?

Circle the correct answer.



Yes **No**



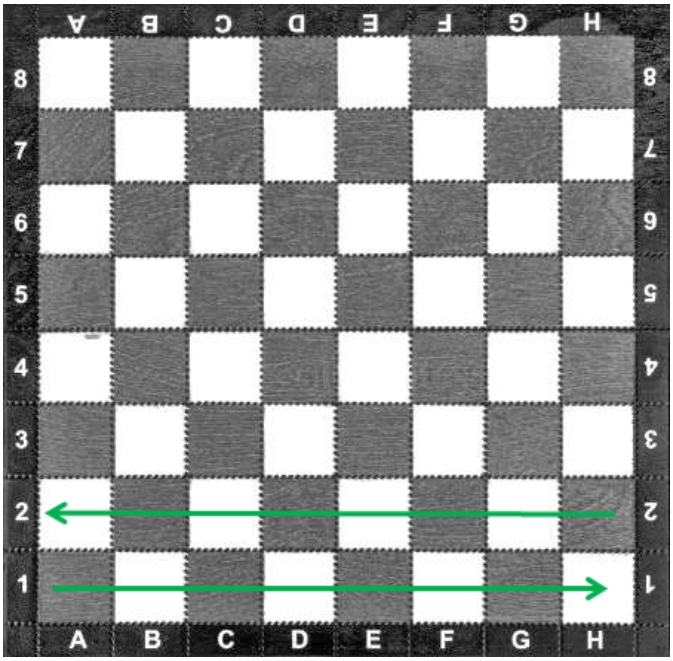
Yes **No**

Horizontal line (row)

The chessboard has white and black squares. The squares compose lines that have different names and directions.

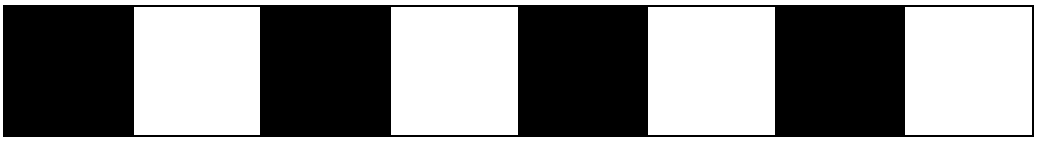
The first line that you will learn is a horizontal line.

A horizontal line is a line of white and black squares that goes from right to left (or from left to right). Each horizontal line has eight (8) squares.



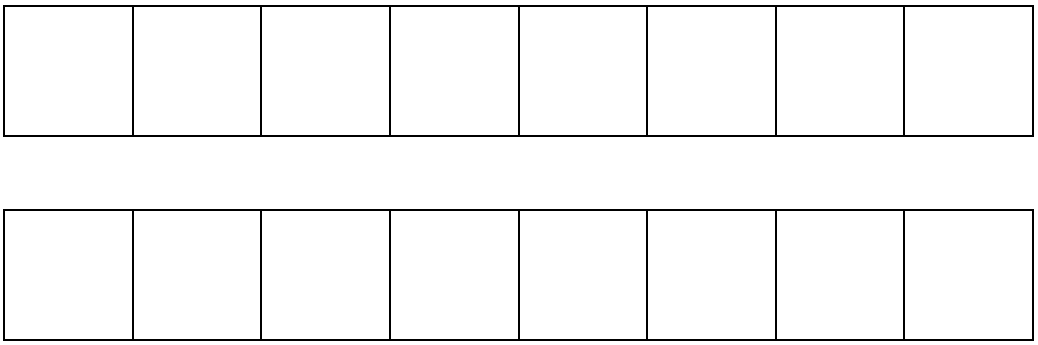
There are **eight (8)** horizontal lines on the chessboard.

The squares in a horizontal line alternate in color: **black** – white – **black** – white – **black** – white – **black** – white (or vice versa).

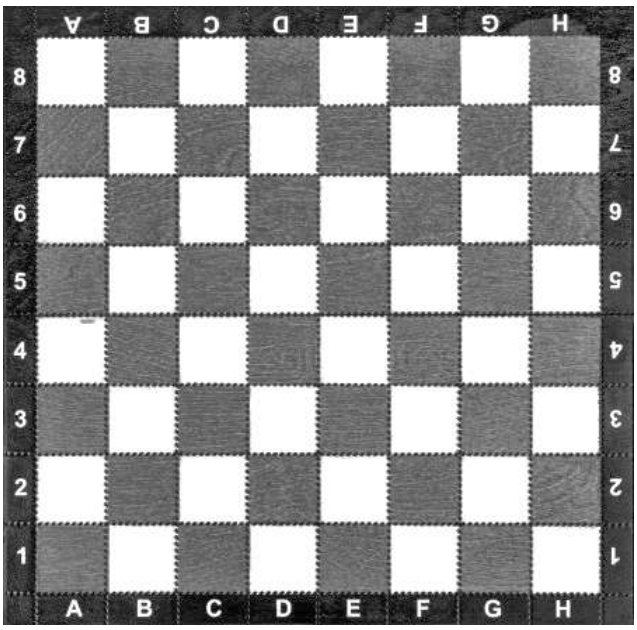


Exercise 6. Color the horizontal lines.

Remember! The squares in a horizontal line alternate in color.

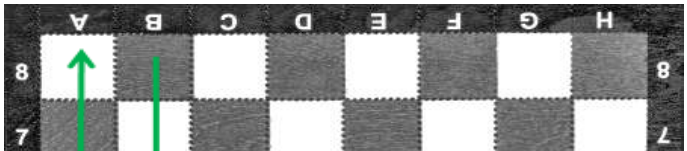


Exercise 7. Show the **2nd** and **5th** horizontal lines on the chessboard with an arrow.



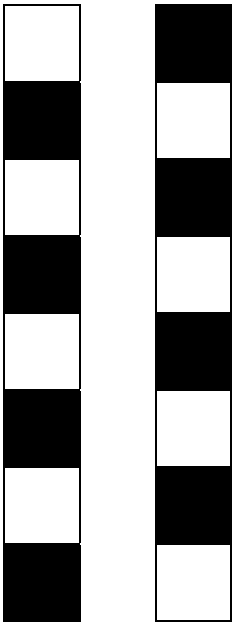
Vertical line (column)

A vertical line is a line of white and black squares that goes from bottom to top (or top to bottom). Each vertical line has eight (8) squares.



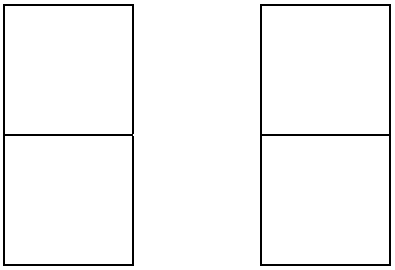
There are **eight (8)** vertical lines on the chessboard, the same as the horizontal ones.

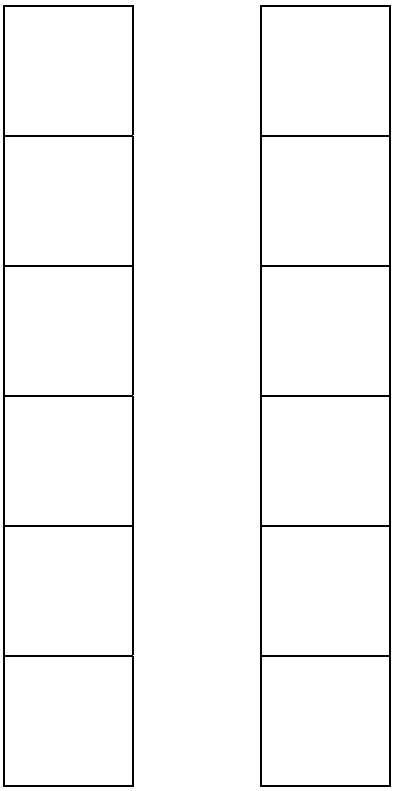
The squares in a vertical line alternate in color: **black** – white – **black** – white – **black** – white – **black** – white (or vice versa).



Exercise 8. Color the vertical lines.

Remember! The squares in a vertical line alternate in color.





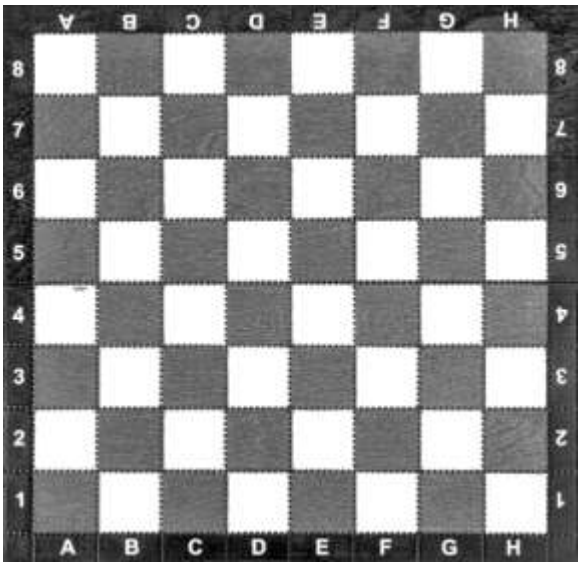
Exercise 9. Find a word that doesn't fit.

HORIZONTAL

HORIZON

VERTICAL

Exercise 10. Show two extreme vertical lines on the chessboard with arrows.



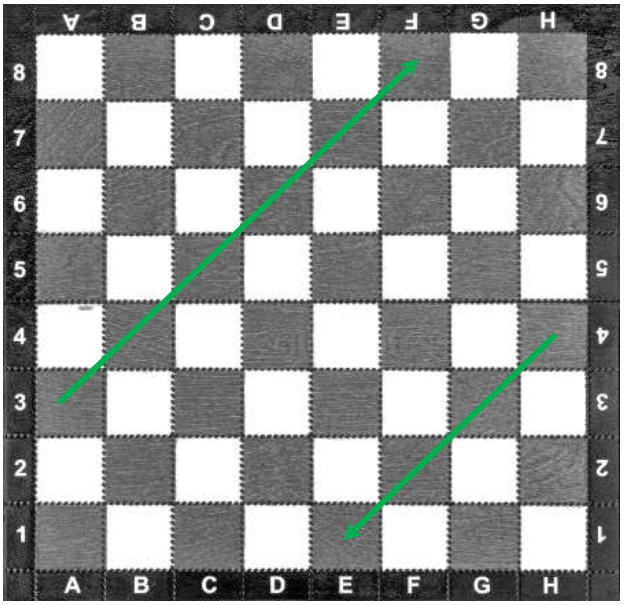
Exercise 11. Answer the question. Choose the correct answer.

How many vertical lines are there on a chessboard?

- 6
- 7
- 8

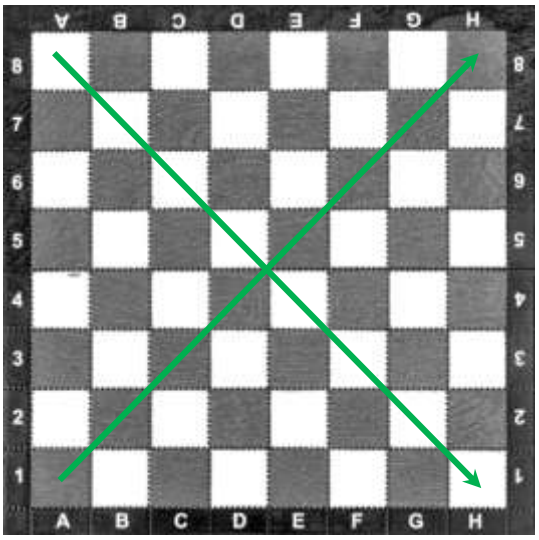
Diagonal line

A diagonal line is a line of squares of the **same** color attached to each other with corners.

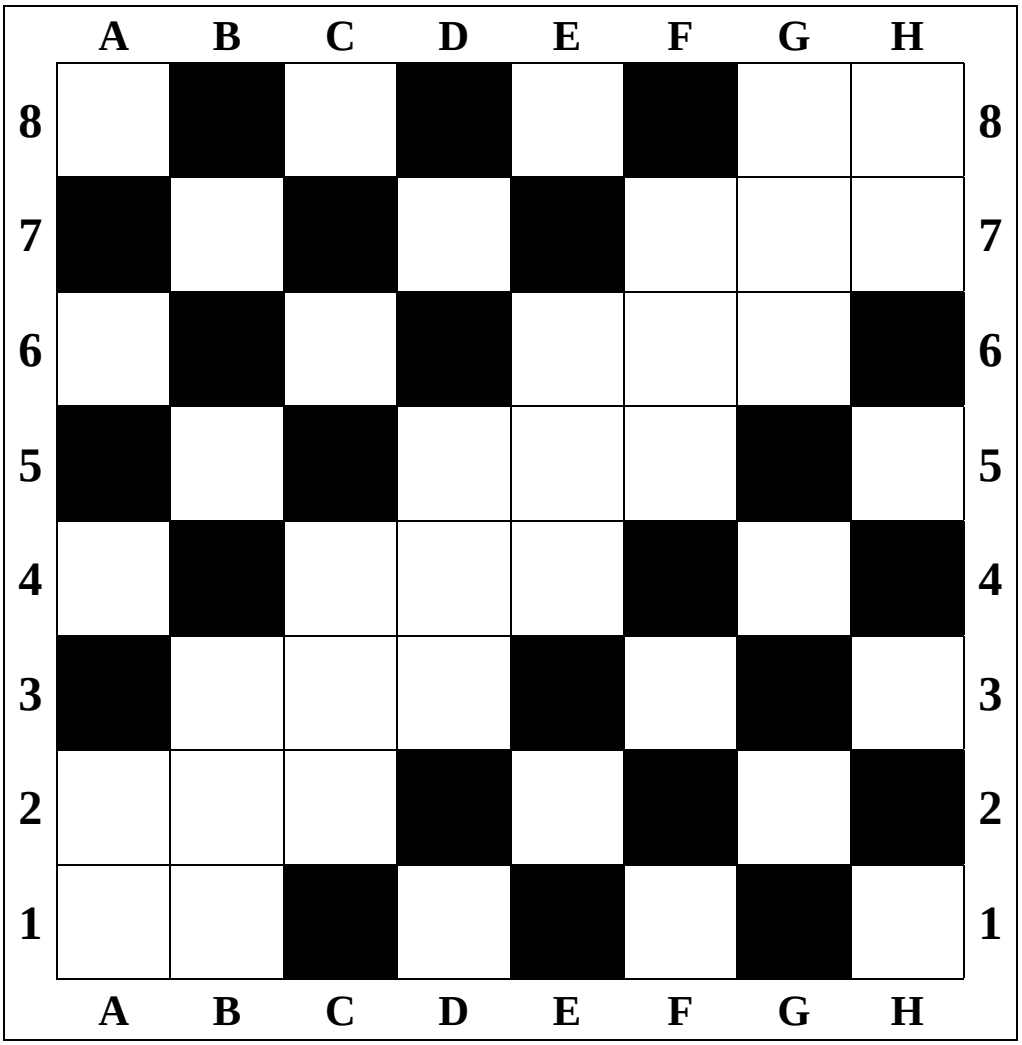


There are long and short diagonal lines on the chessboard.

A long diagonal line is a line of eight (8) white or black squares.



Exercise 12. Color a long black diagonal line.



Exercise 13. Find a chess word.

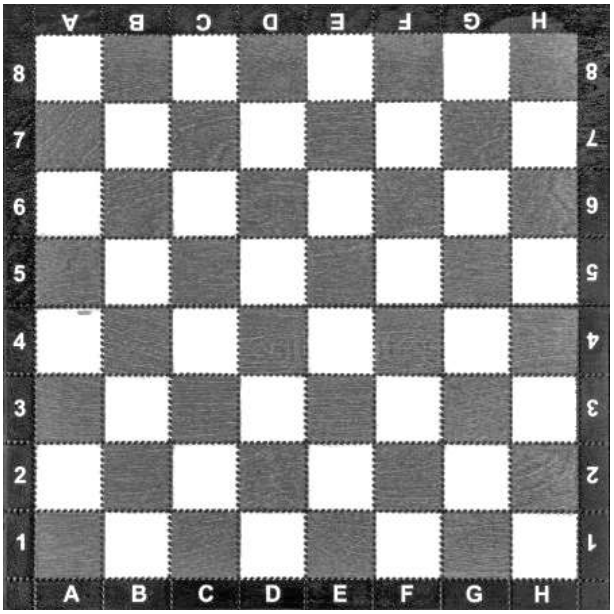
DIALOG

DIAGRAM

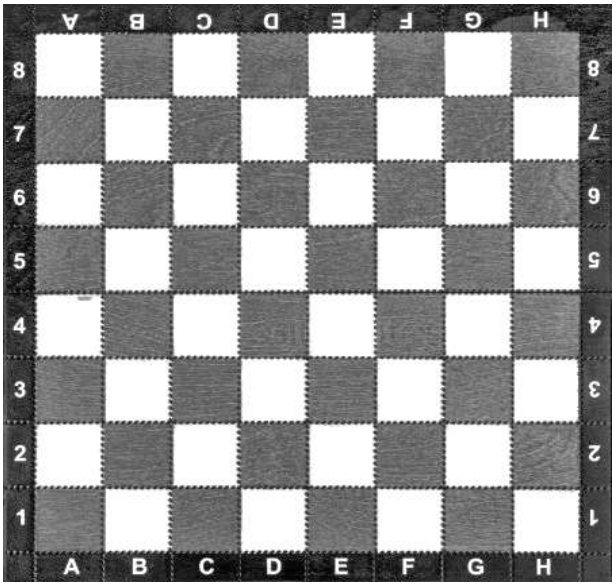
DIAGONAL

DIALECT

Exercise 14. Show the longest white diagonal line with an arrow.

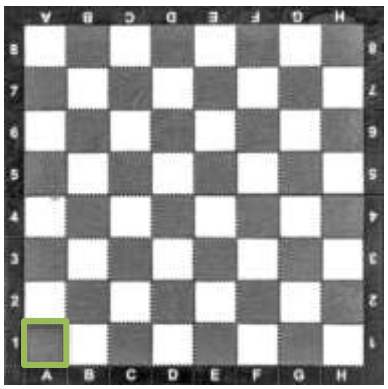


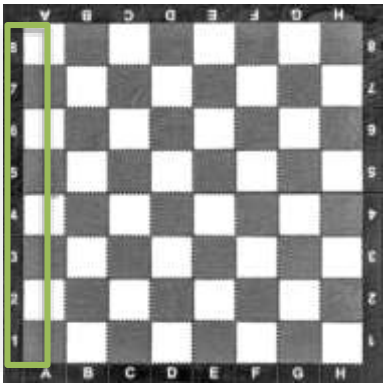
Show two shortest black diagonal lines with arrows.

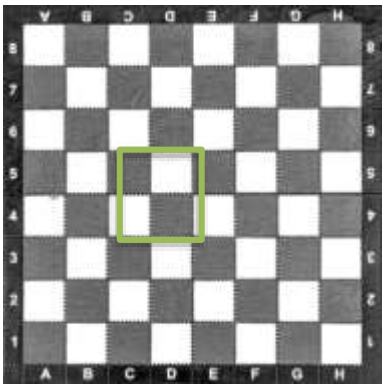


Exercise 15. Connect words and pictures with arrows.

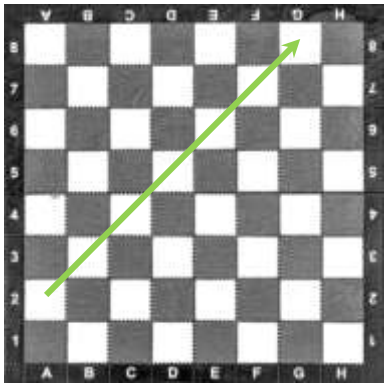
CORNER CENTER EDGE

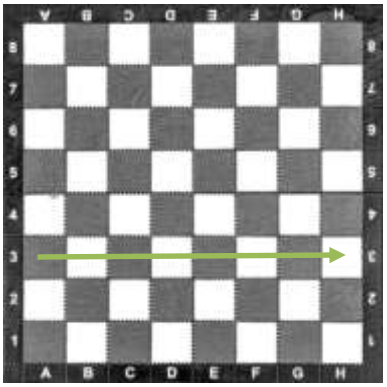


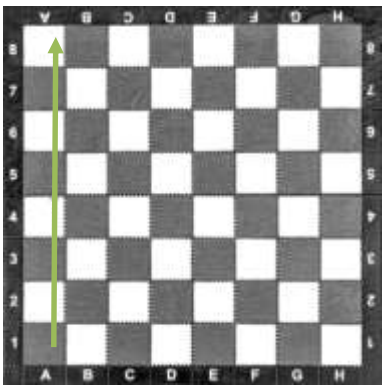




VERTICAL DIAGONAL HORIZONTAL







Lesson 2. Chess pieces. Starting position

You learned what the chessboard is, and now it's time to meet the chess pieces. There are **white pieces** (light-colored) and **black pieces** (dark-colored) on the chessboard.

This is how the pieces look on your board:

King Queen Bishop Knight Rook Pawn

King Queen Bishop Knight Rook Pawn

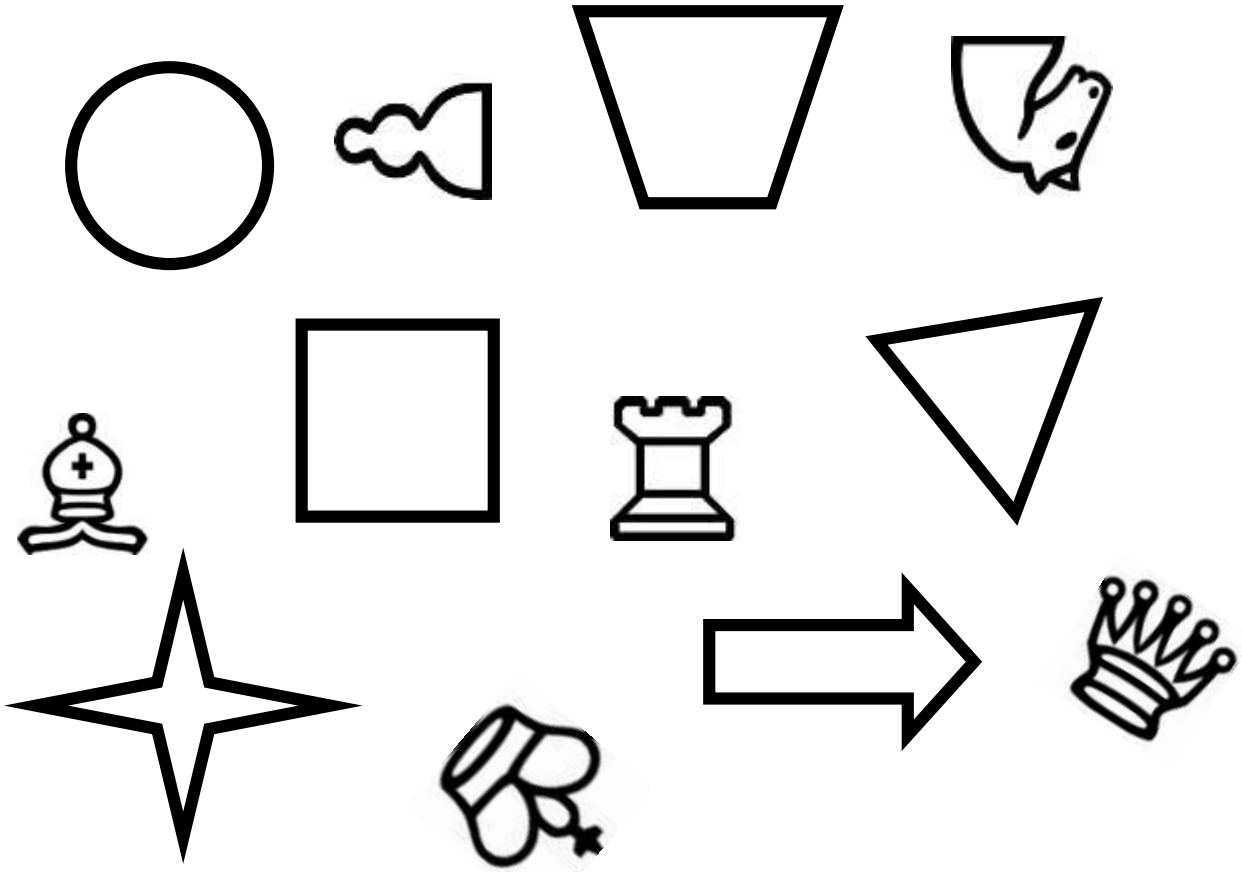
In a book, the pieces will be shown differently. Look and remember.

King		Queen		Rook		Bishop		Knight		Pawn	

Each army consists of the following number of pieces:

Number of pieces	**Name of pieces**	**Number of pieces**
WHITE		**BLACK**
2	ROOK	2
2	KNIGHT	2
2	BISHOP	2
1	QUEEN	1
1	KING	1
8	PAWN	8

Exercise 1. Find chess pieces and color them.



Exercise 2. Find a chess word.

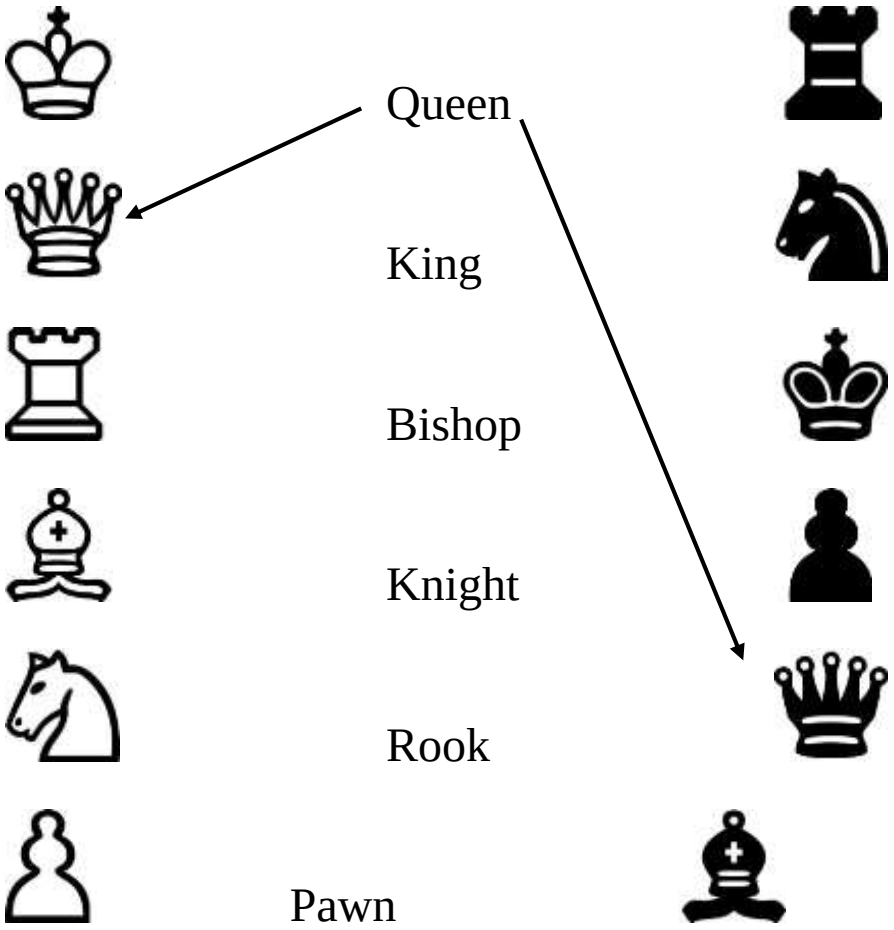
LORD

EMPEROR

KING

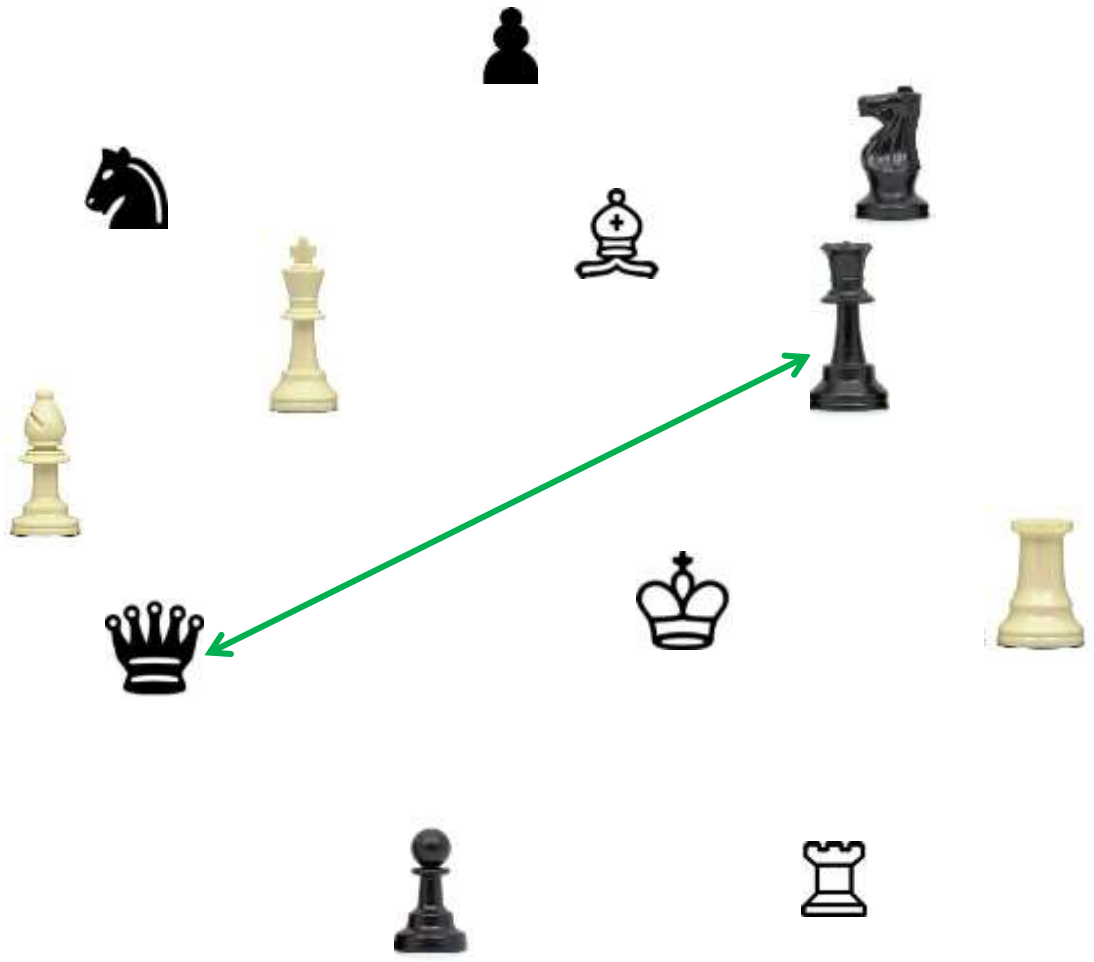
PRINCE

Exercise 3. Use arrows to connect names and pictures of the pieces.



Exercise 4. Color the rooks so that the fourth is yellow, the first and the middle have the same color, the second and the last are different colors.

Exercise 5. Connect the pictures of the same pieces with arrows.



Exercise 6. Find a word that does not fit.

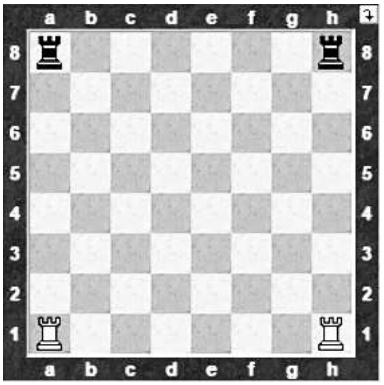
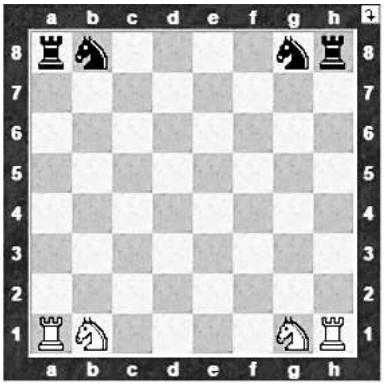
KNIGHT

HORSEMAN

BISHOP

Starting position

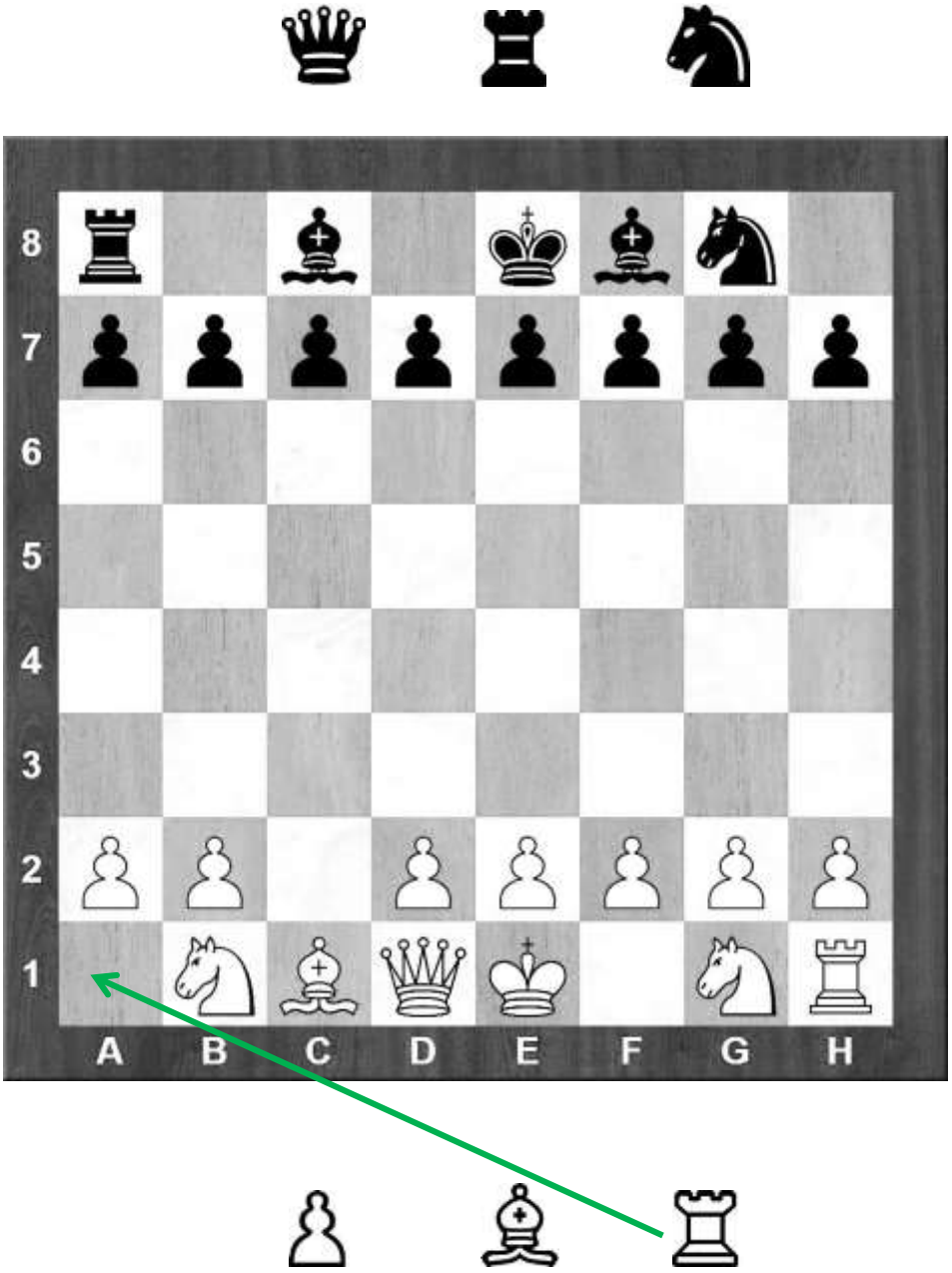
In chess, each piece first takes its place to start the battle.
The rooks are placed in the board corners. The knights are standing next to them. Then there are bishops.

Where is the place for the queen and king?
Remember the rule: "The queen likes its color." The white queen is on the white square, the black one is on the black square. The king stands next to the queen.

The pawns are placed in front of all the pieces.
It is called the **starting position**.

Exercise 7. Show where the pieces should stand with arrows.



Exercise 8. Answer the question. Choose the correct answer.

How many knights are on the chessboard in the starting position?

- 2
- 3
- 4

Exercise 9. Circle the white and black pieces that are standing in the wrong place.

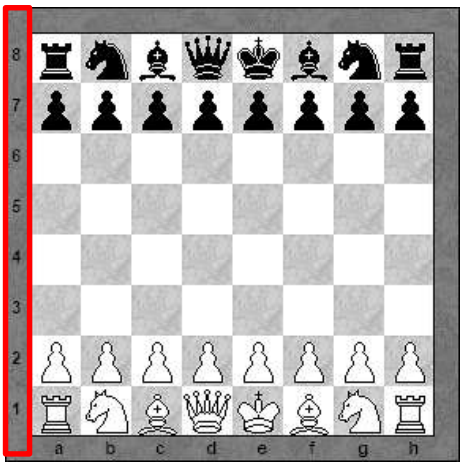
Exercise 10. Answer the question. Choose the correct answer.

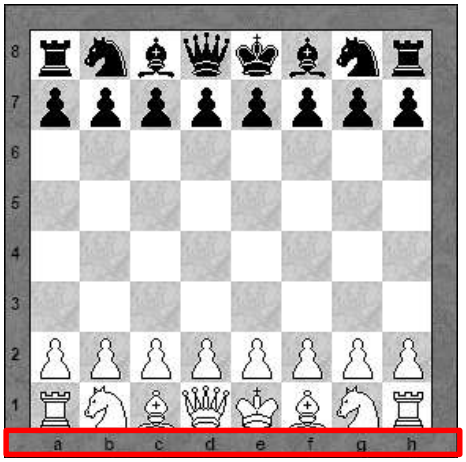
How many pieces are on the eighth (8th) horizontal line in the starting position?

- 7
- 8
- 9

Lesson 3. Chess notation

There are eight (8) **horizontal lines on the chessboard**. Each horizontal line has a **number**, starting from the White side: **1**, **2**, **3**, **4**, **5**, **6**, **7**, **8.**





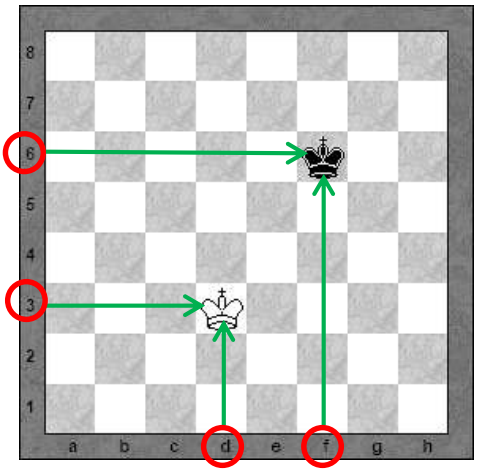
There are also **eight (8) vertical lines** on a board. They have **letters from a to h**:
a, **b**, **c**, **d**, **e**, **f**, **g**, **h**.

Vertical lines can be capital lettered:
A, B, C, D, E, F, G, H.

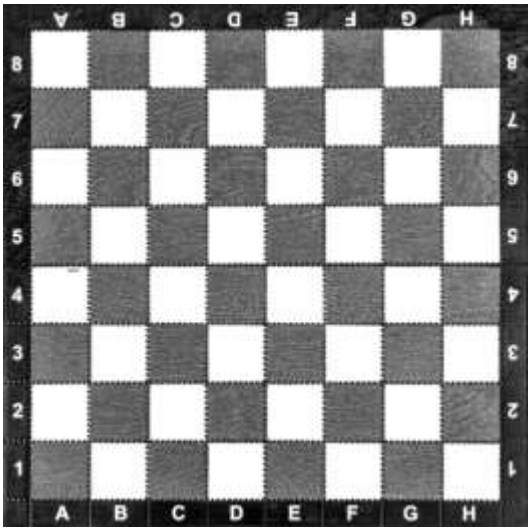
Each square is located at the intersection of vertical and horizontal lines. Therefore the squares are named by a letter (the same as the vertical line) and a number (the same as the horizontal line). **First, the name of a square has a letter, then a number.**

The white king stands at the intersection of vertical line d and horizontal line 3. So it is said that **the white king is on d3.**

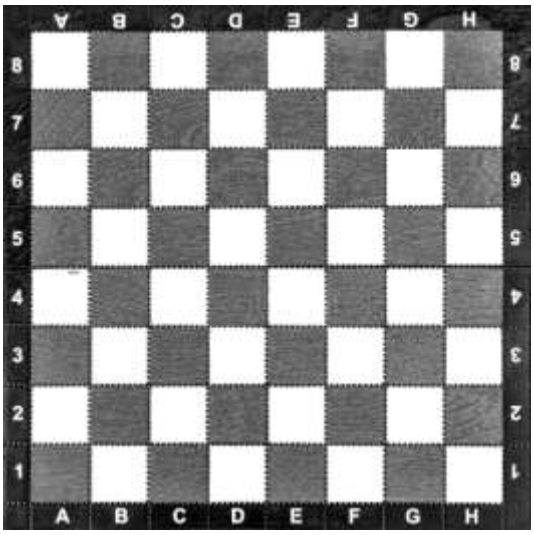
The black king stands at the intersection of the vertical line f and the horizontal line 6. That is, on **f6.**



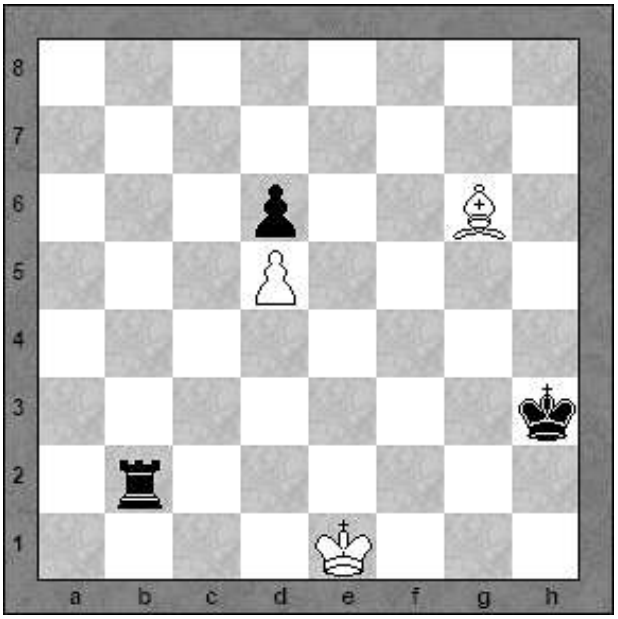
Exercise 1. Show horizontal lines 2, 5, and 6 on the chessboard with arrows.



Exercise 2. Show vertical lines B, E, and H on the chessboard with arrows.



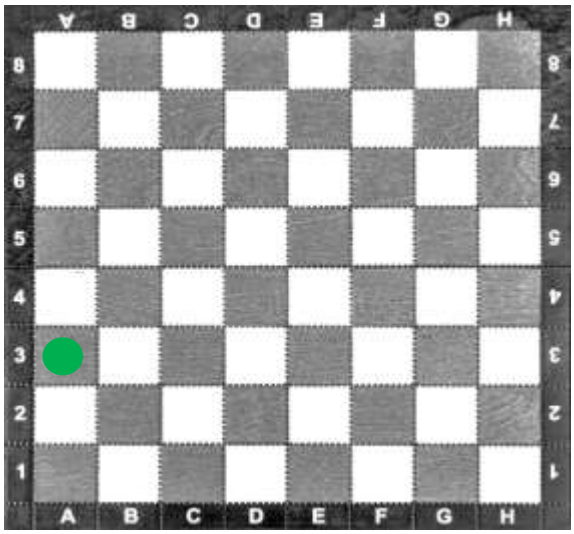
Exercise 3. Look at the chessboard.
What square does each piece stand on? Choose the correct answer.



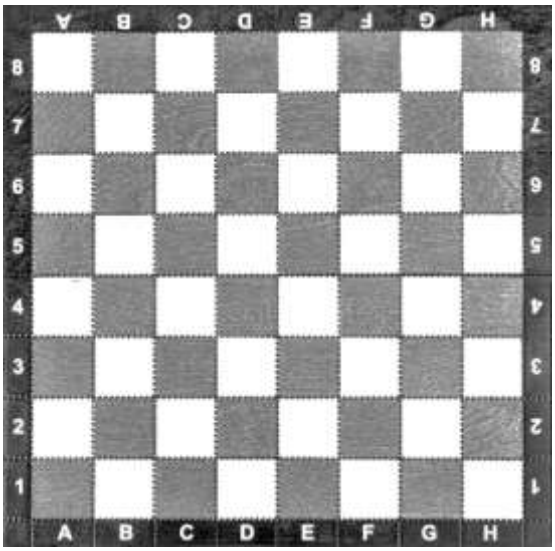
White king: • a1 • e1 • e2	Black king: • h2 • a2 • h3
White bishop: • g6 • g7 • g1	Black rook: • b2 • c3 • c2
White pawn: • d4 • d5 • d6	Black pawn: • d4 • d5 • d6

Exercise 4. Draw circles in the following squares.

A3 D5 F7 G8 H1



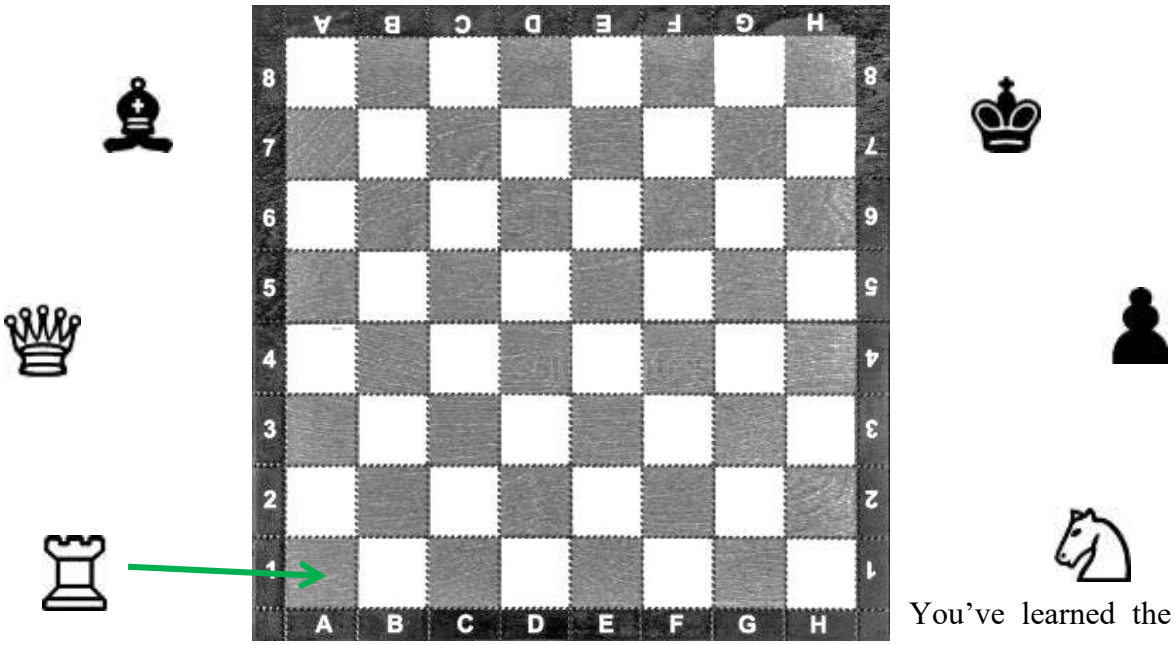
B6 C1 E8 F2



Exercise 5. Place the pieces on the following squares:

- White rook on C1
- White queen on D5
- White knight on F3
- Black king on E8
- Black bishop on A7
- Black pawn on H6

Show the solution with arrows.



You've learned the squares on a chessboard. Now you will find out how the pieces are shown in books.

To show the chess pieces in books**, letters (abbreviated notation)** or **symbols** are used:

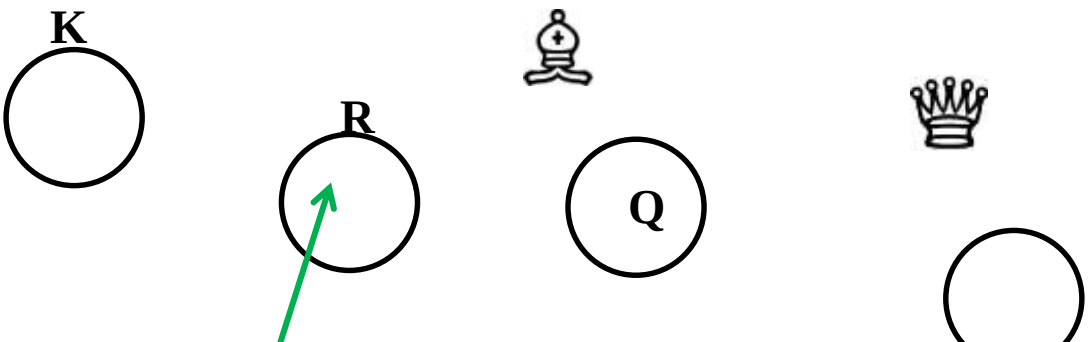
Name	Abbreviation	Symbol
King	**K**	♔
Queen	**Q**	♕
Rook	**R**	♖
Bishop	**B**	♗
Knight	**N**	♘
Pawn		♙

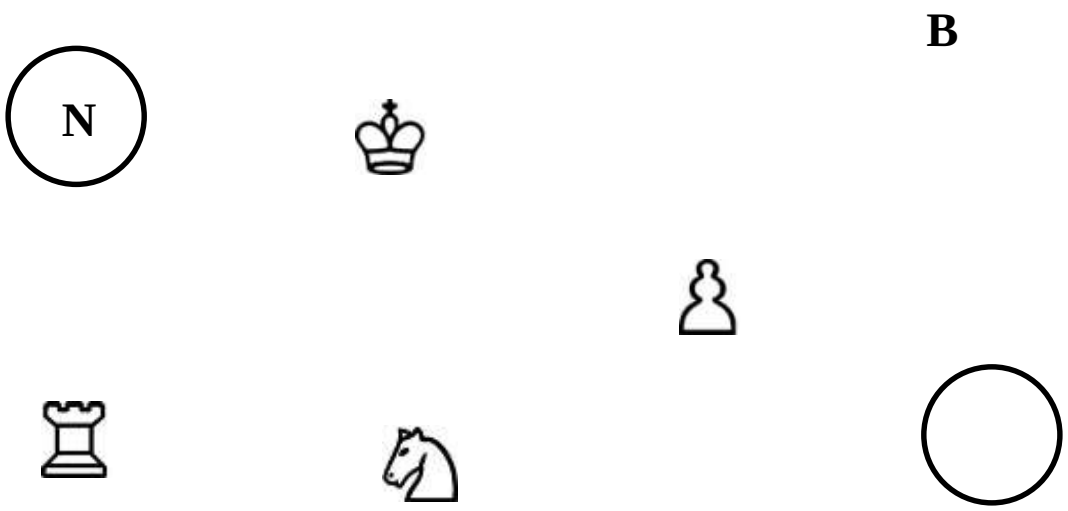
Note! A pawn has no letter in notation.

An example of the notation of pieces and squares:

Kg2 (King)
Qa4 (Queen)
Re8 (Rook)
Bf6 (Bishop)
Nc6 (Knight)
d3 (Pawn)

Exercise 6. Connect a symbol (image) of a piece and its letter (abbreviated notation) with an arrow.





Exercise 7. Find a word that does not fit.

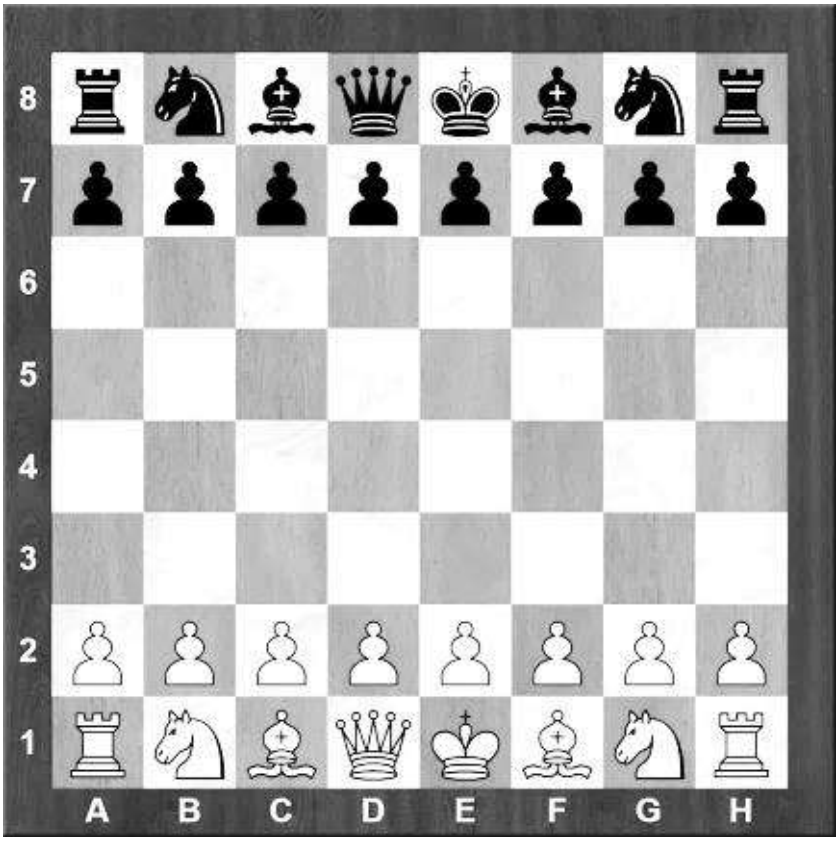
QUEEN

PAWN

SOLDIER

KING

Exercise 8. Look at the starting position. Choose the correct answer.



1. How many pieces are on vertical line "c"?

- 1
- 3
- 4

2. How many pieces are on horizontal line 3?

- 0
- 1
- 8

3. What piece is on e1?

- White queen
- Black king
- White king

3. What piece is on c8?

- Black knight
- Black bishop
- Black queen

Lesson 4. Value of chess pieces.

Each chess piece has its value. The pawn is estimated at 1 point, the knight – 3 points, the bishop – 3 points, the rook – 5 points, the queen – 9 points.

The king is the main chess piece. It is invaluable!

In chess, **the unit of measurement of pieces** is a **pawn.** It is considered that the knight is worth 3 pawns each, the bishop is 3 pawns, the rook is 5 pawns, and the queen is 9 pawns.

– **Measurement unit**

is equal to

is equal to

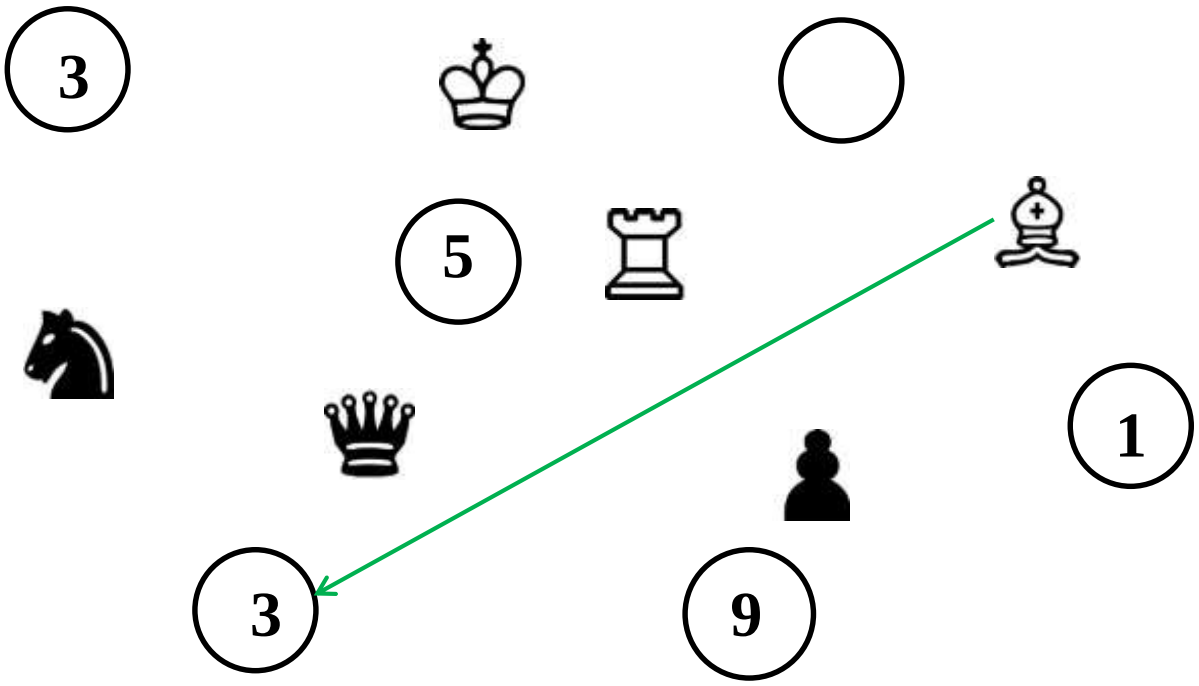
is equal to

is equal to

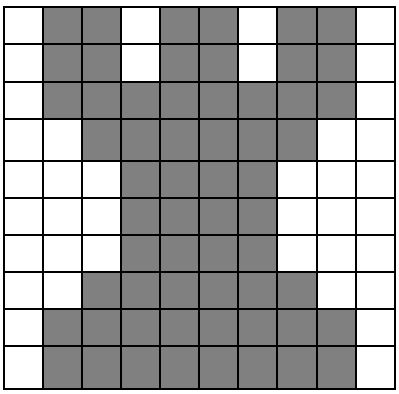
– **Invaluable**

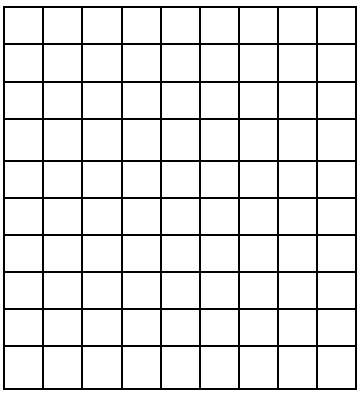
The king is a special piece. Its value is not measured in pawns since the king can't be exchanged for any pieces or pawns.

Exercise 1. Connect a piece and its price (value) with arrows.

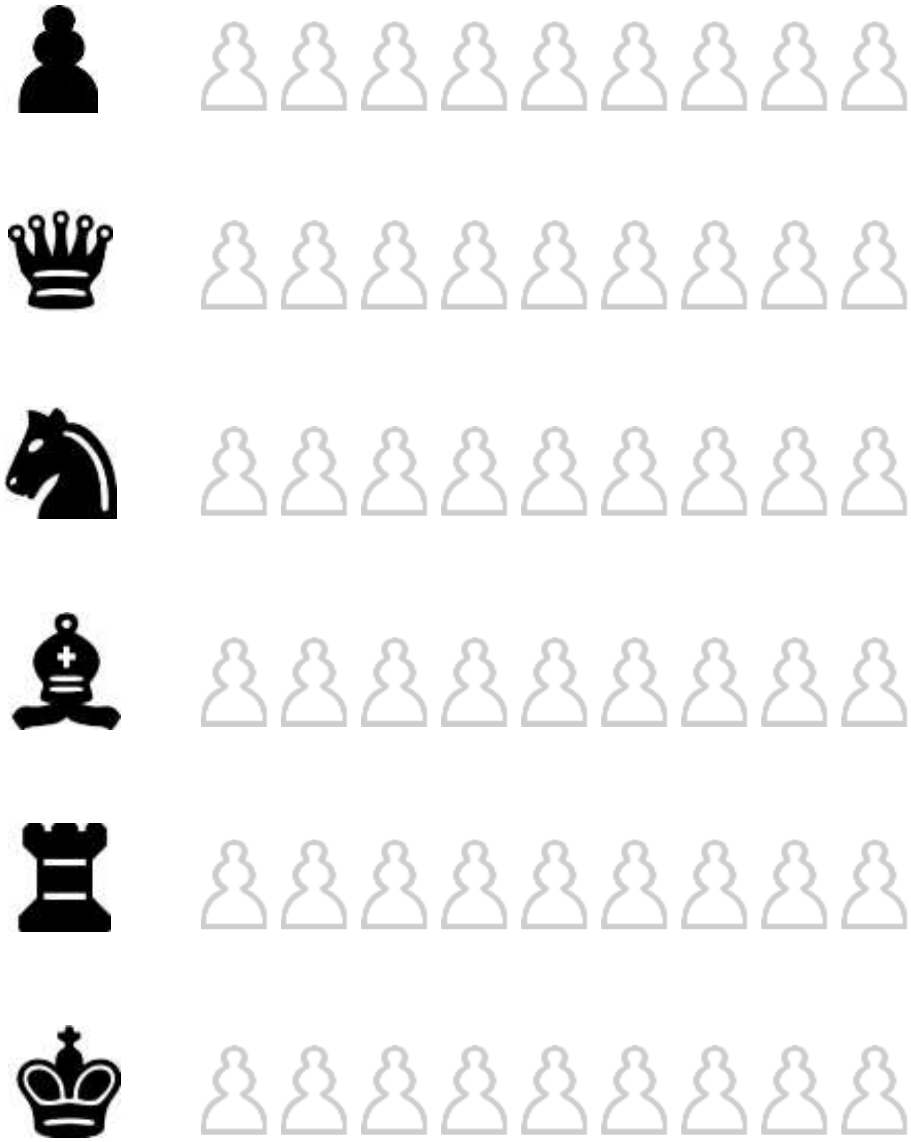


Exercise 2. Draw the same piece.

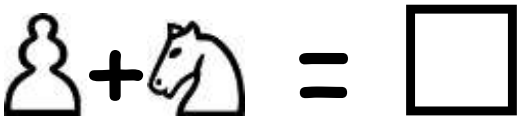




Exercise 3. Color as many pawns as the pieces value. Remember that the king is invaluable!



Exercise 4. Calculate the sum of the pieces. Write your answer in the box.



Exercise 5. Circle the piece that values more.

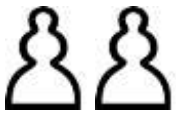
or

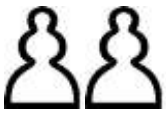
or

or

or

Exercise 6. Circle the pieces that value more.

or 

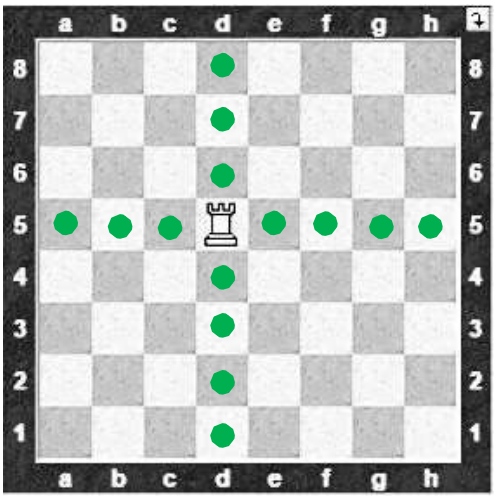
 or

or

or

Lesson 5. Rook.

Now we will learn how **the rook moves.** Take a white rook and place it on d5 on the chessboard.



The rook moves only along straight lines: horizontally and vertically.

In one move, the rook can move to any square of its horizontal or vertical line.

The green circles show the squares to which the white rook can go horizontally: a5, b5, c5, e5, f5, g5, h5 and vertically: d1, d2, d3, d4, d6, d7, d8.

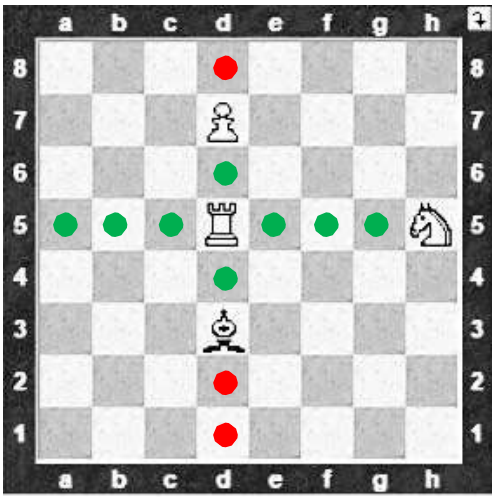
If the rook meets a piece of its color in its way, the rook can't jump over it (or stand on the same square with it).

A **white** pawn, a **white** bishop, and a **white** knight stand in the way of the **white** rook.

The white rook cannot jump over these pieces or stand side by side on the same square.

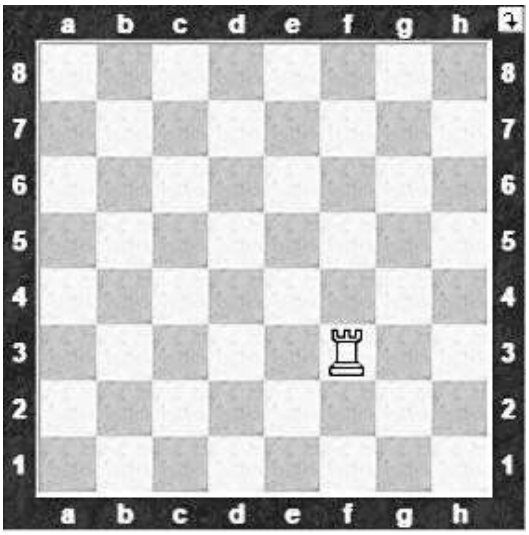
You can't go on red lights!

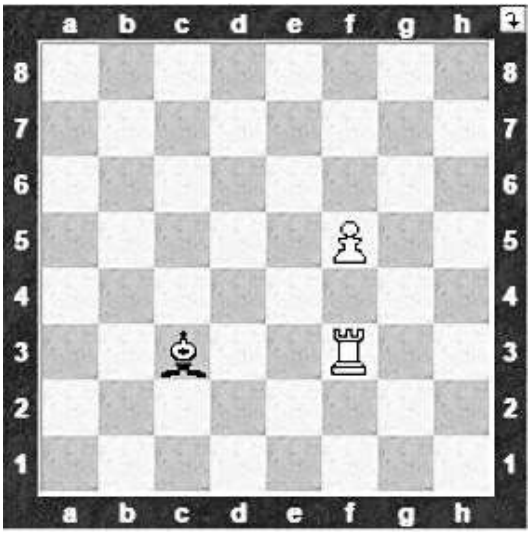
The red dots show that the white rook cannot move to d1, d2, and d8.

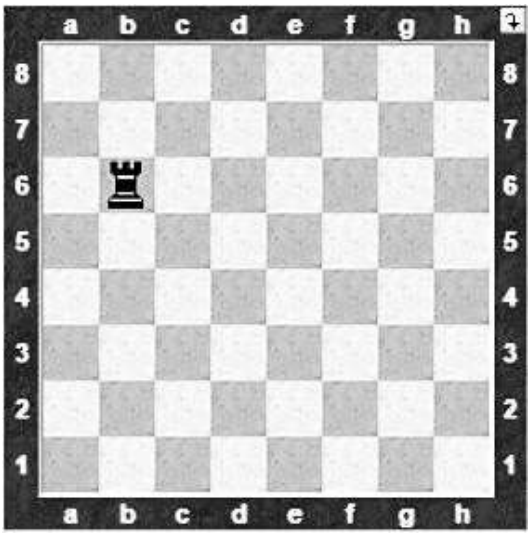


Exercise 1. Find and circle all the rooks.

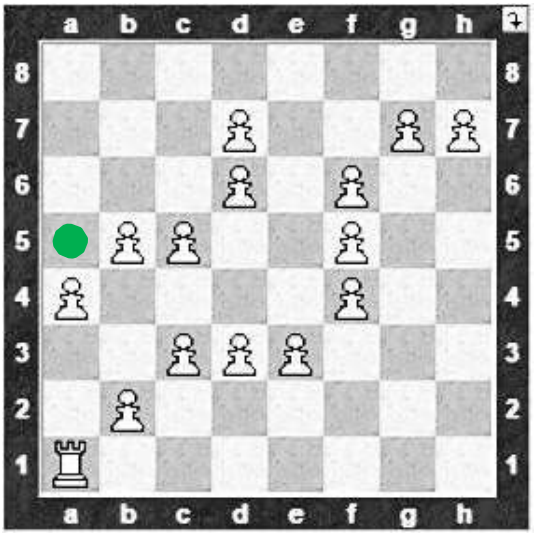
Exercise 2. Draw circles in the squares where the rook can move to.

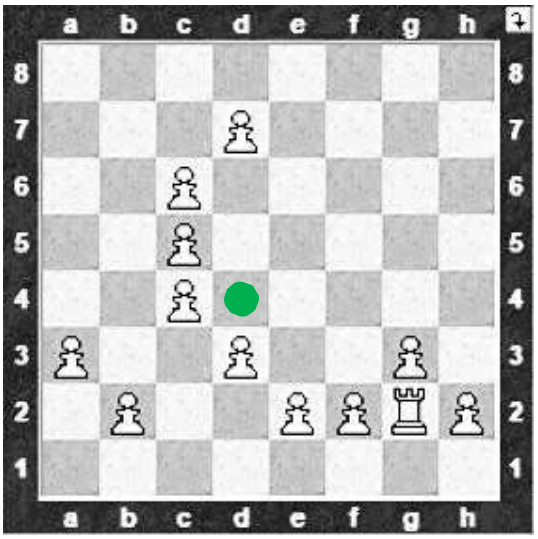


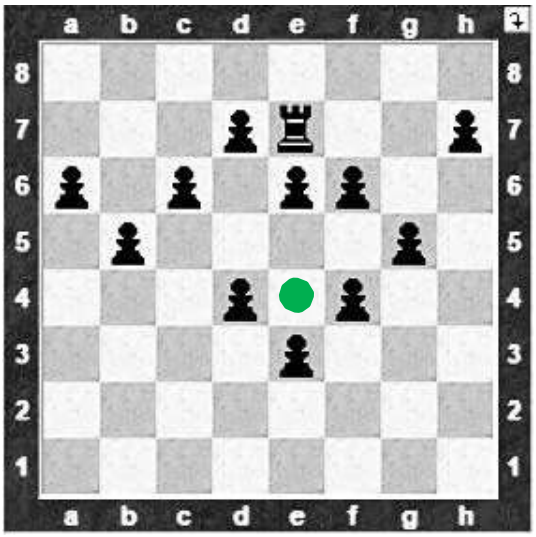




Exercise 3. Guide a rook through the maze and get to the green dot. Only the rook should move. Show the solution with arrows.
Remember that the rook doesn't jump over other pieces!

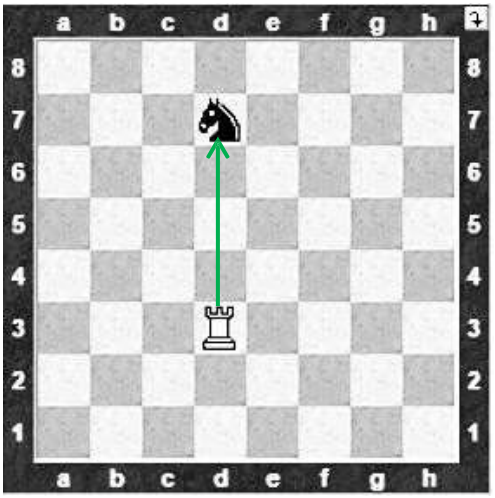




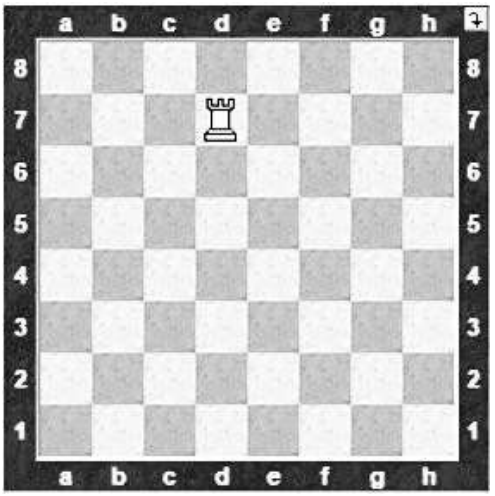


The rook can capture a piece of an opposite color if this piece is in its way. White rook captures black pieces. Black rook captures white pieces.

The capture goes as follows: the opponent's piece is removed from the board, and your rook stands on the square that was occupied by the captured piece. The captured piece rests near the board. **Note! Use one hand to capture a piece!**

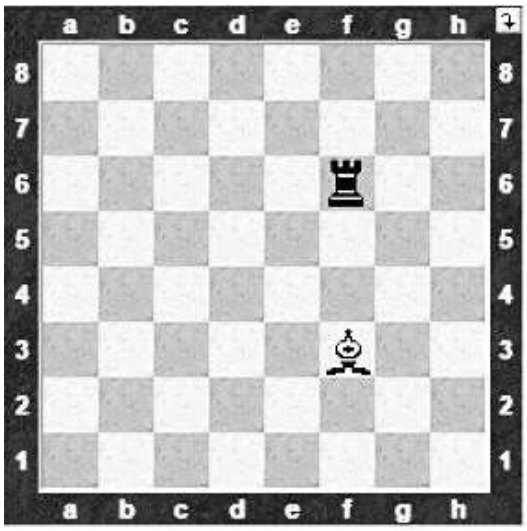


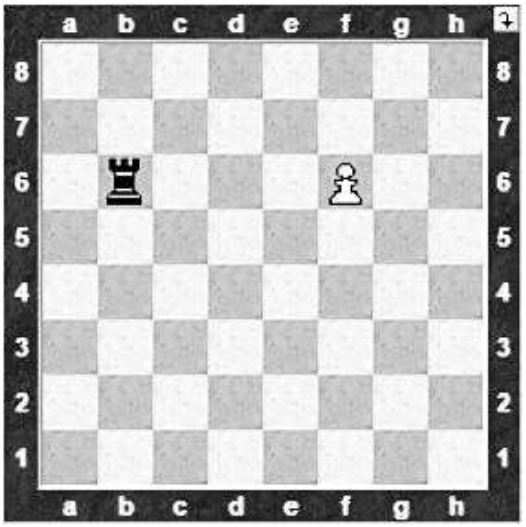
The white rook captures the black knight.



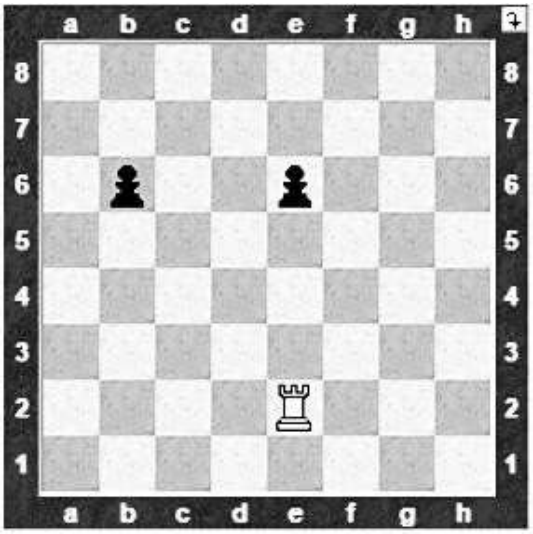
The White rook takes place of the knight. The knight is removed from the board.

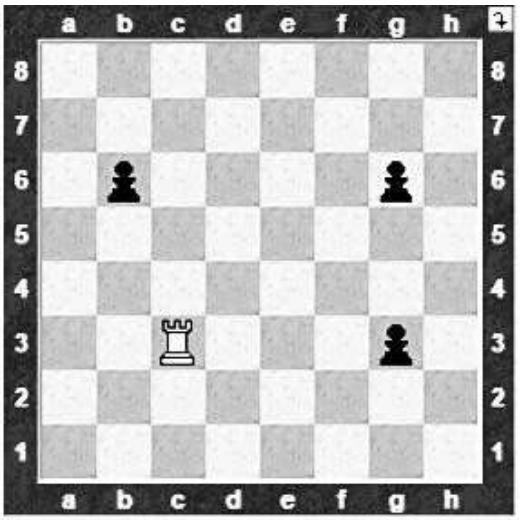
Exercise 4. Capture the white piece with the black rook. Show the solution with an arrow.

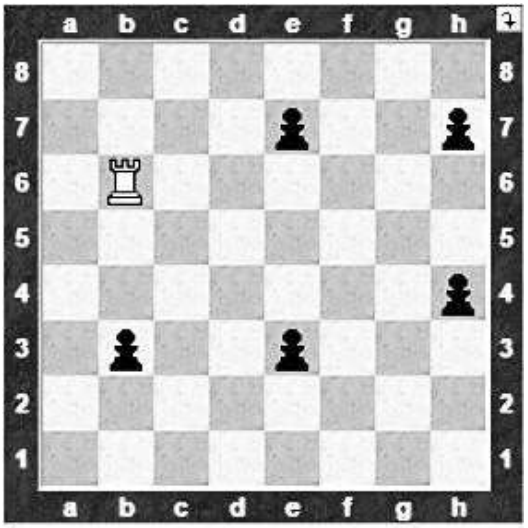




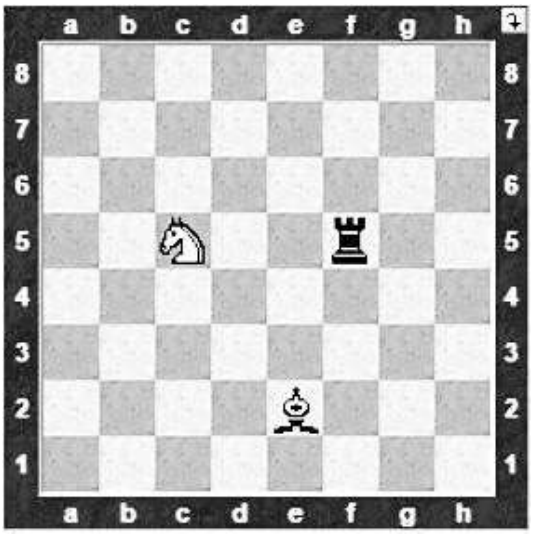
Exercise 5. Capture all black pawns with the white rook. The white rook captures one black pawn in a move. Show the solution with arrows.

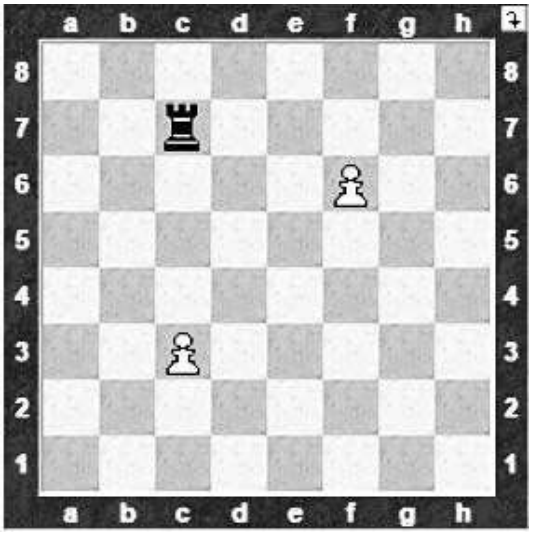




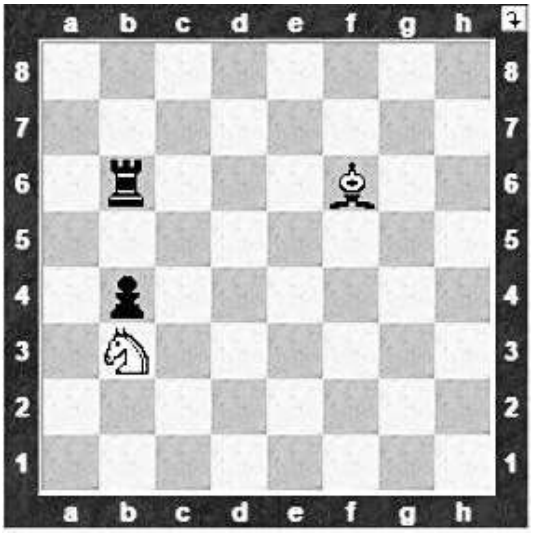


Exercise 6. The black rook can capture only one white piece. Which one? Show the solution with an arrow.



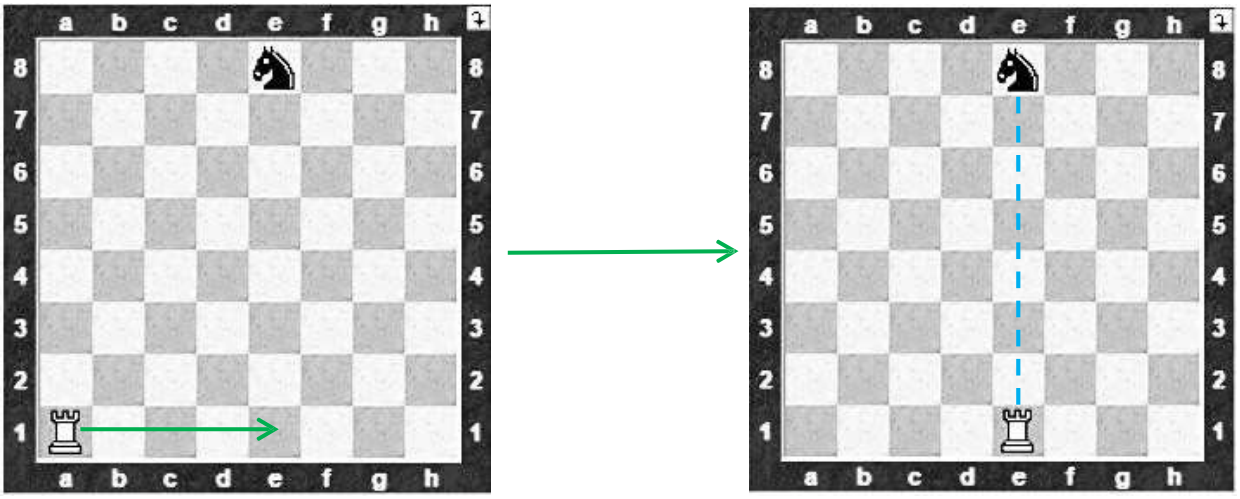


Remember that **the black rook doesn't jump over** black pieces!

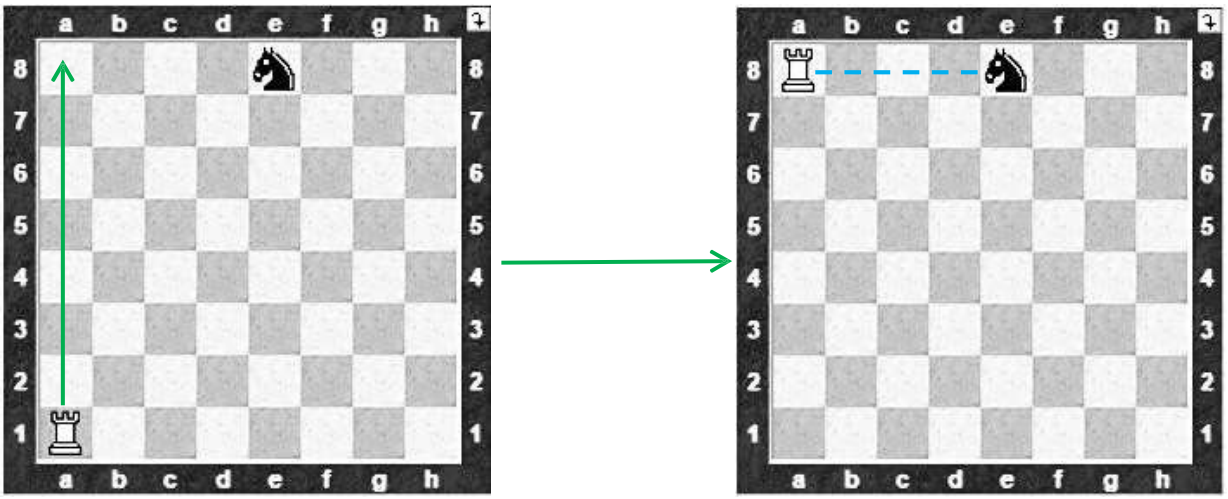


The rook can **attack pieces** of the opposite color. The white rook attacks the black pieces. The black rook attacks the white pieces.

The white rook moves to e1. It **attacks** the black knight. It wants to capture it.



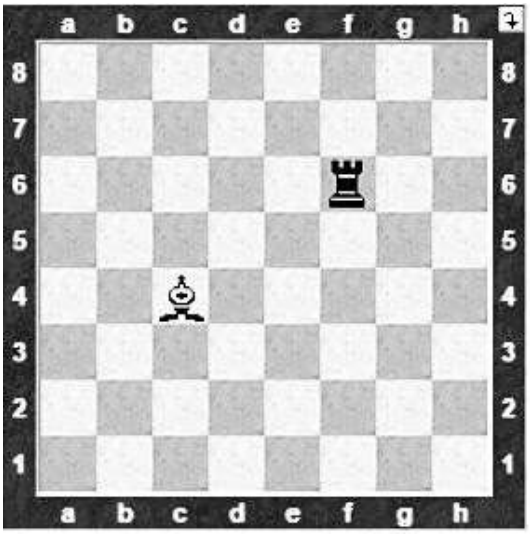
The white rook can still move to a8. And it will also attack the black knight.



Attacking is posing a threat of capturing a piece.

Exercise 7. Attack the white piece with the black rook. Show the solution with an arrow.

2 ways to attack

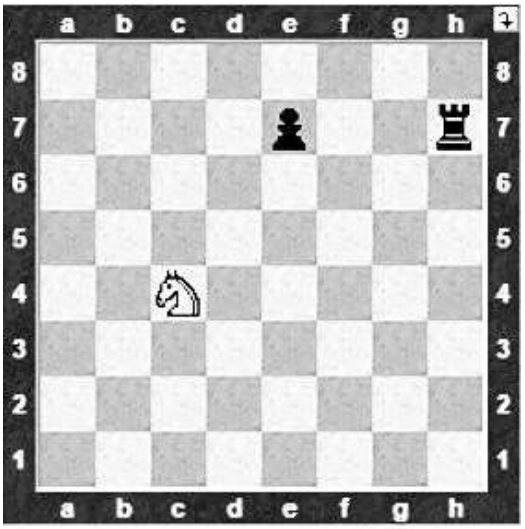


2 ways to attack

Remember that the **black rook doesn't jump over** pieces!

1 way to attack

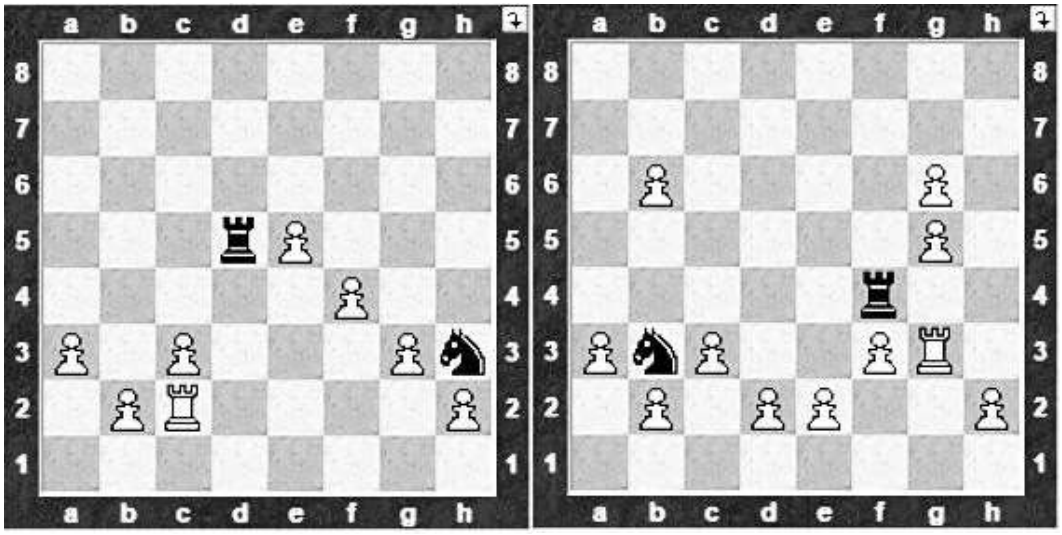
1 way to attack

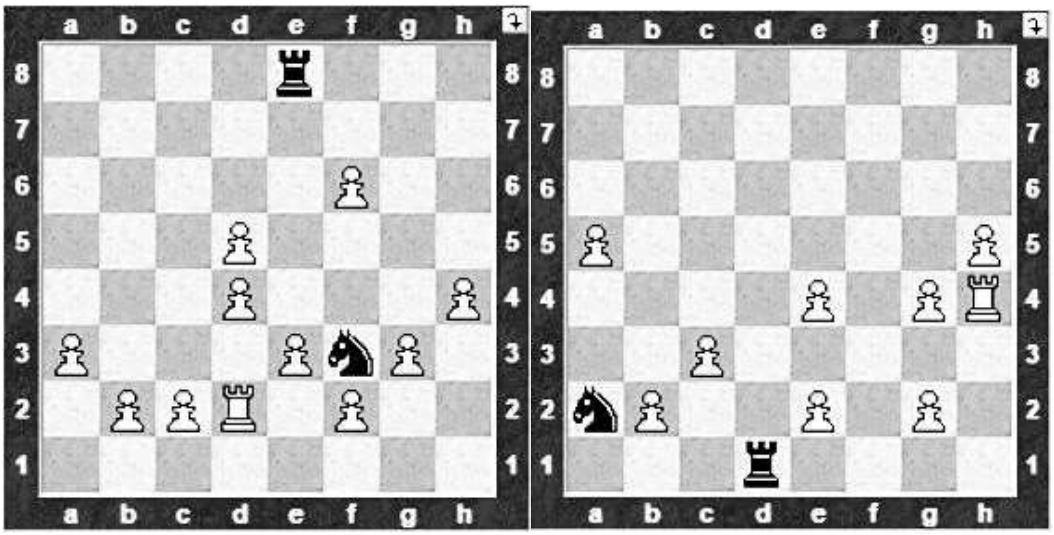


Exercise 8. Guide the white rook through the maze and capture the black knight.

Be careful! The black rook can capture your rook.

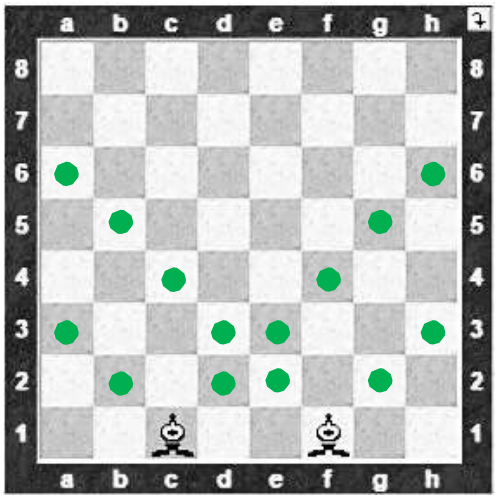
Show the solution with arrows.





Lesson 6. Bishop

Now we will learn how **the bishop moves.** Take two white bishops. Put one of them on c1, the other on f1 on the chessboard.



The bishop moves only diagonally.

The bishop that initially **stands on a white square** moves only **along the white diagonal lines.**

The bishop that initially **stands on a black square** moves only **along the black diagonal lines.**

In one move, the bishop can go to any square of its diagonal line.

The green dots show the squares to which the white bishops can move diagonally.

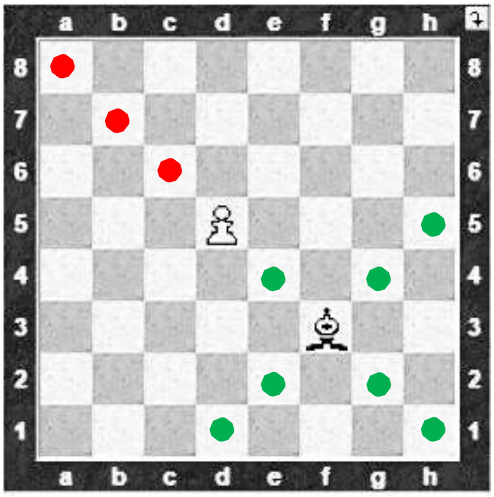
If the bishop meets a piece of the same color in its way, the bishop can't jump over it (or stand on the same square with it).

The **white** pawn stands in the way of the **white** bishop.

The white bishop can't jump over the pawn or stand on the same square.

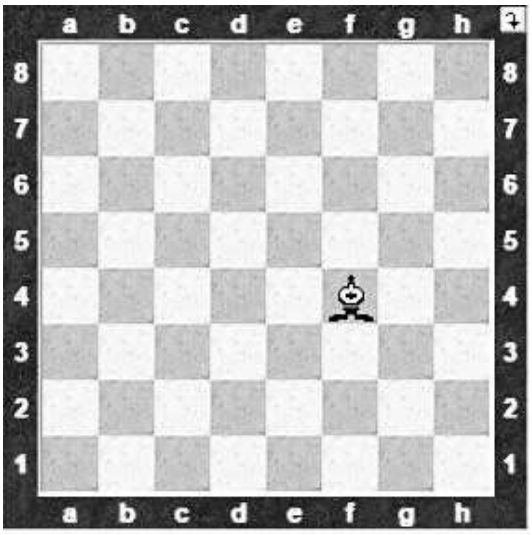
You can't go on red lights!

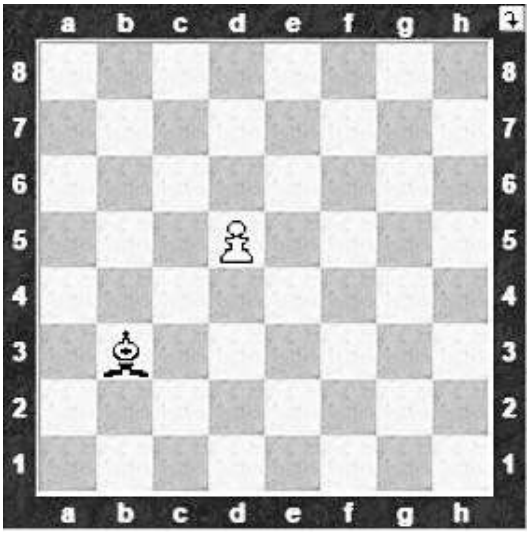
The red dots show that the white bishop can't move to c6, b7 and a8.

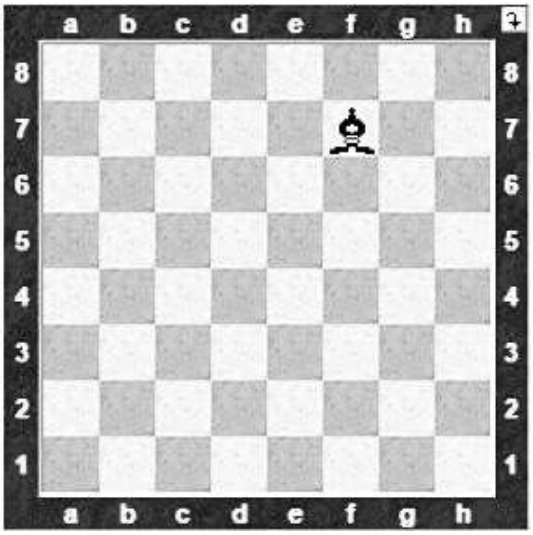


Exercise 1. Find and circle all the bishops.

Exercise 2. Draw circles in the squares where the bishop can move to.

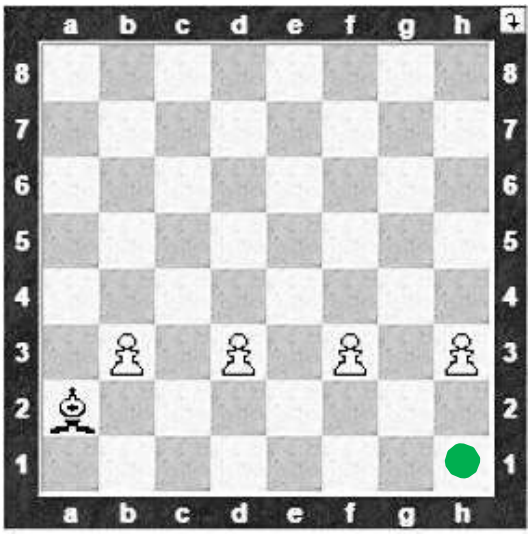


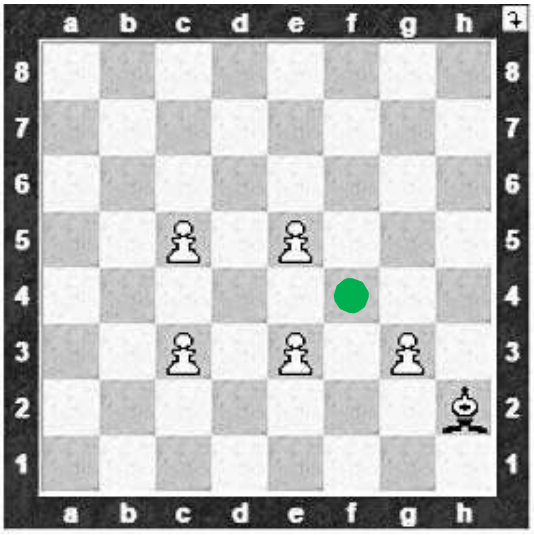


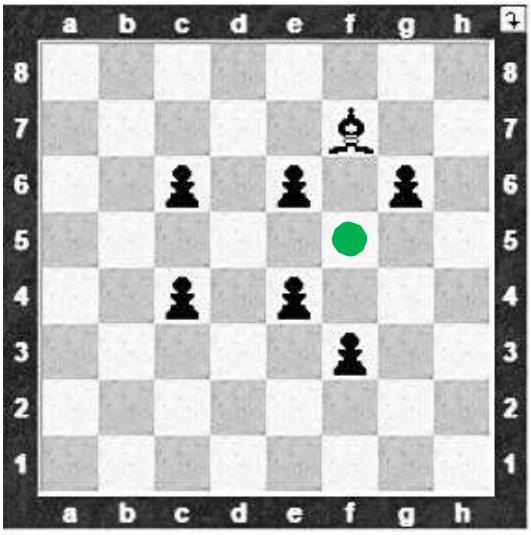


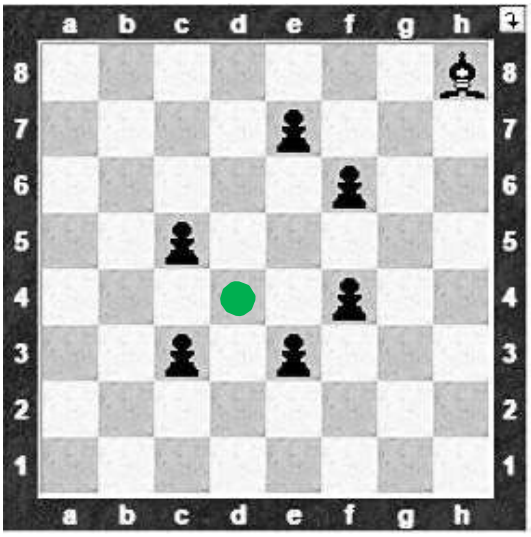
Exercise 3. Guide the bishop through the maze and get it to the green dot. Only the bishop should move. Show the solution with arrows.

Remember that the bishop doesn't jump over other pieces!



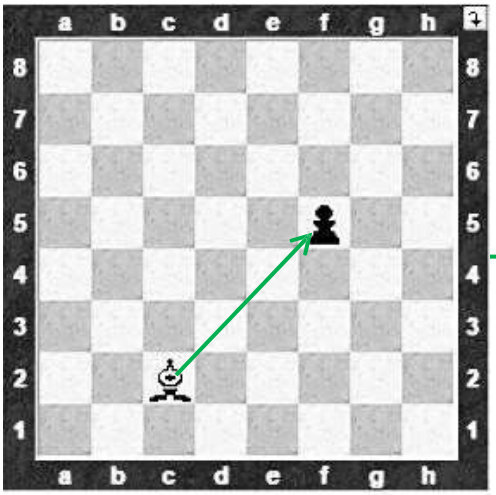




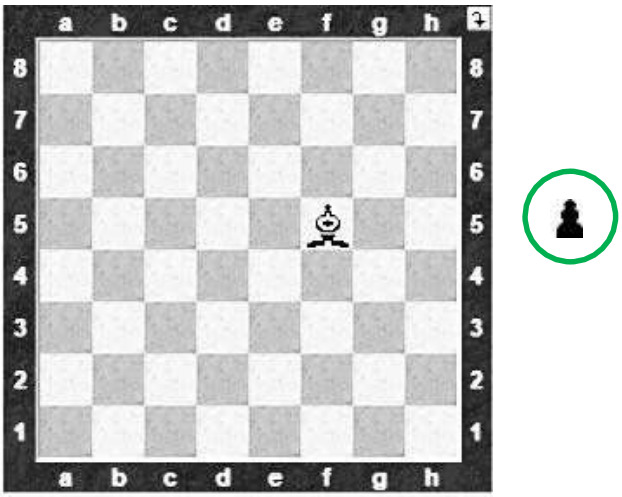


The bishop can capture a piece of the opposite color if this piece is in its way. White bishop captures black pieces. Black bishop captures white pieces.

The capture goes as follows: the opponent's piece is removed from the board, and your bishop stands on the square that was occupied by the captured piece. The captured piece rests near the board. **Note! Use one hand to capture a piece!**

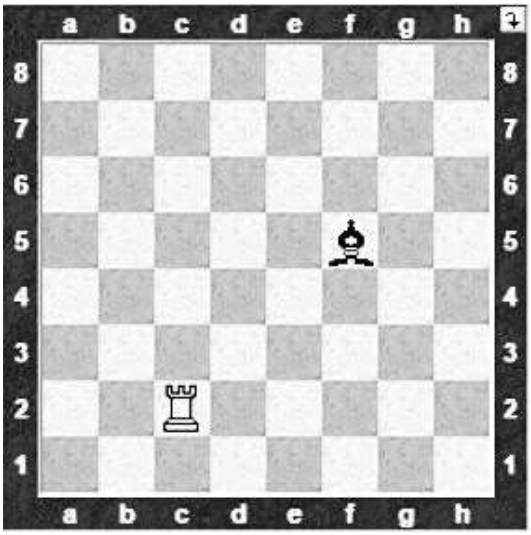


The white bishop captures black pawn.



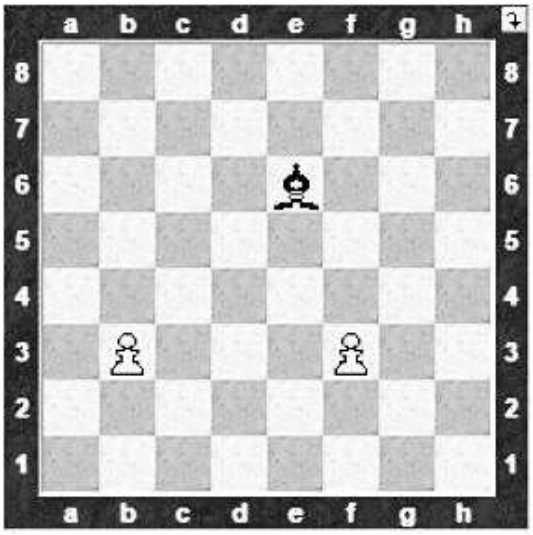
The white bishop stands on the pawn's square. The pawn is removed from the board.

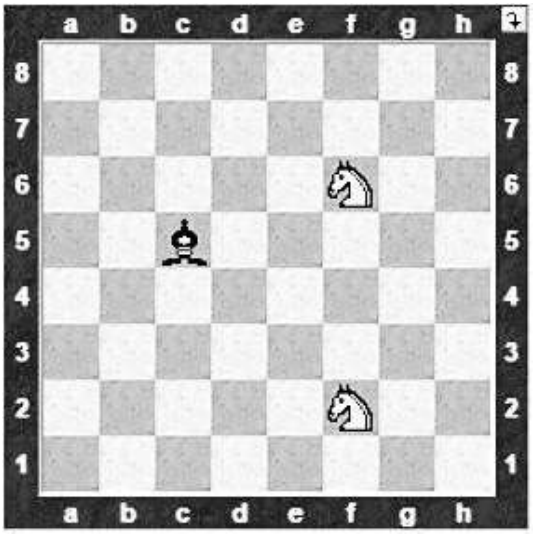
Exercise 4. Capture the white piece with the black bishop. Show the solution with an arrow.



Exercise 5. Capture all black pawns with the white bishop. The white bishop captures one black pawn in a move. Show the solution with arrows.

Exercise 6. The black bishop can capture only one white piece.
Which one? Show the solution with an arrow.



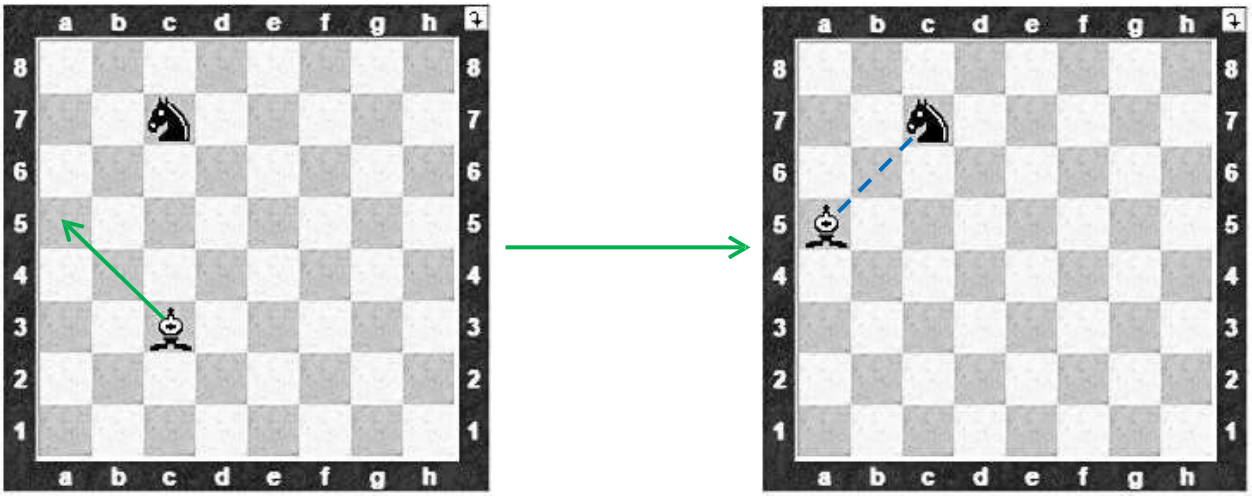


Remember that **the black bishop doesn't jump over** black pieces!

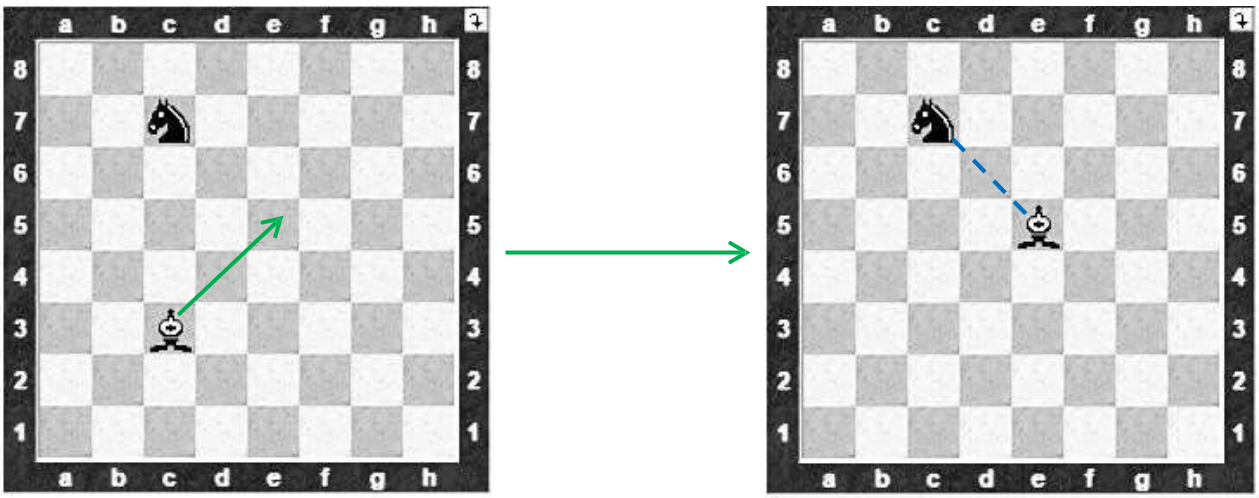
The bishop can **attack pieces** of the opposite color. White bishop attacks black pieces. Black bishop attacks white pieces.

Attacking is posing a threat of capturing a piece.

The white bishop **moves diagonally** to a5 and **attacks the black knight diagonally**. It wants to capture the knight.

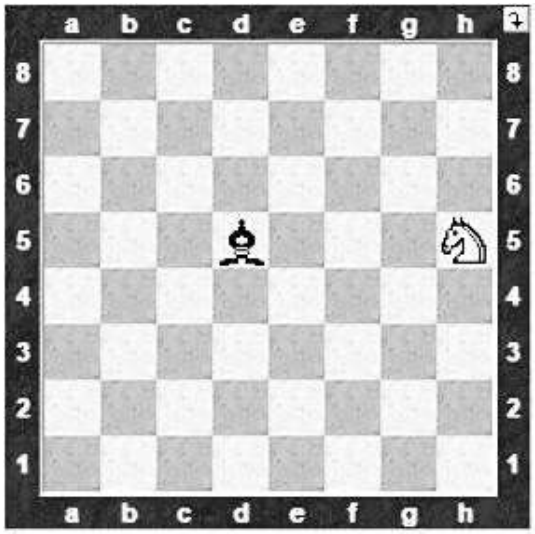


The white bishop can still move to e5. And it will also attack the black knight.

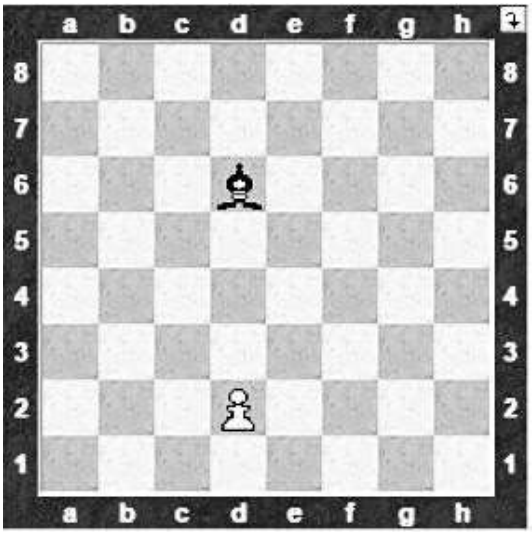


Exercise 7. Attack the white piece with the black bishop. Show the solution with an arrow.

2 ways to attack



2 ways to attack



Remember that **the black bishop doesn't jump over** pieces!

1 way to attack

1 way to attack

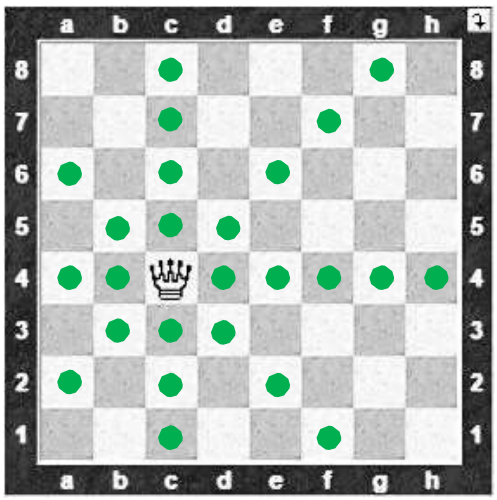
Exercise 8. Guide the white bishop through the maze and capture the black knight.

Be careful! The black bishop can capture your bishop.

Show the solution with arrows.

Lesson 7. Queen

The queen is the strongest chess piece!



The queen moves horizontally, vertically (like a rook), and diagonally (like a bishop).

In one move, the queen can move to any square of its horizontal, vertical and diagonal line.

The green dots show the squares to which the white queen can move horizontally, vertically, and diagonally.

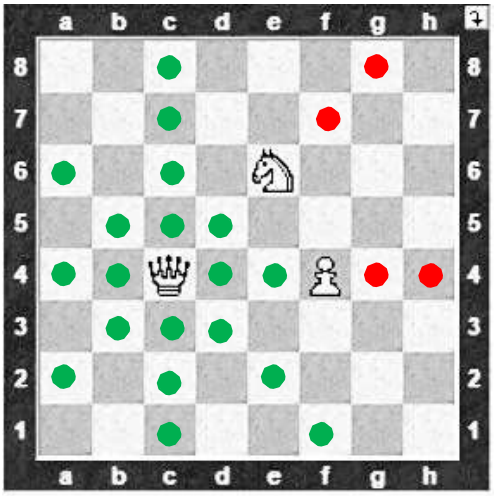
If the queen meets a piece of the same color in its way, the queen can't jump over it (or stand on the same square with it).

The **white pawn** and **white** knight stand in the way of the **white** queen.

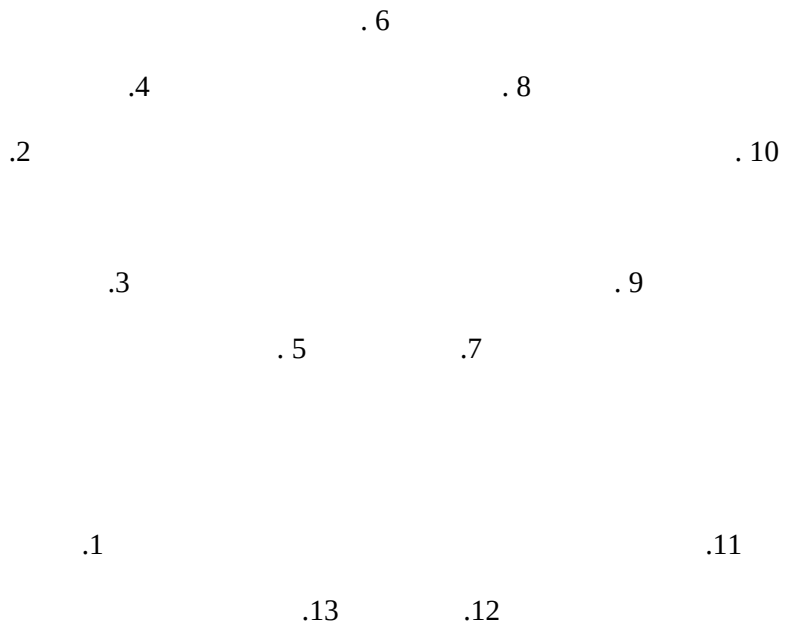
The white queen can't jump over these **white** pieces or stand on the same square.

You can't go on red lights!

The red dots show that the white queen can't move to g5, h5, f7 and g8.



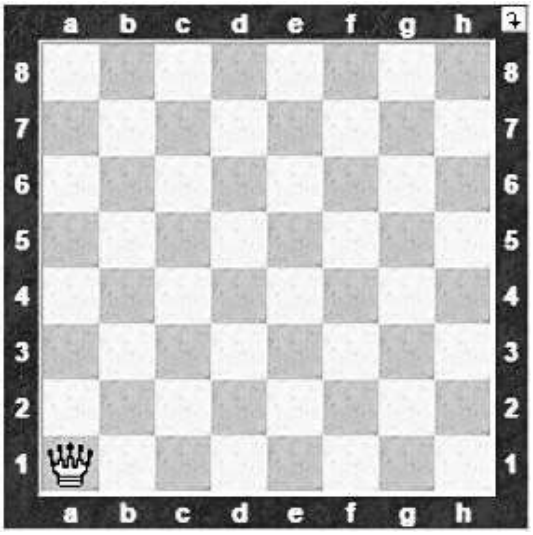
Exercise 1. What chess piece is hidden here? Connect the numbers and you will find out! Start with 1 and connect it with 2. Then connect 2 with 3. Continue to connect the numbers in the right order.

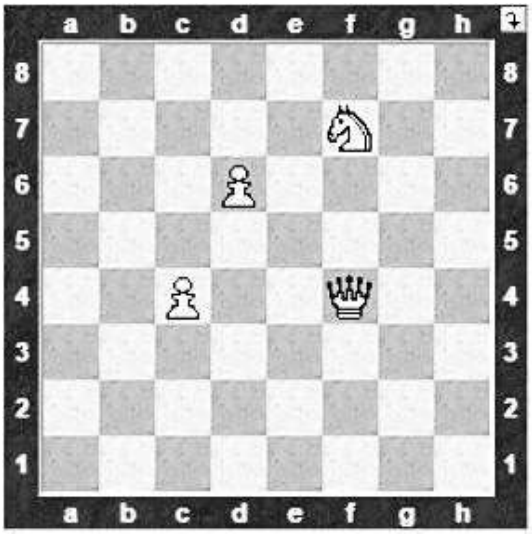


Exercise 2. Find a chess word in each row.

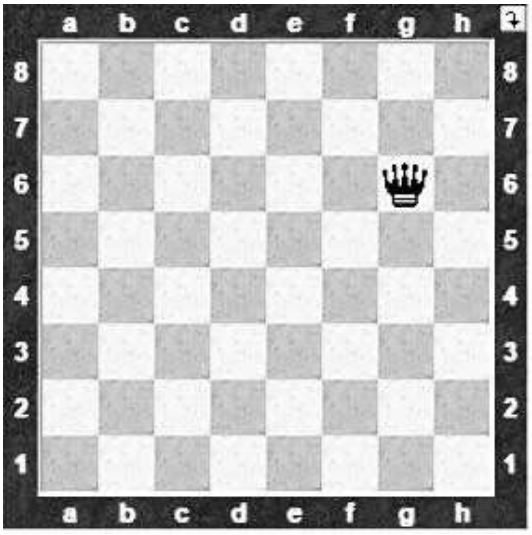
LADY	CROWN	QUEEN	PRINCESS
HORSEMAN	KNIGHT	CHAMPION	WARRIOR
LAWN	FIELD	AREA	SQUARE

Exercise 3. Draw circles in the squares where the white queen can move to.



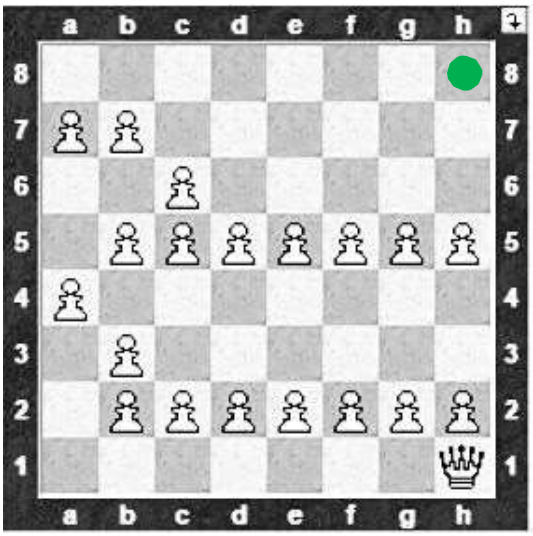


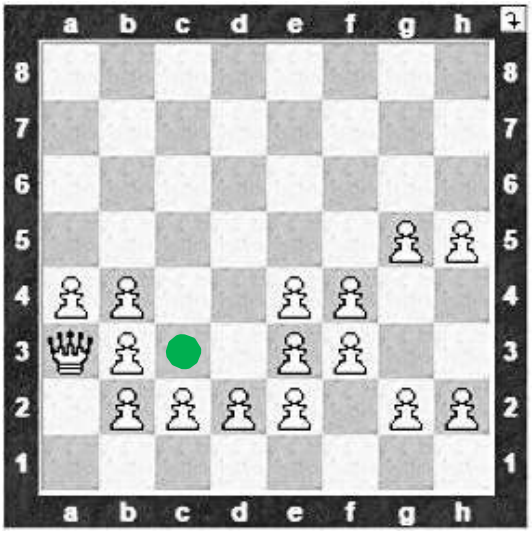
Draw circles in the squares where the black queen can move to.



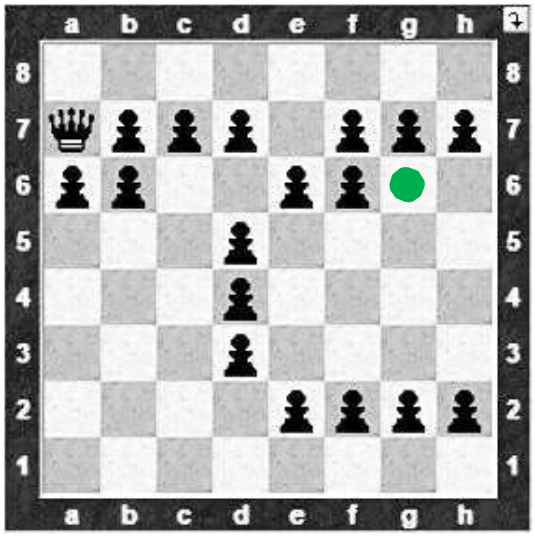
Exercise 4. Guide the **white queen** through the maze and get it to the green dot. Only the white queen moves. Show the solution with arrows.

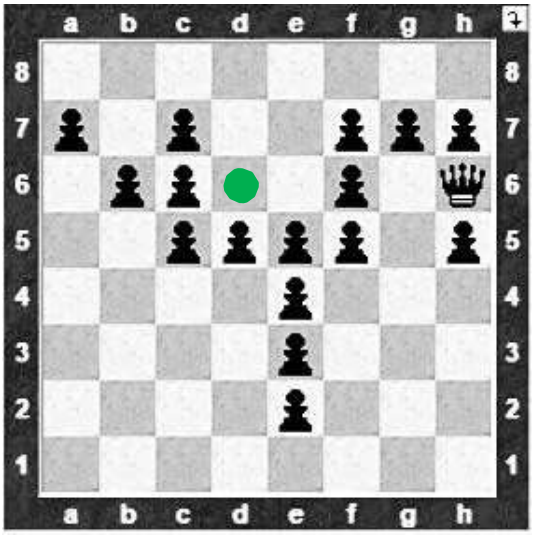
Remember that the queen doesn't jump over other pieces!





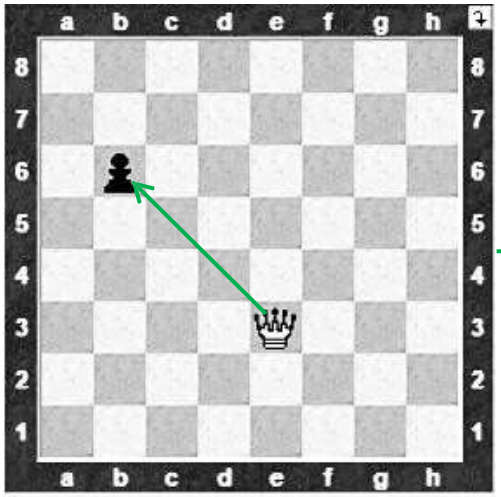
Guide the **black queen** through the maze and get it to the green dot. Only the black queen moves. Show the solution with arrows.





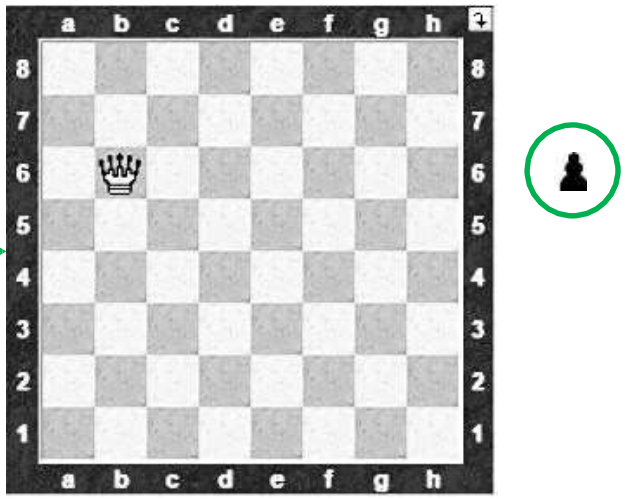
The queen can capture a piece of the opposite color if this piece is in its way. White queen captures black pieces. Black queen captures white pieces.

The capturing goes as follows: the opponent's piece is removed from the board, and your queen stands on the square that was occupied by the captured piece. The captured piece rests near the board. **Note! Use one hand to capture a piece!**



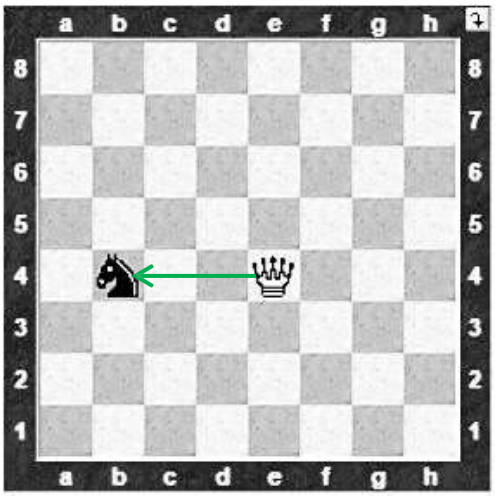
The white queen captures the black pawn.

The white queen takes the place of the pawn. diagonally.

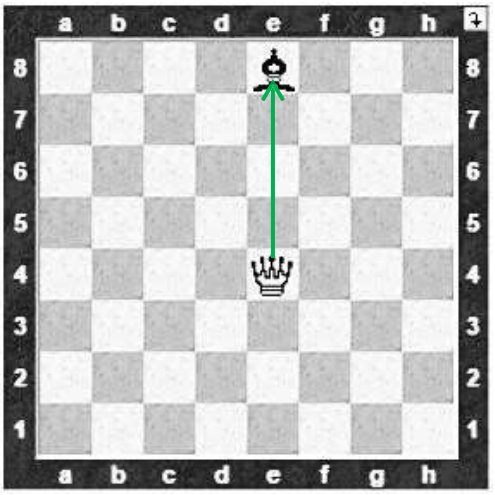


The white queen takes the place of the pawn. The pawn is removed from the board.

See how the **white queen captures black pieces** horizontally and vertically.

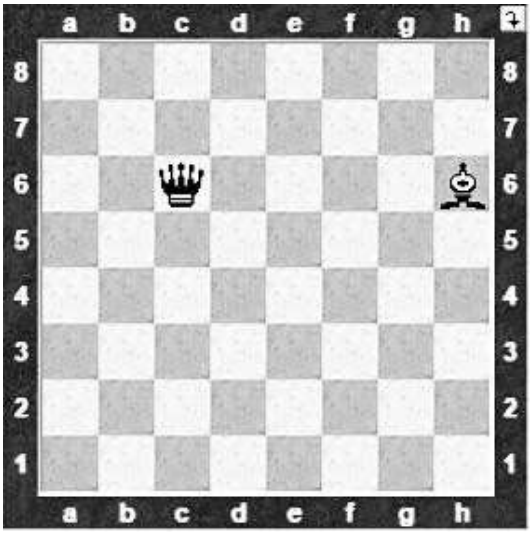


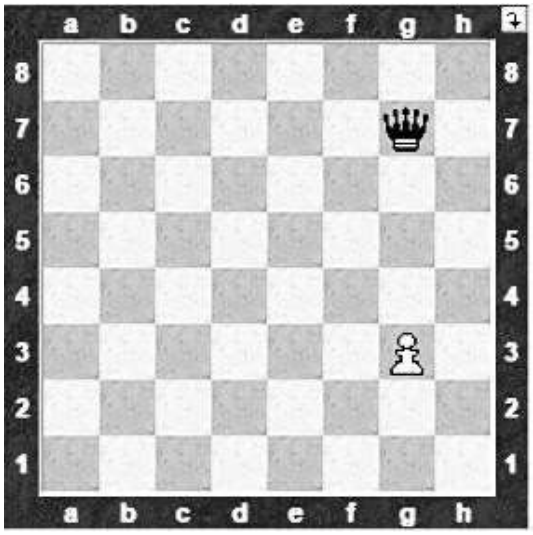
The white queen captures the black knight horizontally.

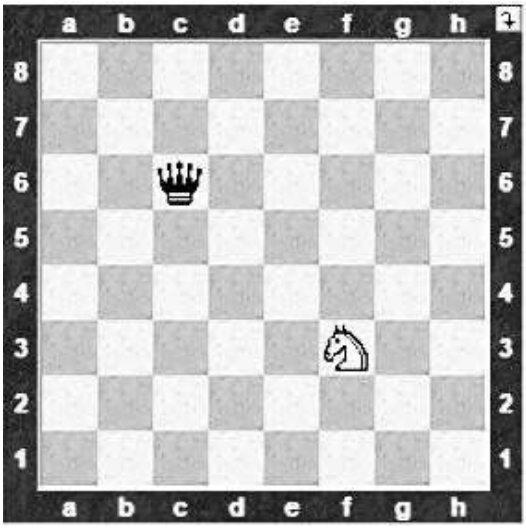


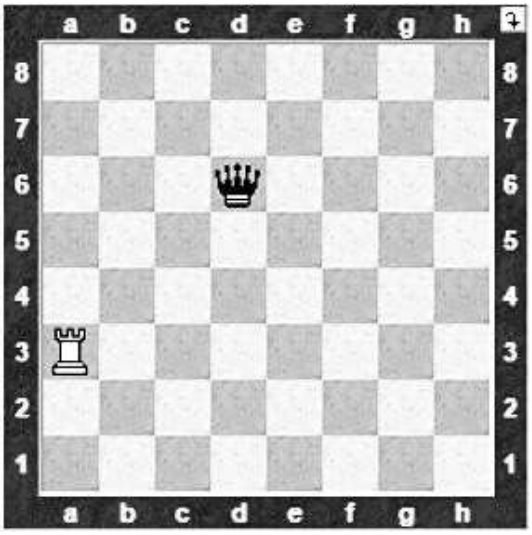
The white queen captures the black bishop vertically.

Exercise 5. Capture the white piece with the black queen. Show the solution with an arrow.

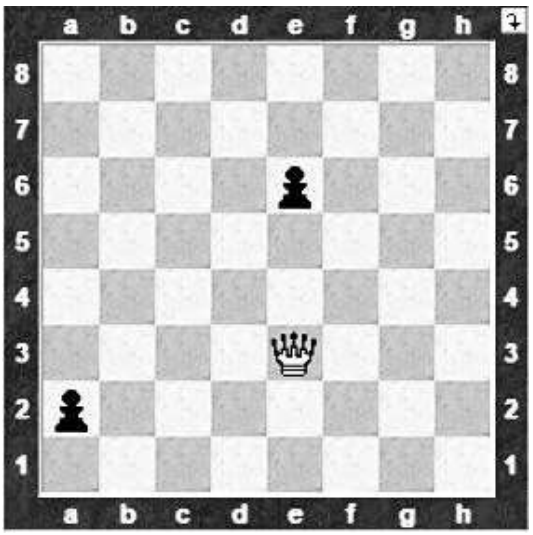


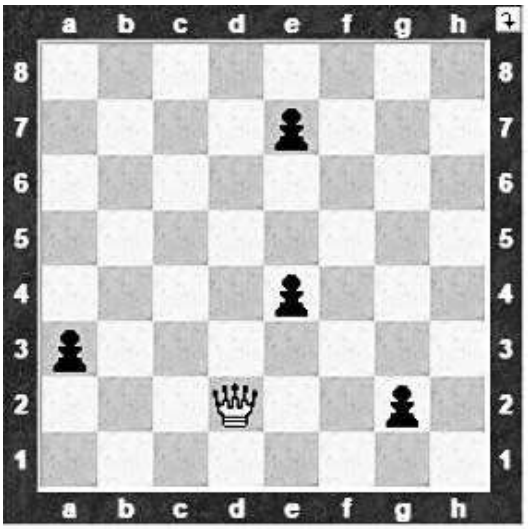




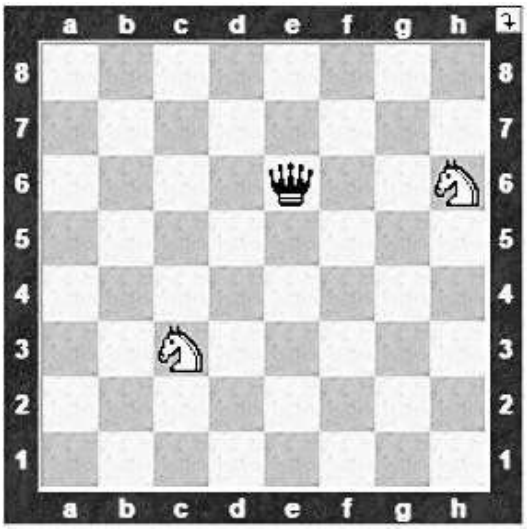


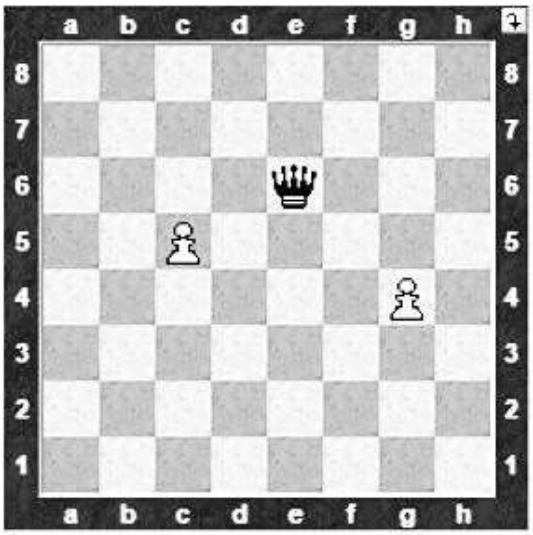
Exercise 6. Capture all black pawns with the white queen. The white queen captures one black pawn in a move. Show the solution with arrows.





Exercise 7. The black queen can capture only one white piece.
Which one? Show the solution with an arrow.

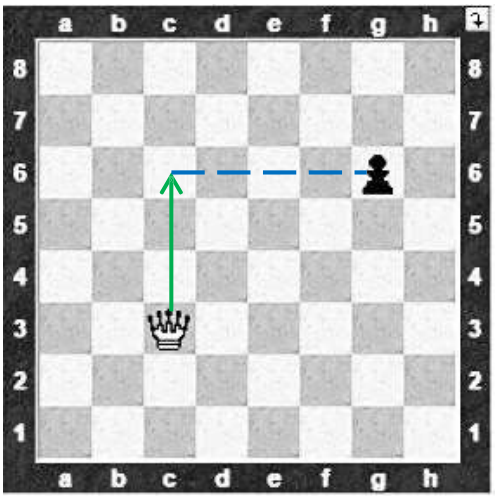




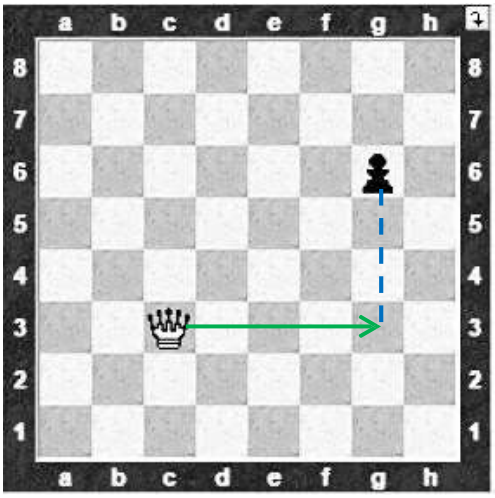
Remember that **the black queen doesn't jump over** black pieces!

The queen can **attack pieces** of the opposite color. White queen attacks black pieces. Black queen attacks white pieces.

Attacking is posing a threat of capturing a piece.



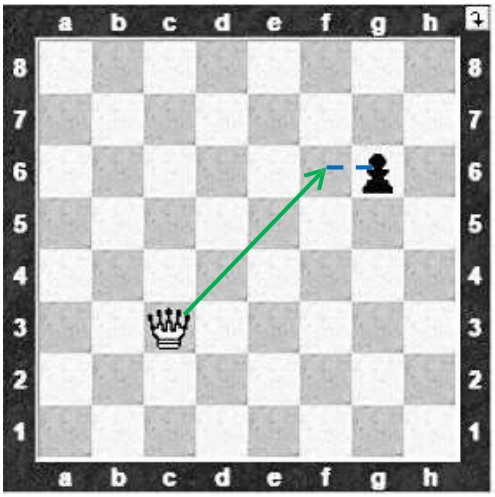
attacks the black pawn vertically.



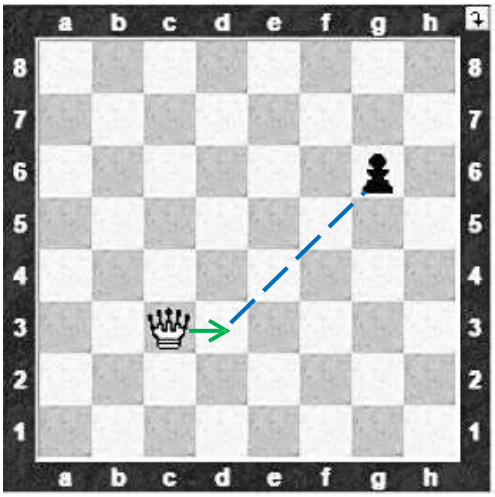
The white queen moves to g3 horizontally and

The white queen moves to c6 vertically
and attacks the black pawn horizontally.

The white queen moves to g3 horizontally
and attacks the black pawn vertically.



The white queen moves to f6 diagonally
and attacks the black pawn horizontally.



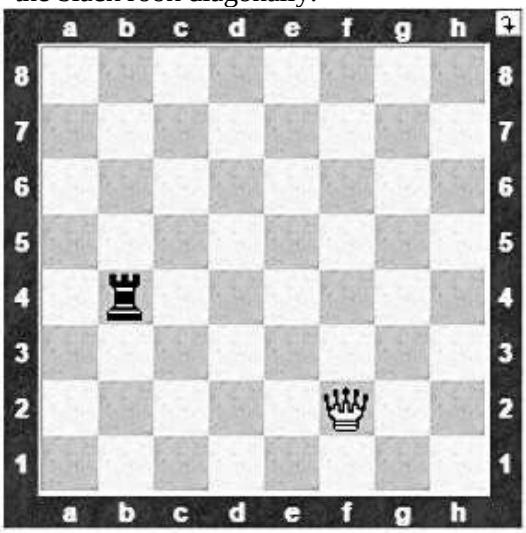
The white queen moves to d3
horizontally and attacks the black pawn
diagonally.

Exercise 8. Attack the black piece with the white queen. Show the solution with an arrow.

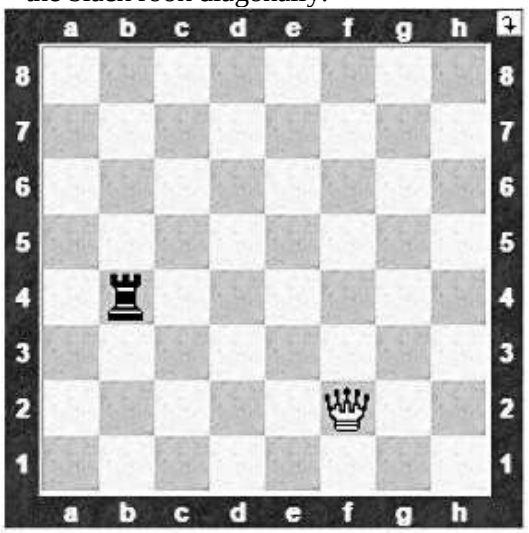
Move the white queen vertically and attack the black pawn horizontally.

Move the white queen horizontally and attack the black knight vertically.

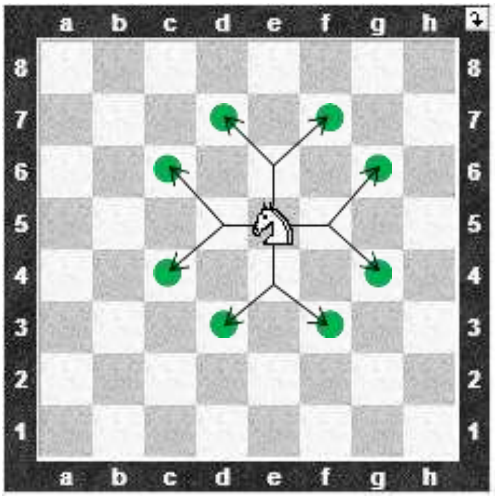
Move the white queen horizontally and attack the black rook diagonally.



Move the white queen diagonally and attack the black rook diagonally.



Lesson 8. Knight

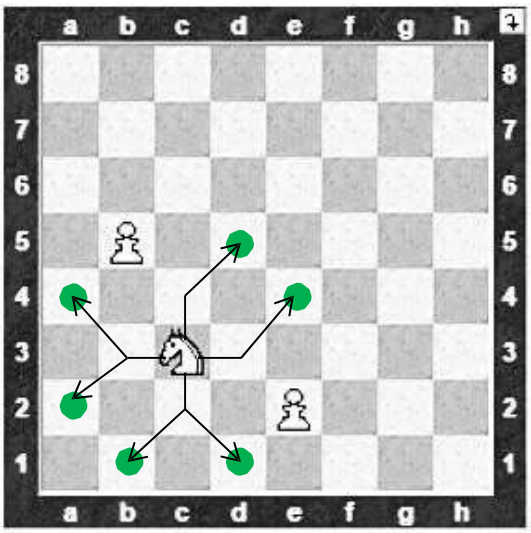


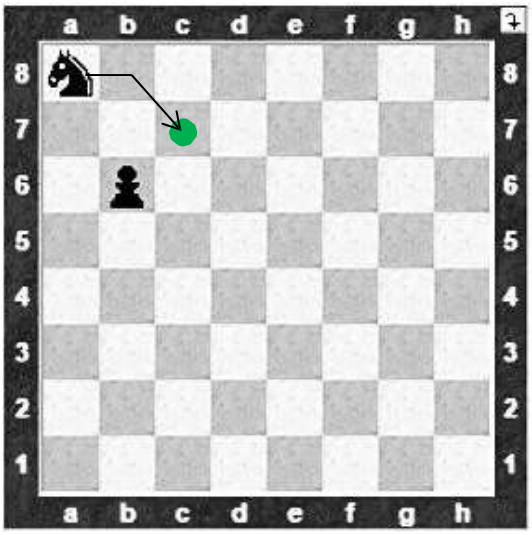
The knight moves one square straight in any direction horizontally or vertically (forward ↑, backward ↓, right →, left ←), and then one square diagonally (↖ ↗ ↘ ↙) and stops on this square. The knight can't stop in the middle of the path.

Green dots show the squares that the white knight can move to. The arrows show the directions that the knight can move to.

The white knight can move to a2, a4, b1, d1, d5 and e4. b5 and e2 are occupied by **white pawns.**

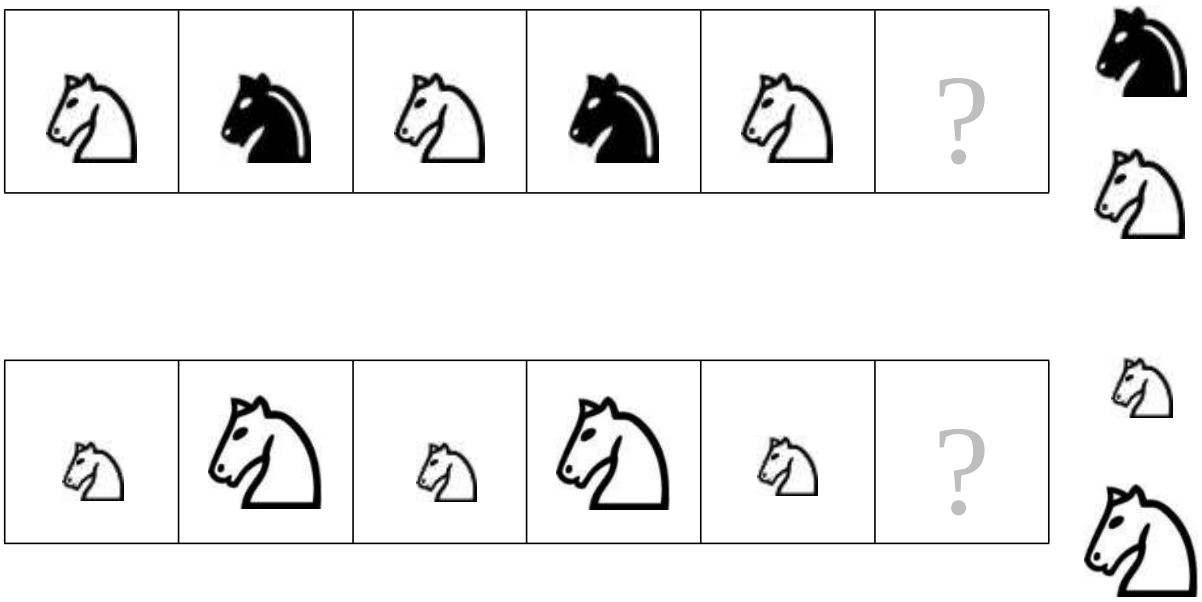
The white knight can't stand on the same square as the white pawns.



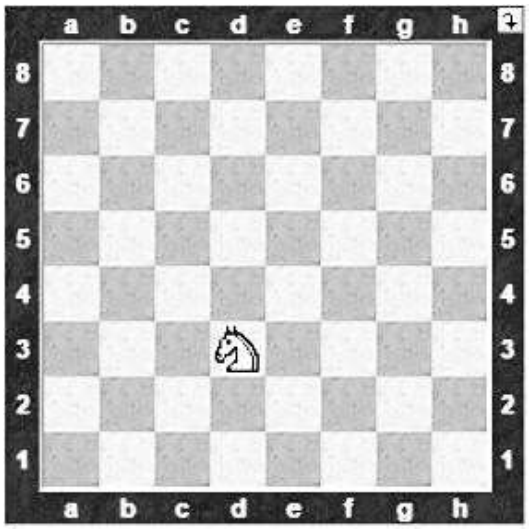


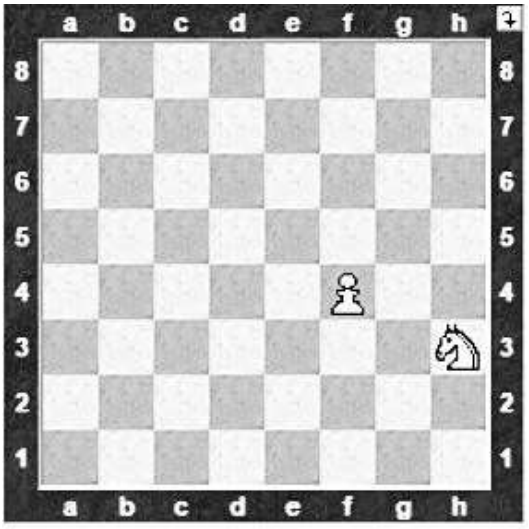
The black knight can only move to c7.

Exercise 1. Which knight should move in the last square? Show the solution with arrows.



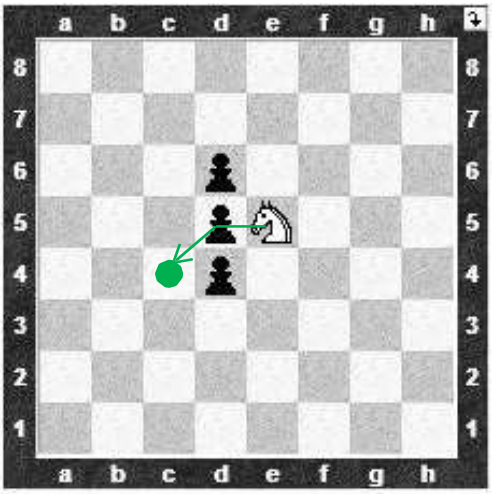
Exercise 2. Draw circles in the squares where the white knight can move to.





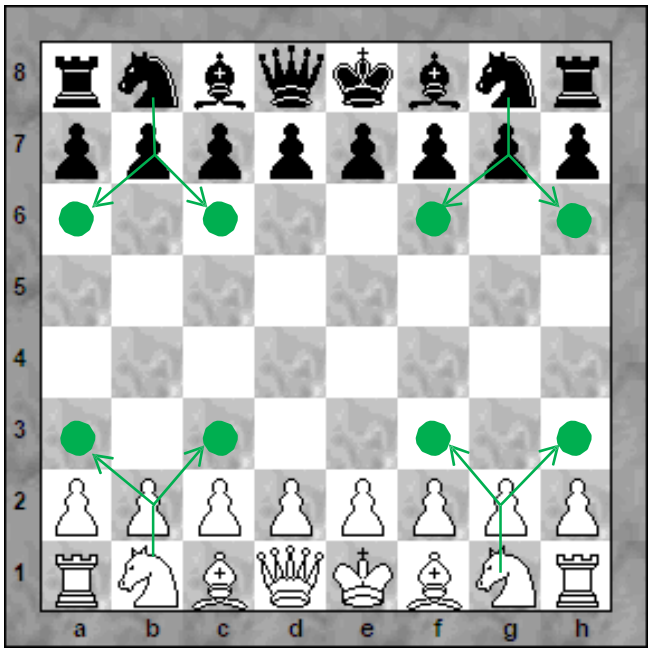
The knight can jump over pieces of the same color as it has and of the opposite color. The white knight jumps over both white and black pieces. The black knight jumps over both black and white pieces.

Jumping over pieces of the opposite color, the knight doesn't capture them. They remain on the board.



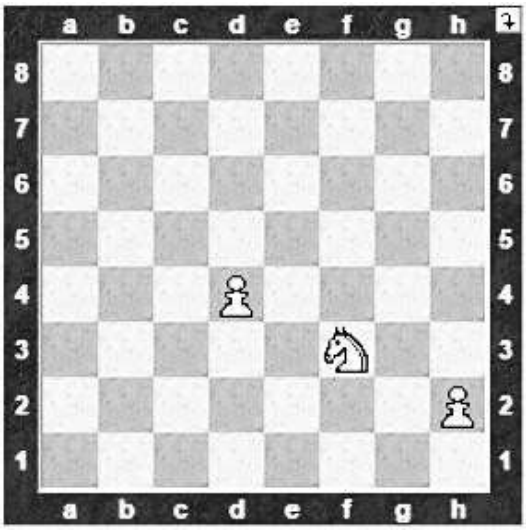
The white knight wants to move to c4.

The white knight jumps over the black pawns and stands on c4. The black pawns remain on the chessboard.



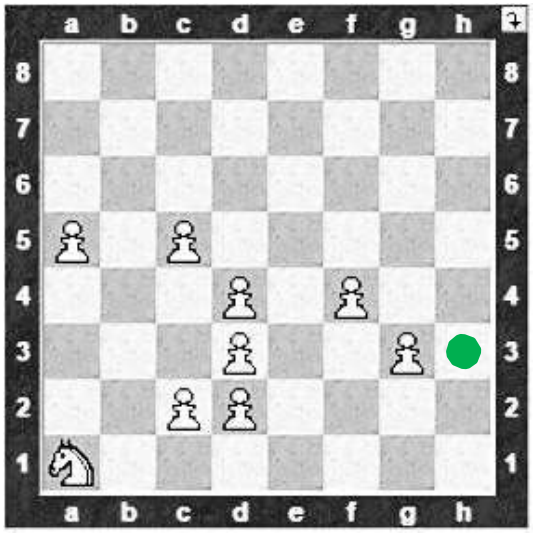
From the starting position, the white knight on b1 can move to a3 or c3. The white knight on g1 can move to f3 or h3. The black knight on b8 can move to a6 or c6. The black knight on g8 can move to f6 or h6.

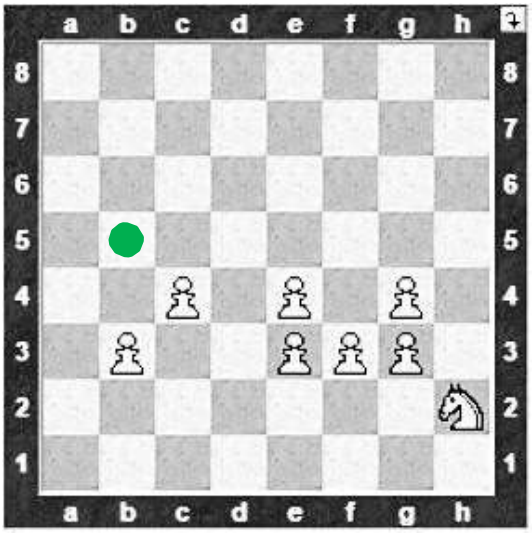
Exercise 3. Draw circles in the squares where the white knight can move to.



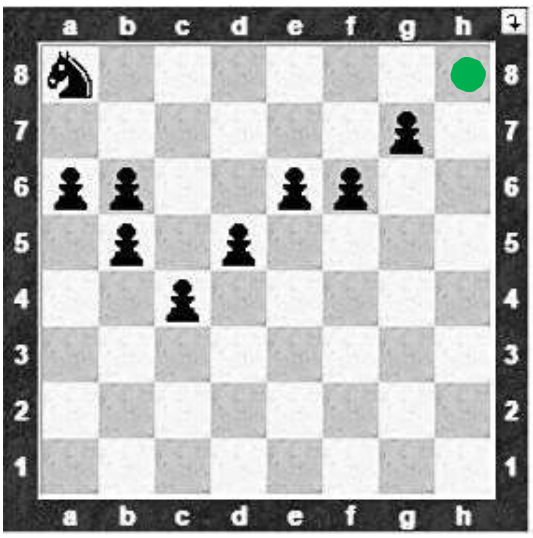
Draw circles in the squares where **the black knight** can move to.

Exercise 4. Guide **the white knight** through the maze and get it to the green dot. Only the white knight moves. Show the solution with arrows.



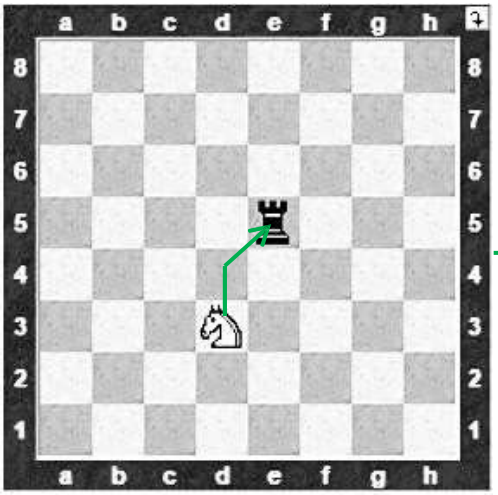


Guide **the black knight** through the maze and get it to the green dot. Only the black knight moves. Show the solution with arrows.

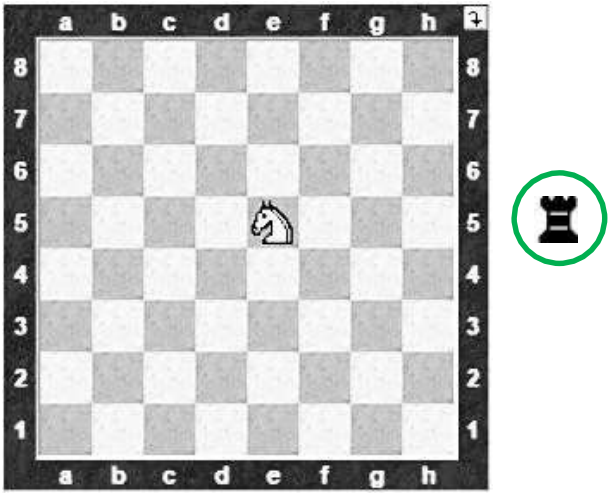


A knight can capture a piece of the opposite color if this piece is on a square to which the knight can move. White knight captures black pieces. Black knight captures white pieces.

The **capture** goes as follows: the opponent's piece is removed from the board, and your knight stands on the square that was occupied by the captured piece. The captured piece rests near the board. **Note! Use one hand to capture a piece!**

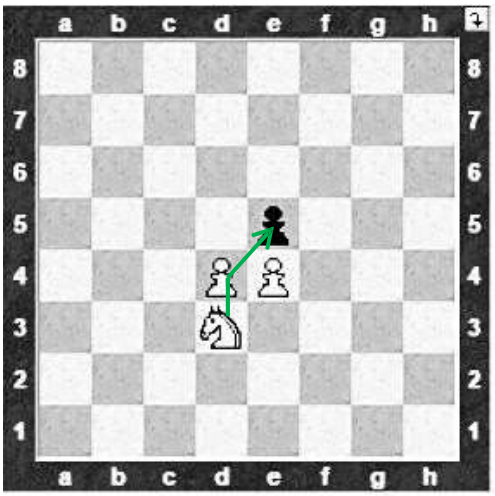


The white knight captures the black rook.

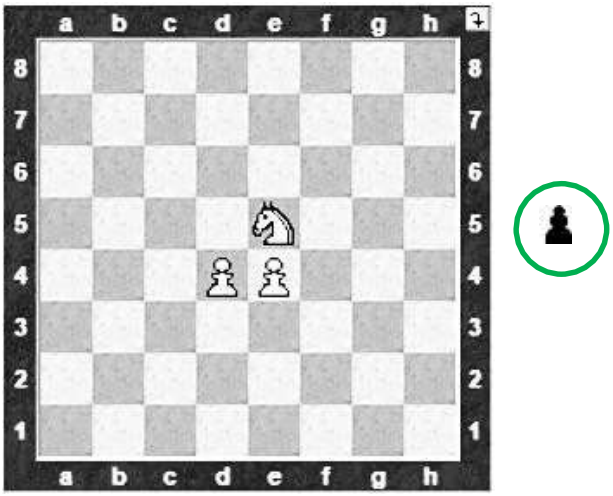


The white knight replaces the rook.
The rook is removed from the board.

See how **the white knight captures the black pieces by** jumping over them**.**

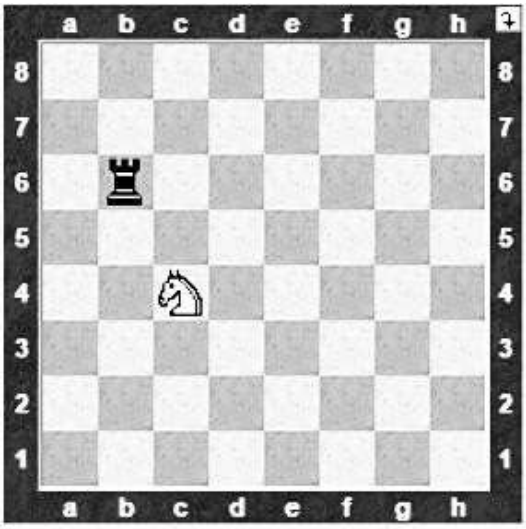


The white knight jumps over the white pawns and **captures the black pawn**.

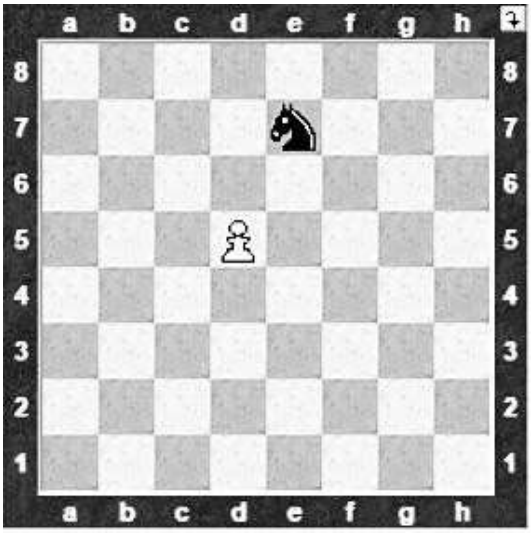


The white knight takes the place of the captured black pawn.

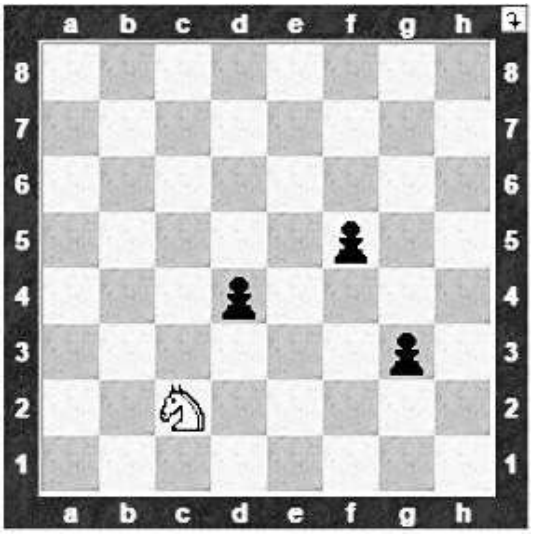
Exercise 5. Capture the black piece with **the white knight.** Show the solution with an arrow.



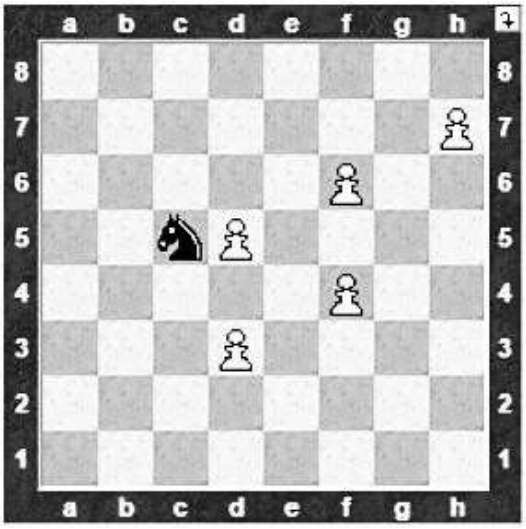
Capture the white piece with **the black knight**. Show the solution with an arrow.



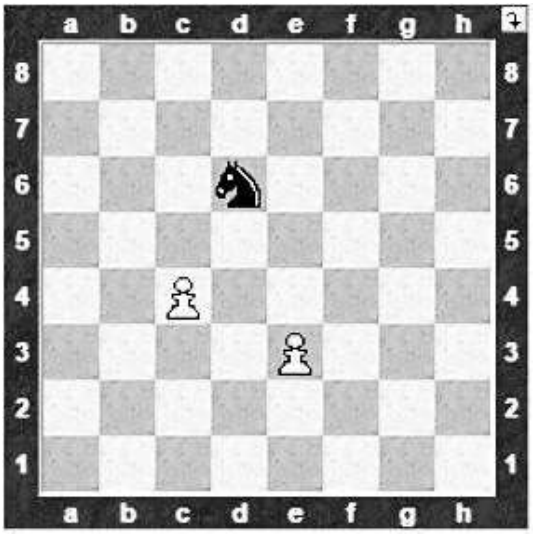
Exercise 6. Capture all black pawns with **the white knight.** The white knight captures one black pawn in a move. Show the solution with arrows.



Capture all the white pawns with **the black knight.** The black knight captures one white pawn in a move. Show the solution with arrows.

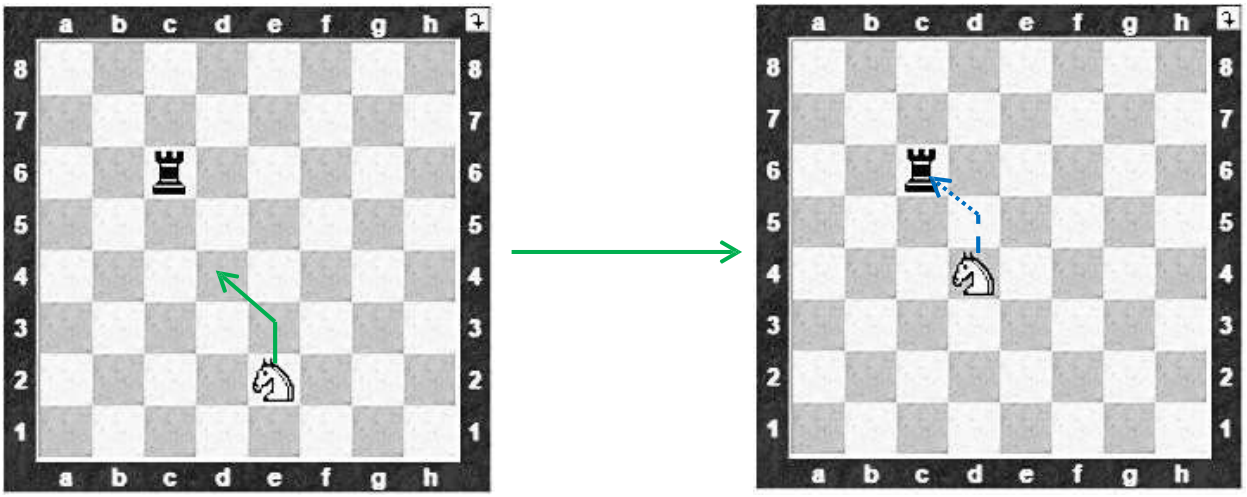


Exercise 7. The black knight can capture only one white piece.
Which one? Show the solution with an arrow.

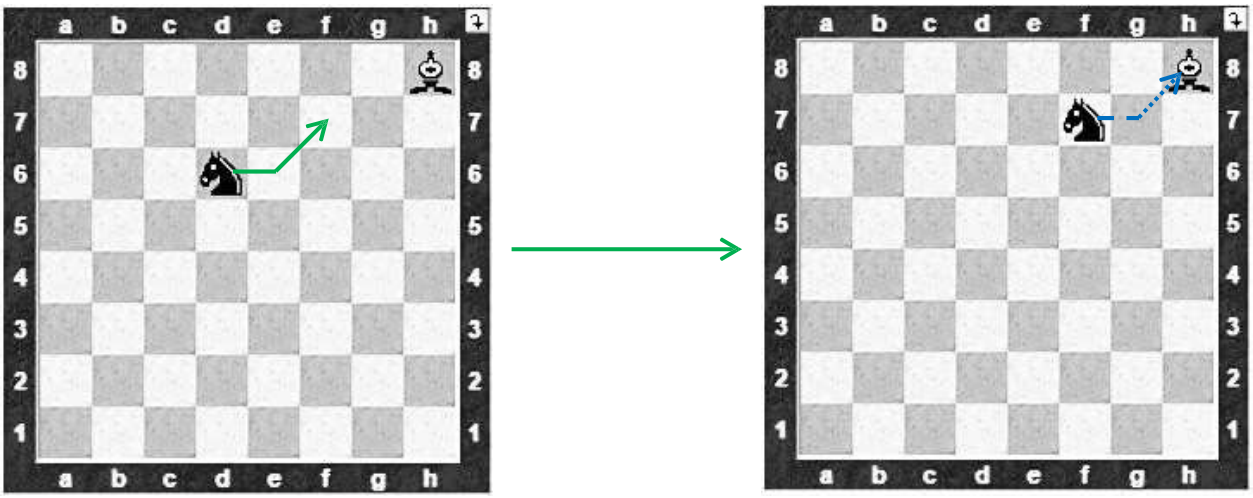


The knight can **attack pieces** of the opposite color. White knight attacks black pieces. Black knight attacks white pieces.

Attacking is posing a threat of capturing a piece.

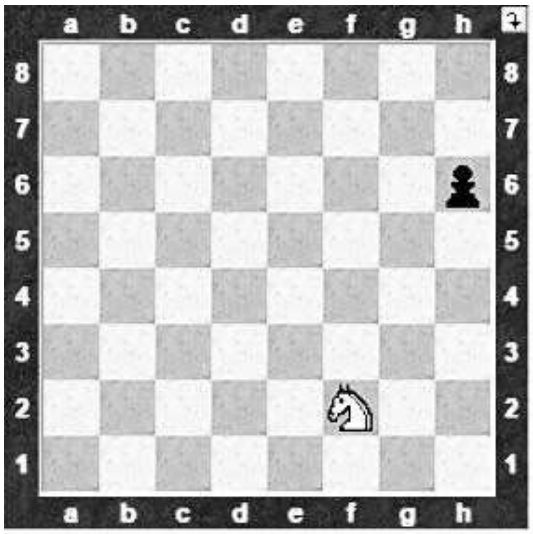


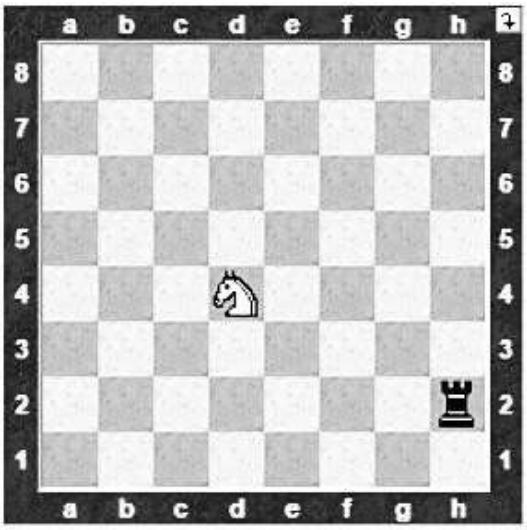
The white knight moves to d4 and attacks the black rook.



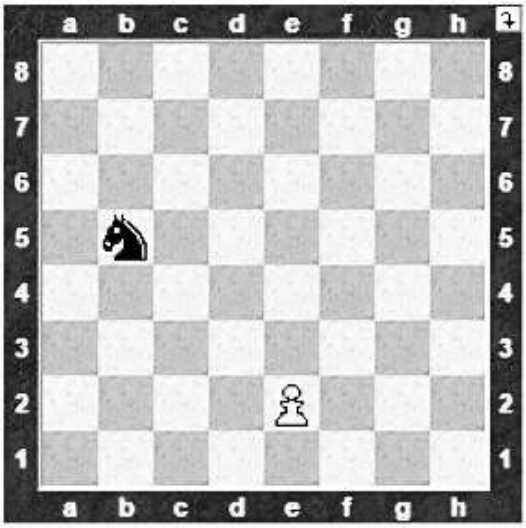
The black knight moves to f7 and attacks the white bishop.

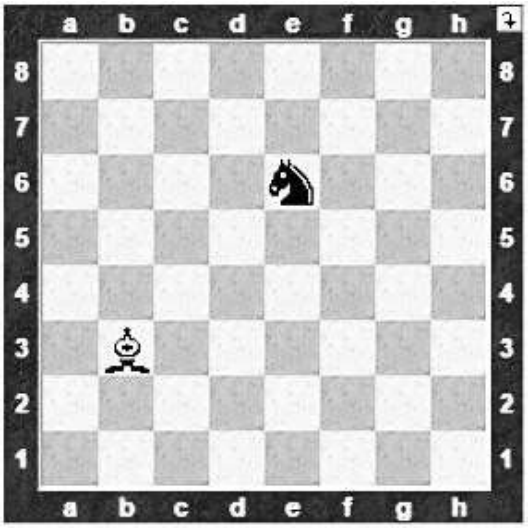
Exercise 8. Attack the **black piece** with the white knight. Show the solution with an arrow.



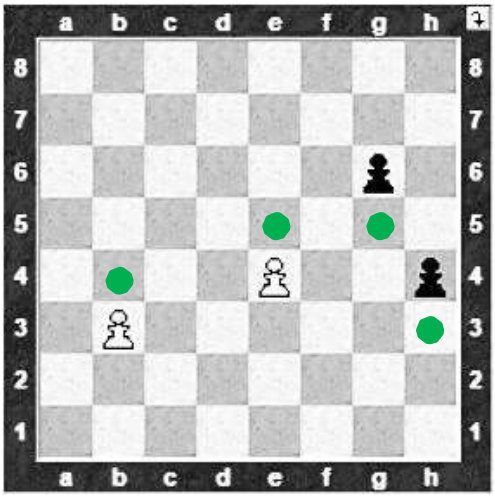


Attack the white piece with the **black knight.** Show the solution with an arrow.





Lesson 9. Pawn



The pawn moves only forward one square vertically.

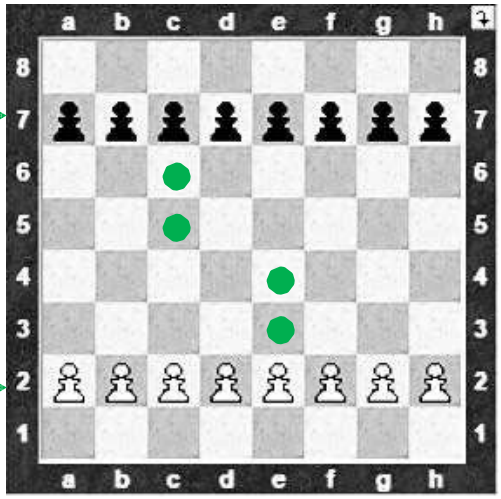
White pawns move toward horizontal line 8. Black pawns move toward horizontal line 1.

Pawns don't move backward!

The green dots show which square each pawn can move to. White pawn on b3 moves to b4. White pawn on e4 moves to e5. Black pawn on g6 moves to g5. Black pawn on h4 moves to h3.

Starting position for black pawns (horizontal line 7)

Starting position for white pawns (horizontal line 2)



But **from the starting position** (white pawns on horizontal line 2, black pawns on horizontal line 7), **each pawn** can move **two squares or one square at once.**

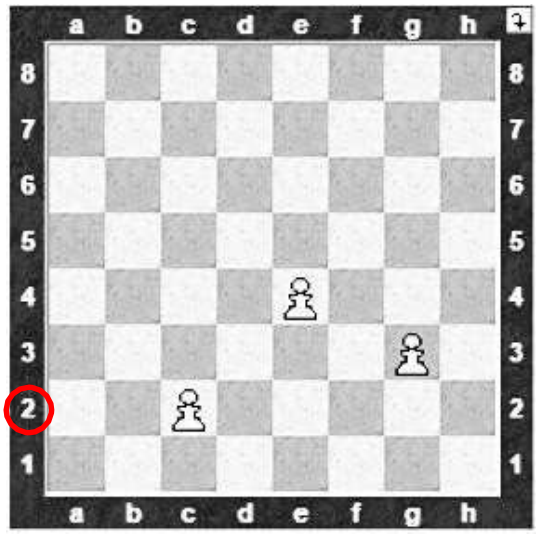
It is up to you how many squares from the starting position the pawn should move: one or two.

White pawn on e2 can move to e3 or e4. Further, it moves only one square forward.

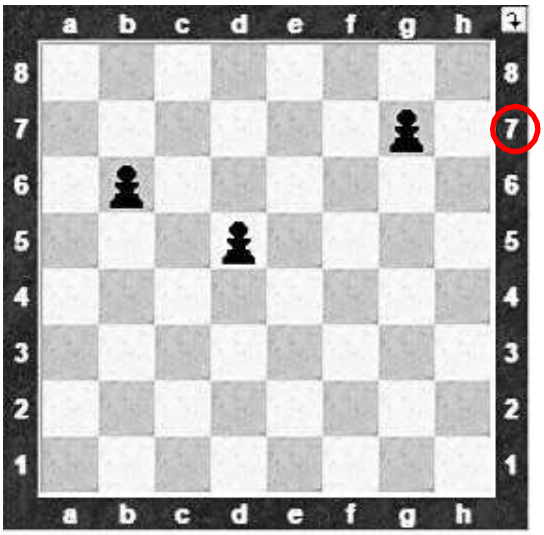
Black pawn on c7 can move to c6 or c5. Further, it moves only one square forward.

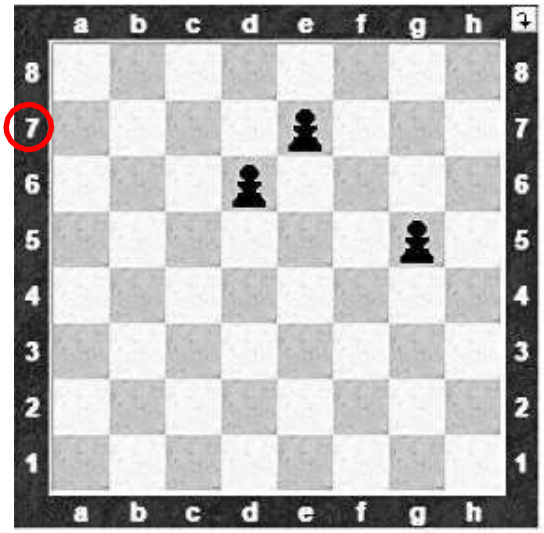
Pawns don't move backward!

Exercise 1. Draw circles in the squares where **each white pawn** can move to. Remember how pawns move from the starting position!

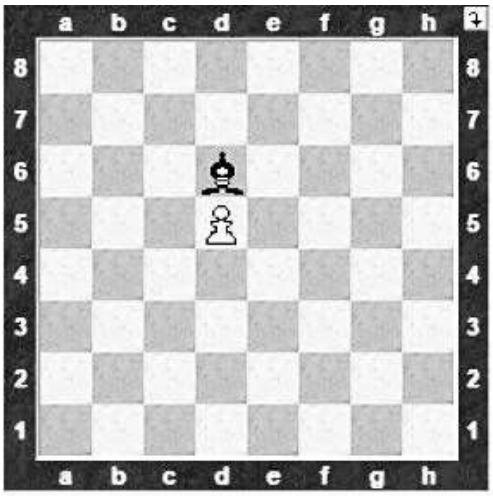


Draw circles in the squares where **each black pawn** can move to. Remember how pawns can move from the starting position!





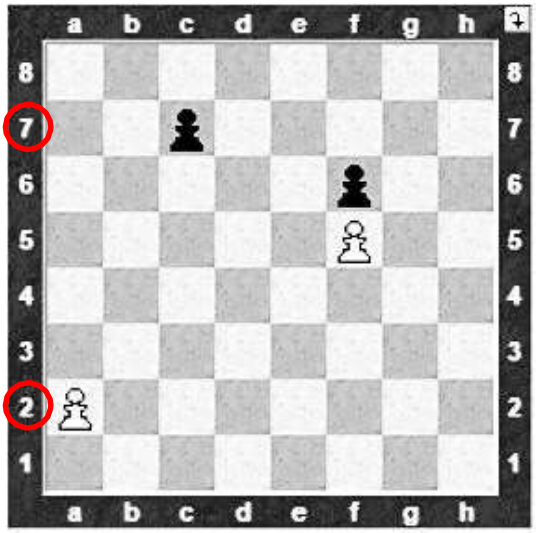
If a piece of the opposite color is in the pawn's way**, then the pawn doesn't move further and remains in place**.



The white pawn on d5 can't move.

The white pawn on f4 and the black pawn on f5 can't move.

Exercise 2. Draw circles in the squares where the **white and black pawns** can move to. Which pawns **can't move**? Circle them.

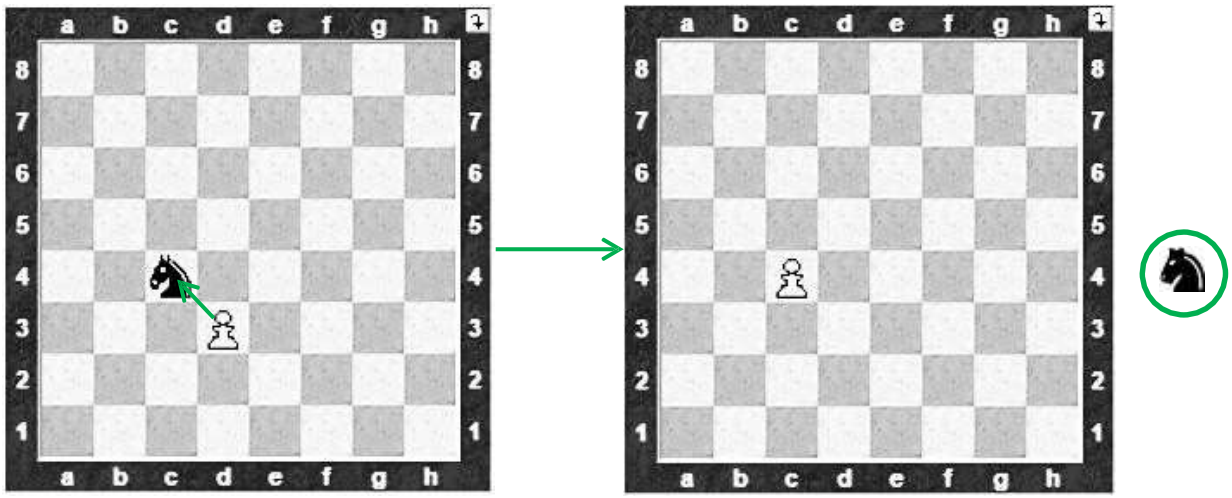


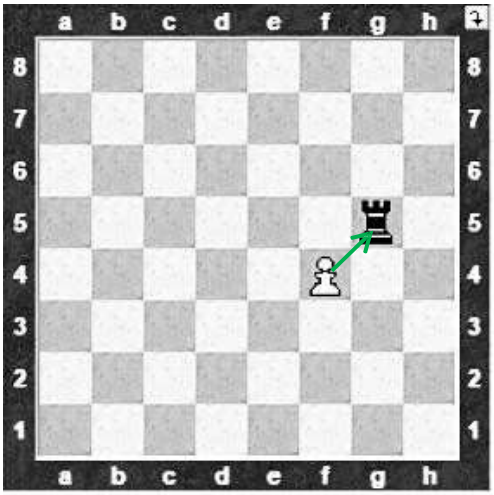
A pawn captures only those pieces that stand one square **diagonally forward** and takes the place of the captured piece. The captured piece rests near the board.

Note! Use one hand to capture a piece!

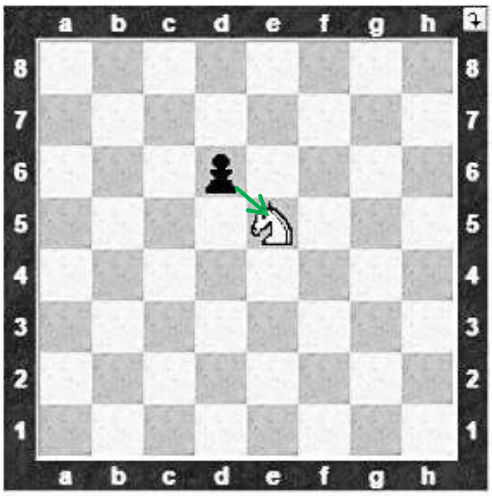
White pawns capture black pieces. Black pawns capture white pieces.

Pawns don't capture backward!



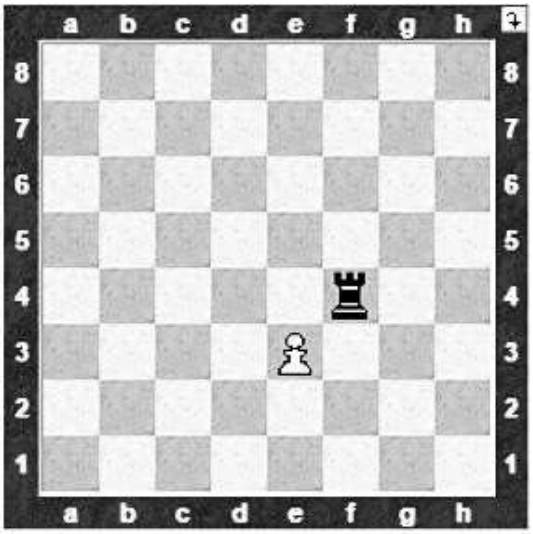


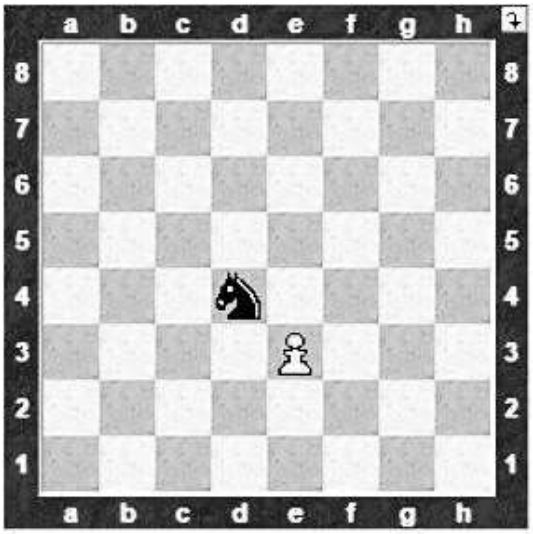
The white pawn captures black rook.



The black pawn captures the white knight.

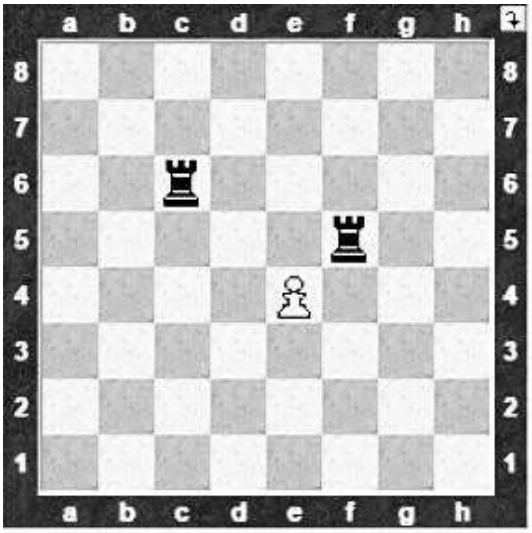
Exercise 3. Capture the black piece with **the white pawn.** Show the solution with an arrow.



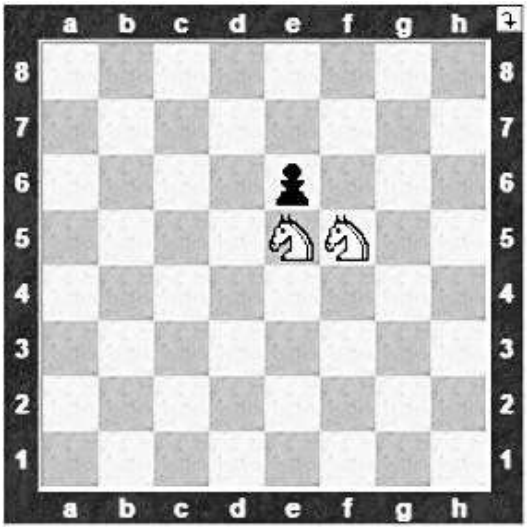


Capture the white piece with **the black pawn.** Show the solution with an arrow.

Exercise 4. The white pawn can capture only one black piece.
Which one? Show the solution with an arrow.

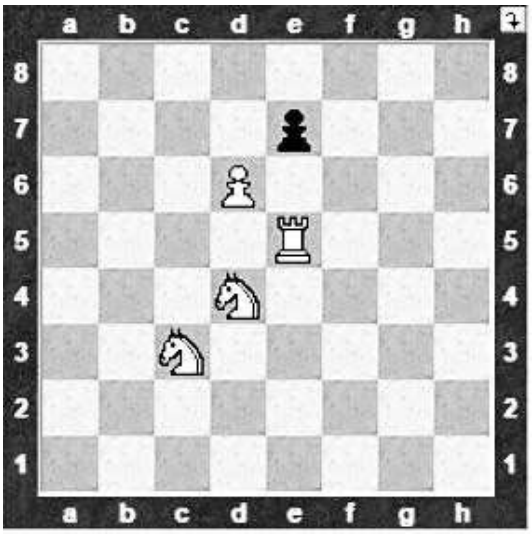


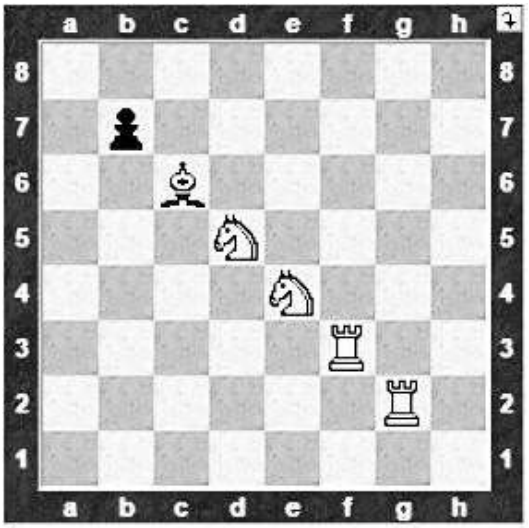
The black pawn can capture only one white piece. Which one? Show the solution with an arrow.



Exercise 5. Capture all black pieces with **the white pawn.** The white pawn captures one black piece in a move. Show the solution with arrows.

Capture all white pieces with **the black pawn.** The black pawn captures one white piece in a move. Show the solution with arrows.

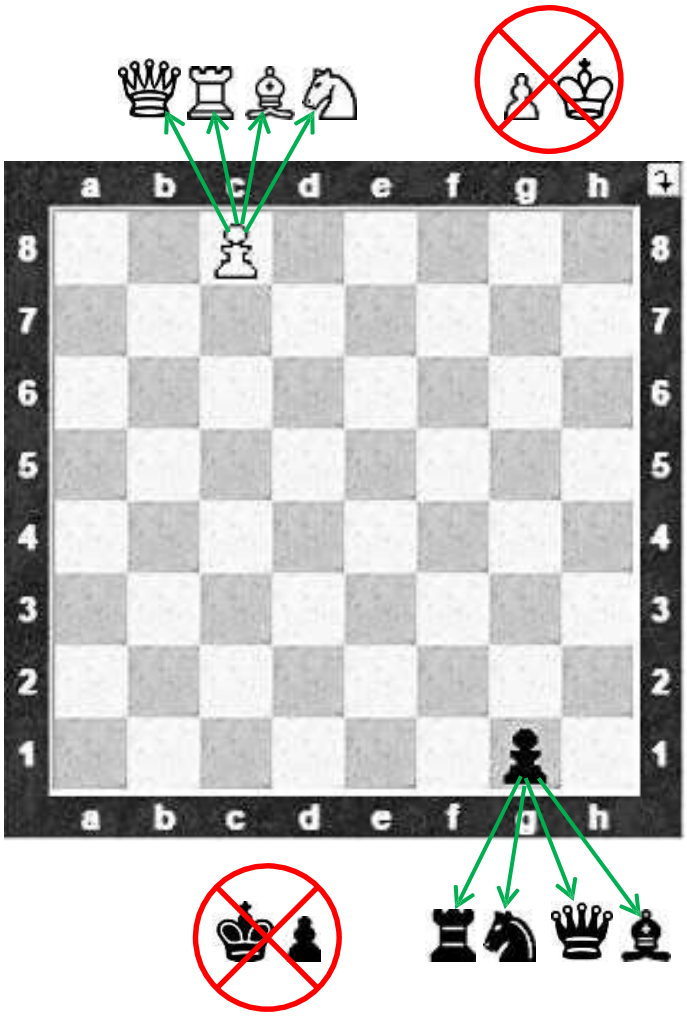


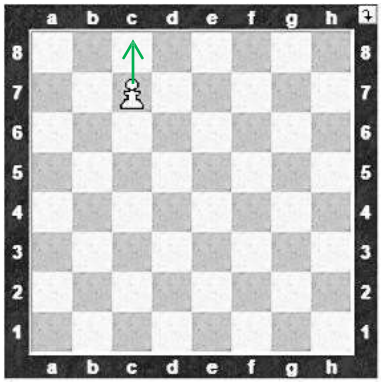


Pawn promotion

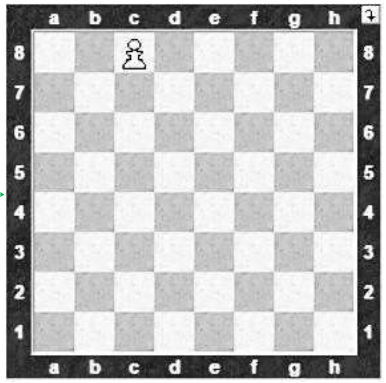
When a white pawn reaches horizontal line 8, and a black pawn reaches horizontal line 1, it (the pawn) **turns into one of four pieces: either a queen, or a rook, or a bishop, or a knight.** It is up to you which one.

A pawn **can't** turn into a king or remain a pawn.

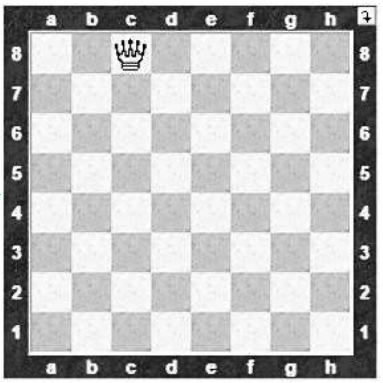




The white pawn moves to c8.



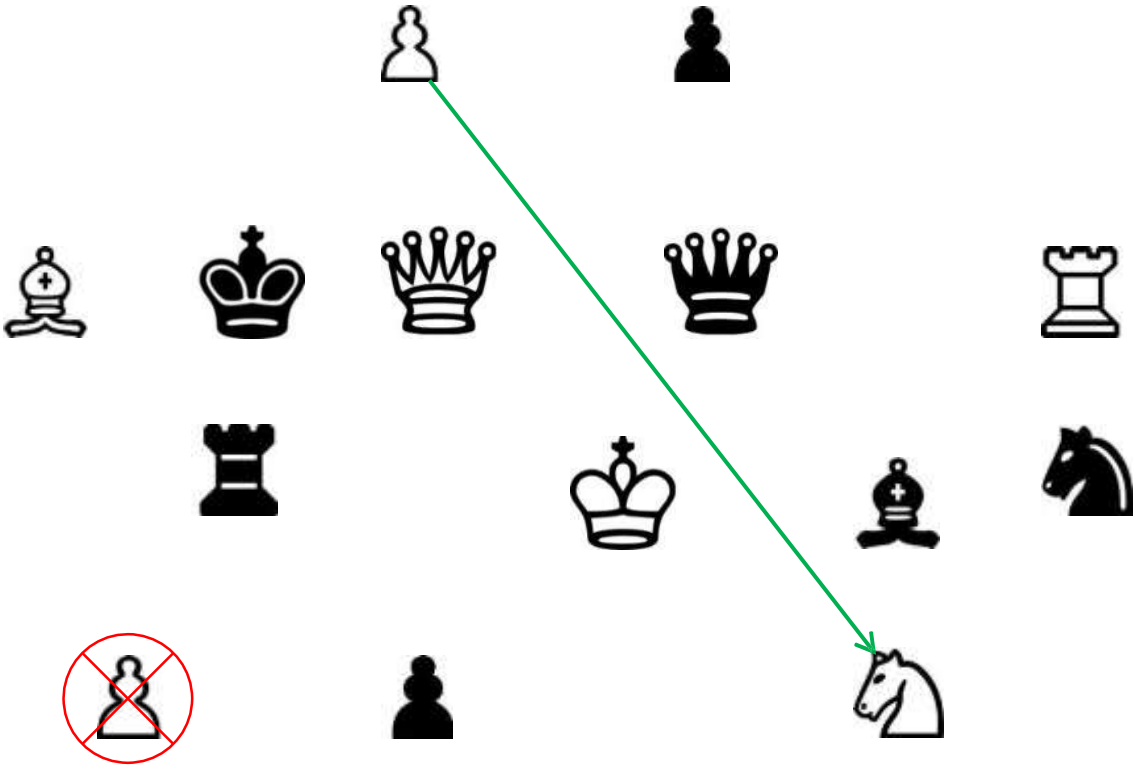
The white pawn stands on c8. The pawn can't go further.



The white pawn is exchanged for a white queen. **We promote the pawn to a queen.**

Exercise 6. What pieces can white and black pawns be turned into? White pawn turns into white pieces. Black pawn turns into black pieces. Show the solution with an arrow.

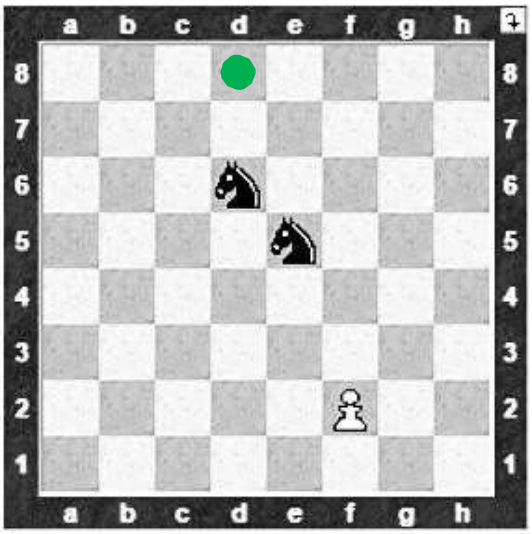
Cross out those pieces that the pawn can't turn into.

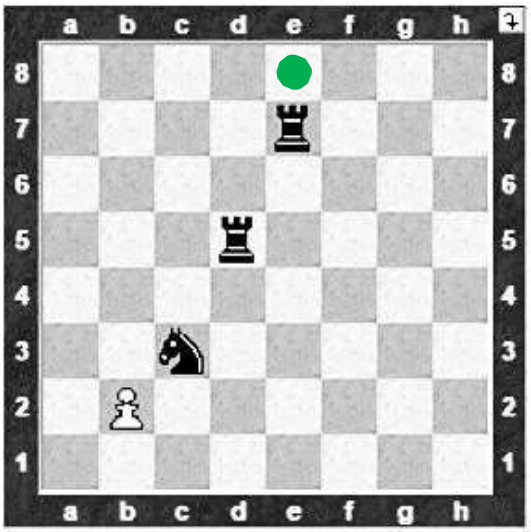


Exercise 7. Find the chess word in each row.

CROOK	ROOK	BOOK	COOK
LAWN	DAWN	PAWN	SWARM

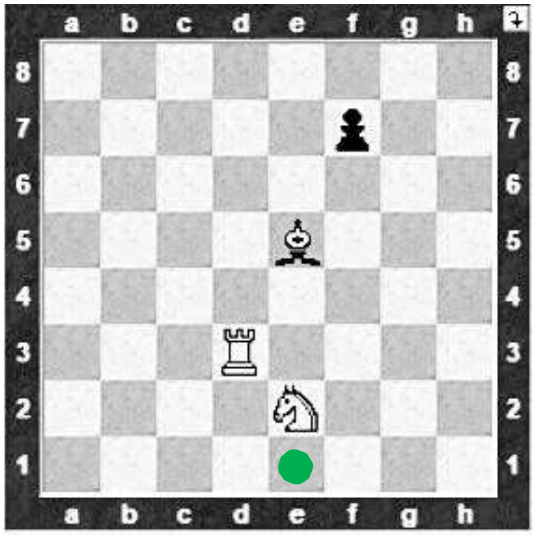
Exercise 8. Get **the white pawn** to the green dot. The white pawn can both move and capture black pieces. Only the white pawn moves and captures. Show the solution with arrows.

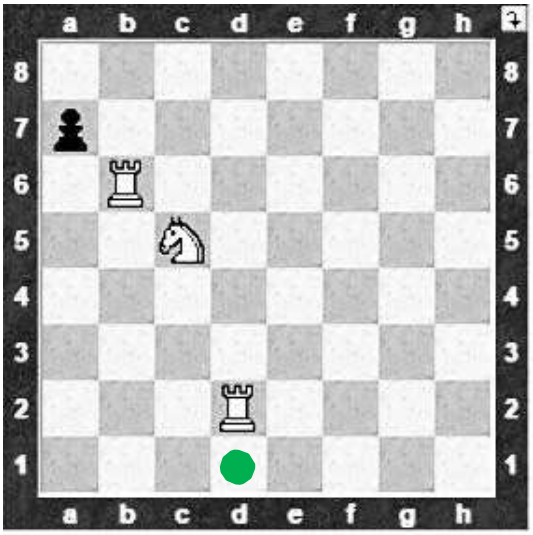




Which piece will you promote the white pawn to?

Get **the black pawn** to the green dot. The black pawn can both move and capture white pieces. Only the black pawn moves and captures. Show the solution with arrows.

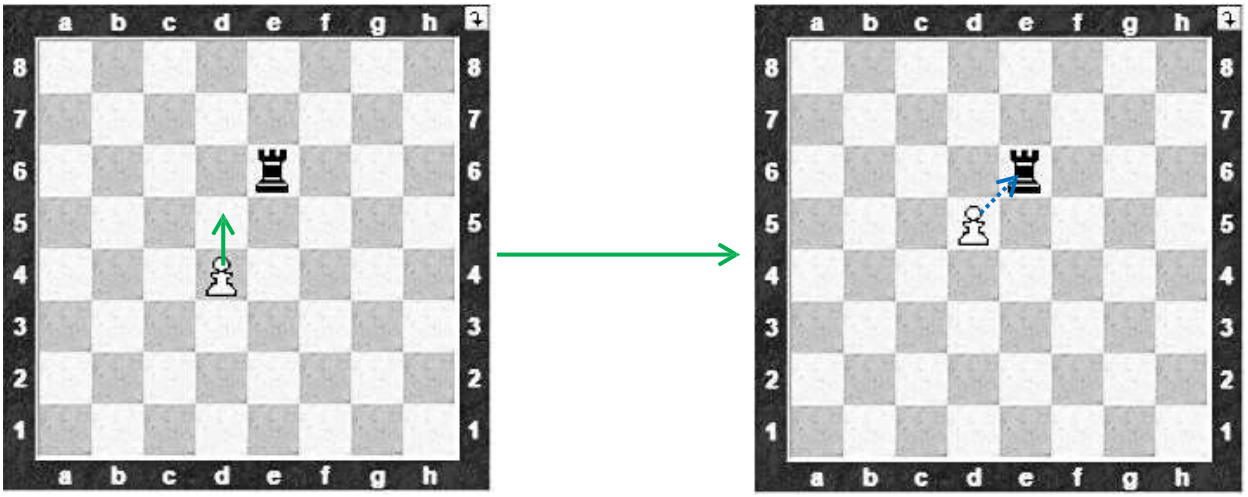




Which piece will you promote the black pawn to?

The pawns can **attack pieces** of the opposite color. White pawns attack black pieces. Black pawns attack white pieces.

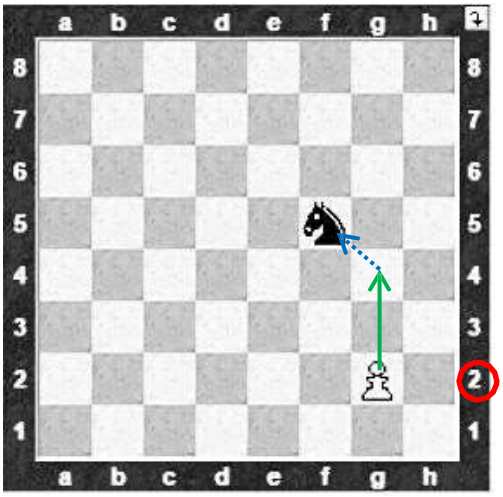
Attacking is posing a threat of capturing a piece.



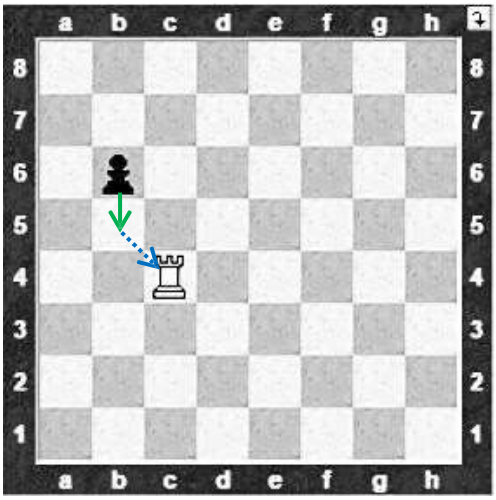
The white pawn moves to d5 and attacks the black rook diagonally.

***The pawn moves vertically and attacks diagonally*!**

See more examples of how a white pawn (from its starting position) and a black pawn attack:

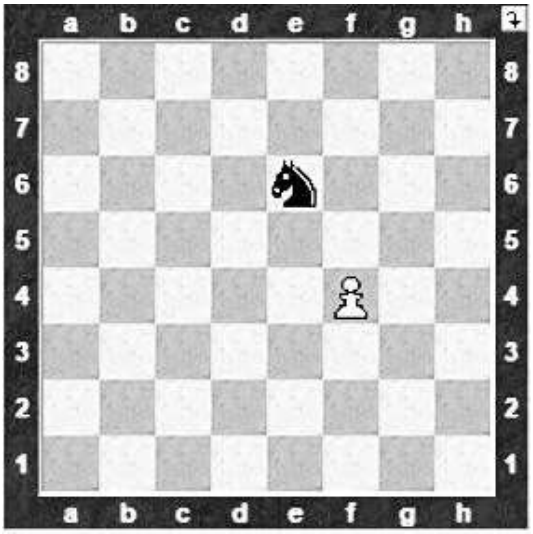


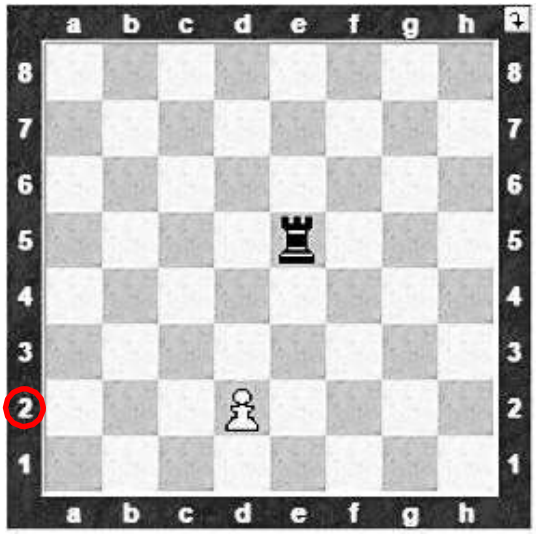
The white pawn moves to g4 and attacks the black knight.



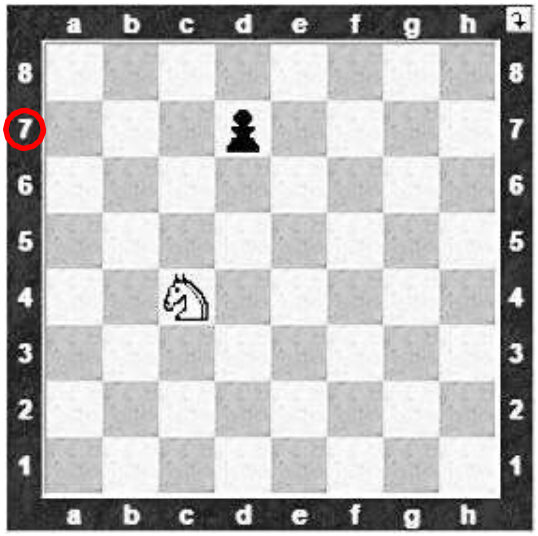
The black pawn moves to b5 and attacks the white rook.

Exercise 9. Attack the black piece with ***the white pawn.*** Show the solution with an arrow.





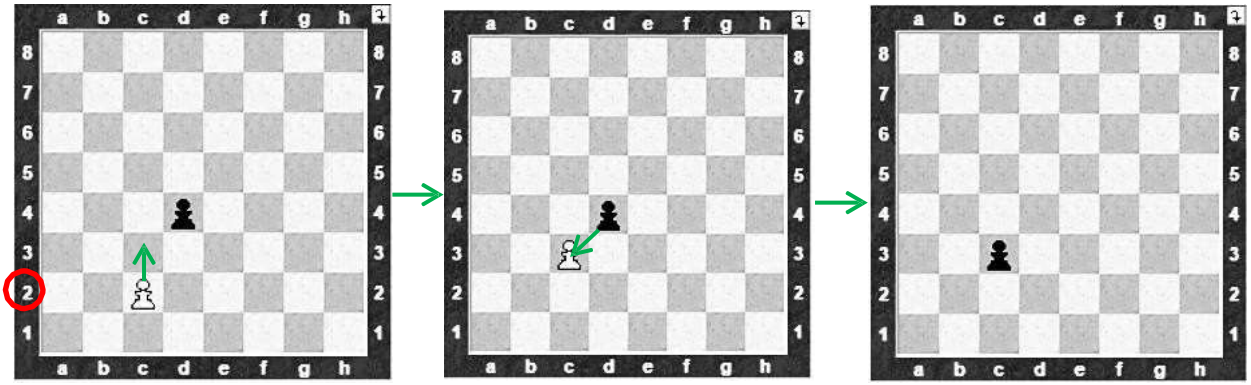
Attack the white piece with ***the black pawn.*** Show the solution with an arrow.



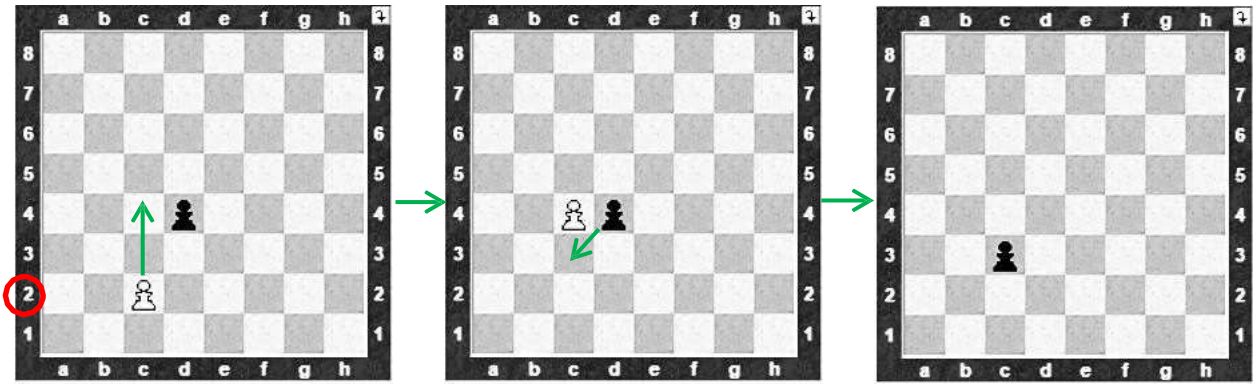
En passant capture

The pawn has one more interesting feature, ***en passant capture (or capture in passing).***

Look at the position below. The white pawn on c2 (***from the starting position***) moves to c3. Then the black pawn on d4 can capture the white pawn.



You already know that a white pawn ***from the starting position can move 2 squares*** forward vertically. Look at the position below.



The white pawn from the starting position moves 2 squares forward and passes c3, where it could be captured by the black pawn.

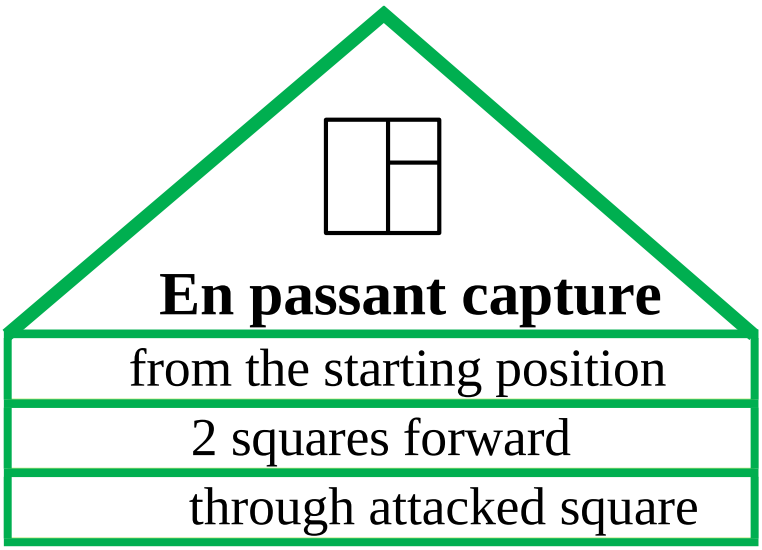
But the black pawn can still capture the white pawn ***(capture it in passing).***

The white pawn is removed from the board, and the black pawn goes on c3.

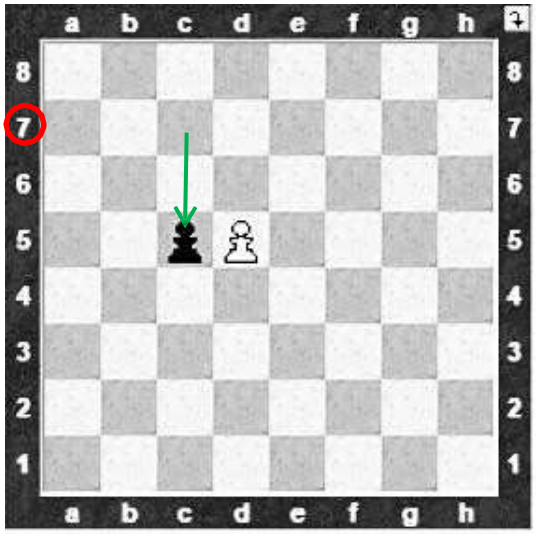
The c3 square, through which the white pawn passed, is called ***an attacked square.***

En passant is valid ***only for pawns,*** one of which ***goes 2 squares from the starting position and*** passes ***the attacked square***.

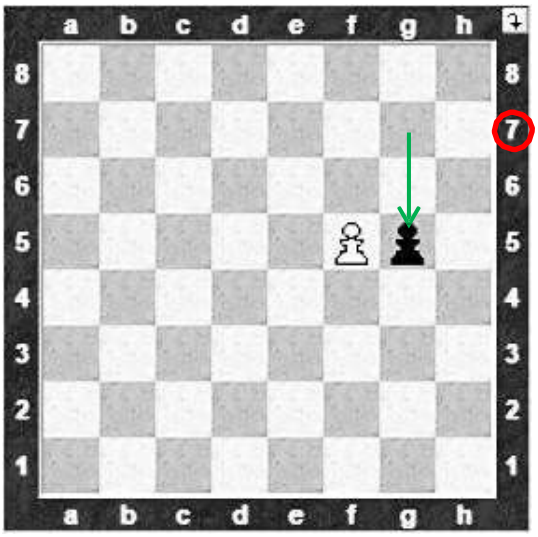
It is necessary to capture the pawn in passing immediately, on the next move this opportunity disappears.



Exercise 10. Capture the black pawn en passant with **the white pawn.** Show the solution with an arrow.



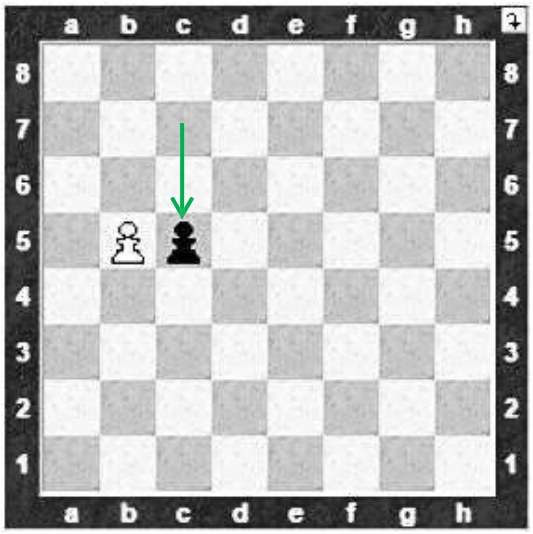
The black pawn moves from c7 to c5.



The black pawn moves from g7 to g5.

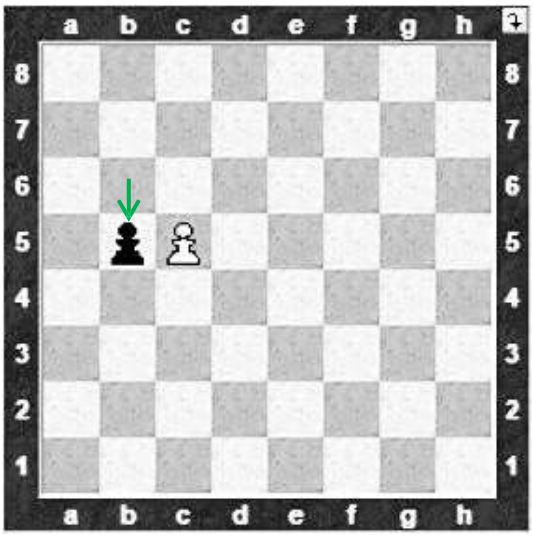
Exercise 11. Can the **white pawn** capture the black pawn in passing?
Circle the correct answer.

The black pawn moves from c7 to c5.



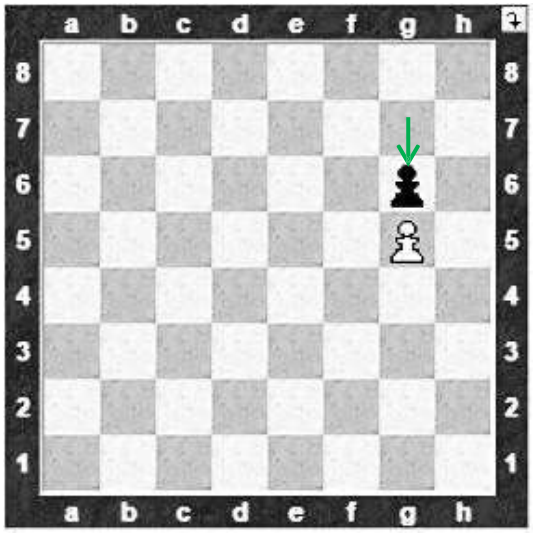
Yes **No**

The black pawn moves from b6 to b5.



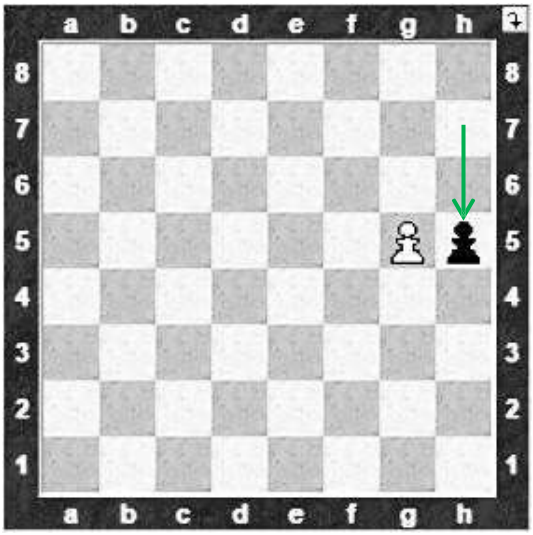
Yes **No**

The black pawn moves from g7 to g6.



Yes **No**

The black pawn moves from h7 to h5.



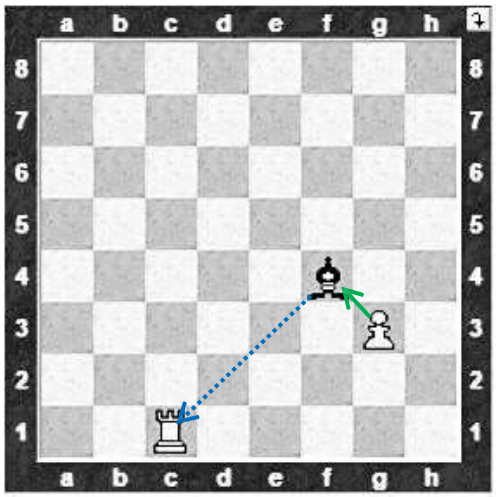
Yes **No**

Lesson 10. Defense. Double attack

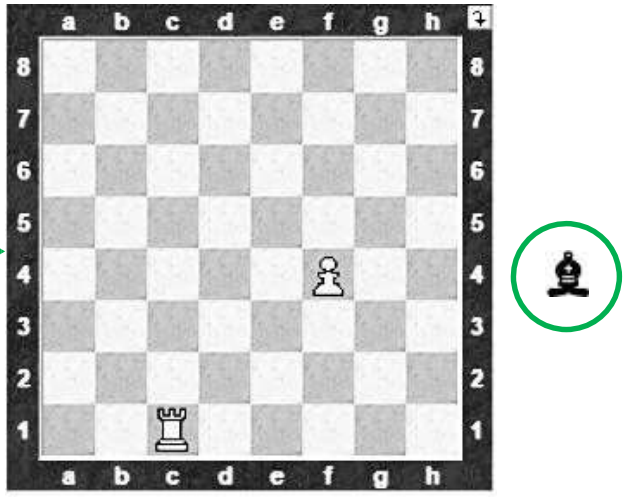
When your piece is attacked by the opponent's piece, it must be defended.
There are three ways to defend a piece:

1. Capture the piece that is attacking
2. Escape the attack
3. Defend a piece with another piece of yours.

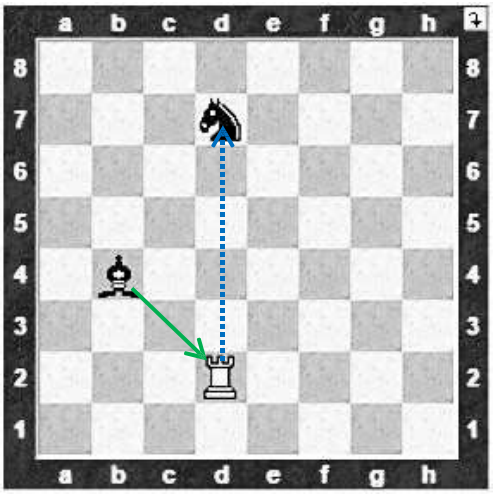
1. Capturing the attacking piece



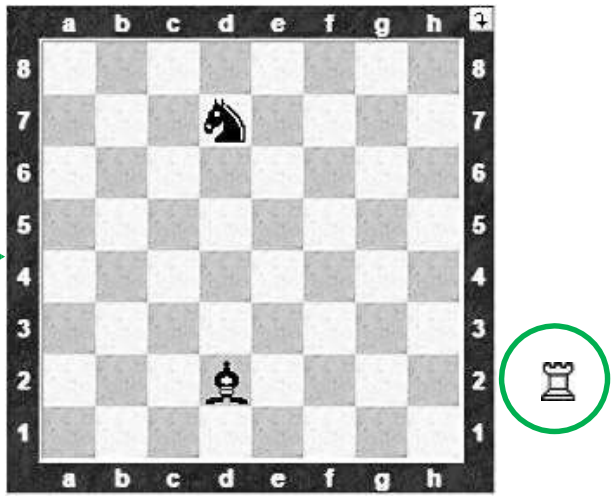
The black bishop attacks the white rook.
The white pawn captures black bishop.



The white pawn captured the black bishop.
The black bishop doesn't attack the white rook.

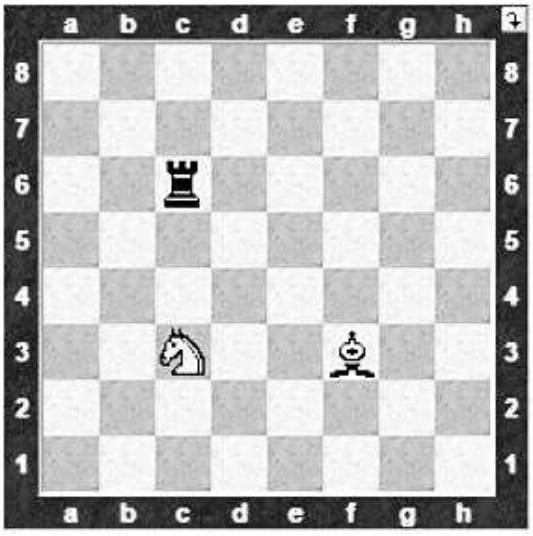


The white rook attacks the black knight.
The black bishop captures the white rook.

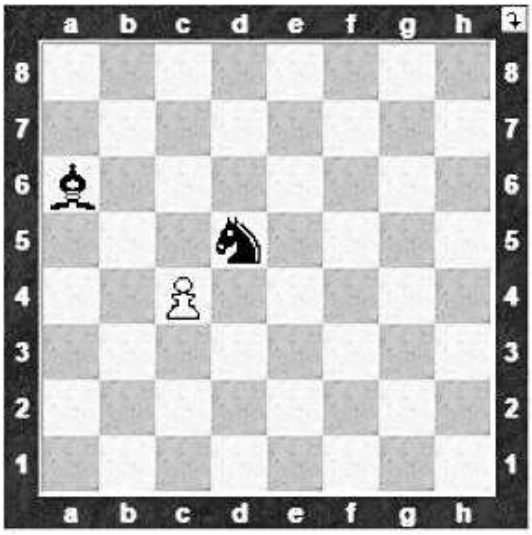


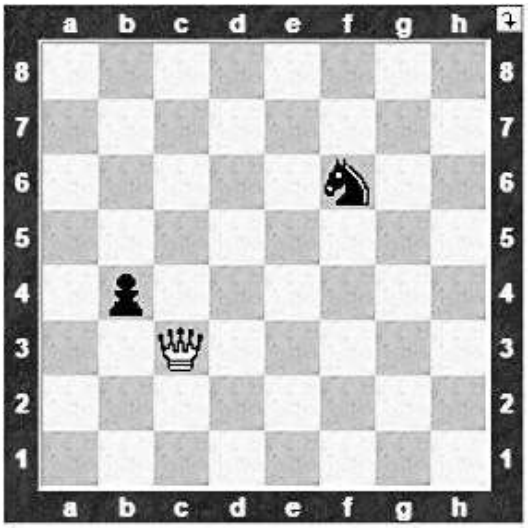
The black bishop captured the white rook.
The white rook doesn't attack the black bishop.

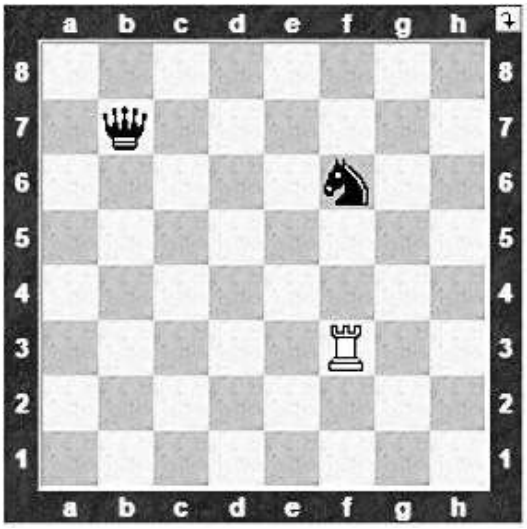
Exercise 1. Capture the black piece that attacks the white knight.
Show the solution with an arrow.



Exercise 2. Capture the white piece that attacks the black knight.
Show the solution with an arrow.

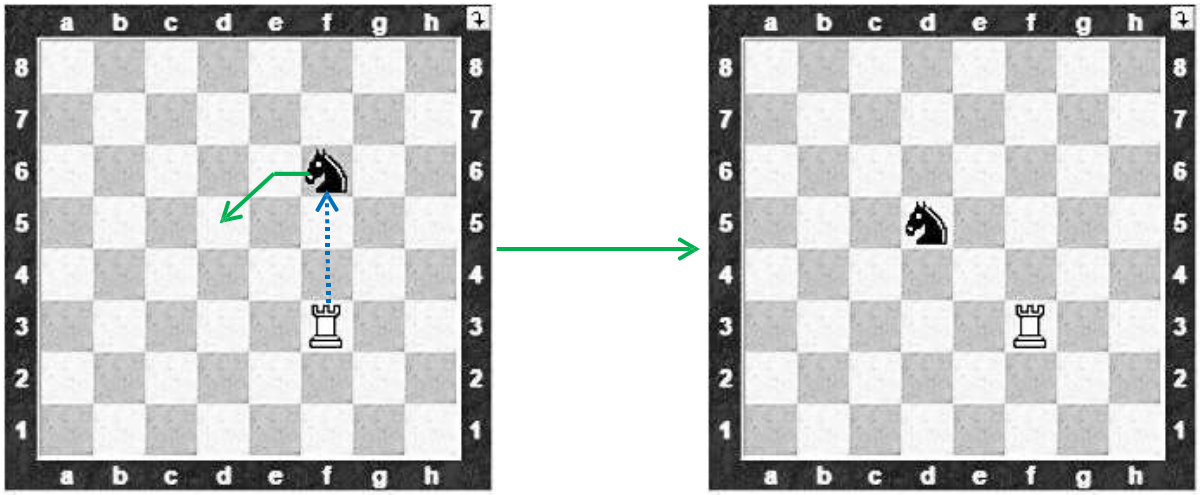






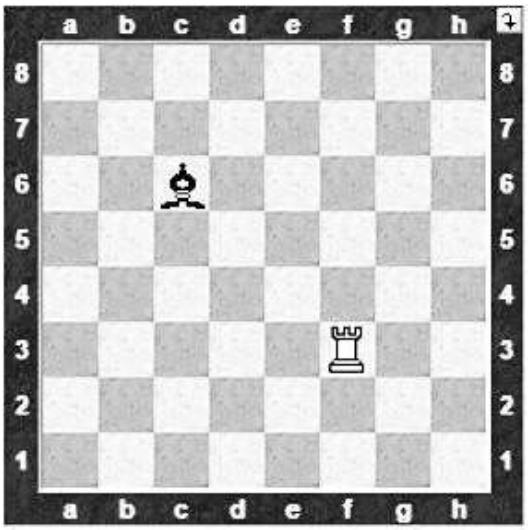
2. Escaping the attack.

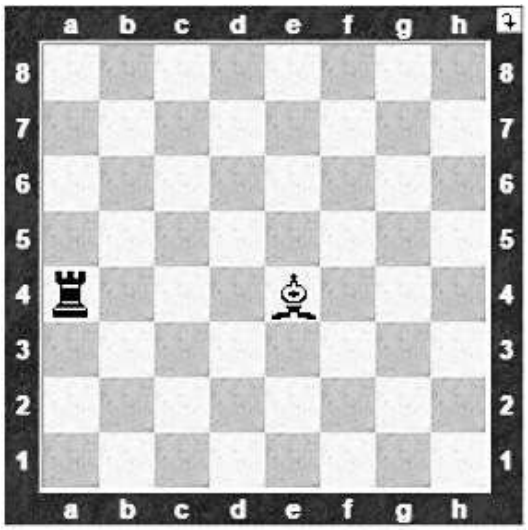
The white rook on f3 **attacks** the black knight.
The knight escapes the attack by moving to ed5.



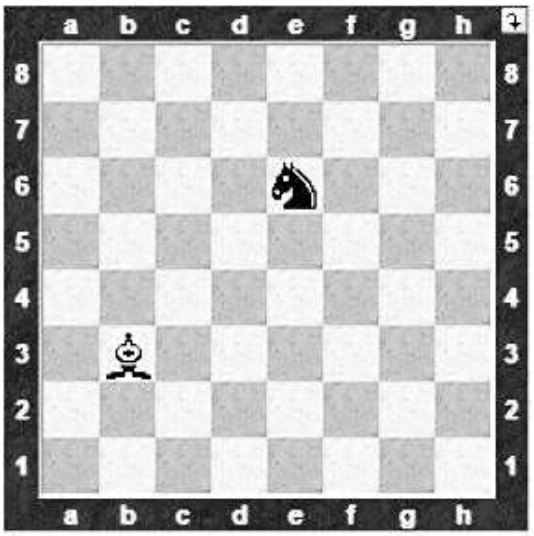
The white rook ***doesn't attack*** the black knight.

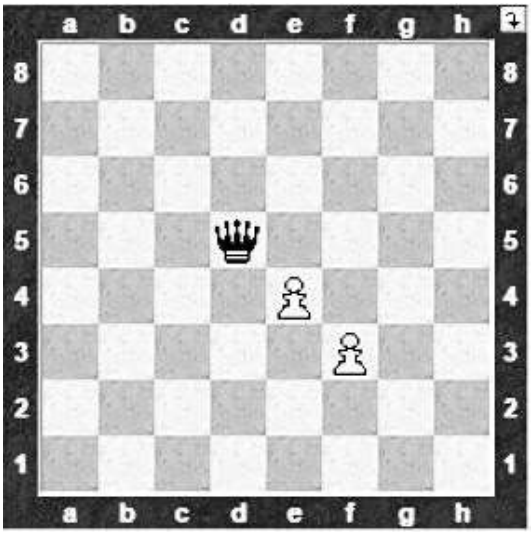
Exercise 3. Escape the attack with **the white piece.** Show the solution with an arrow.



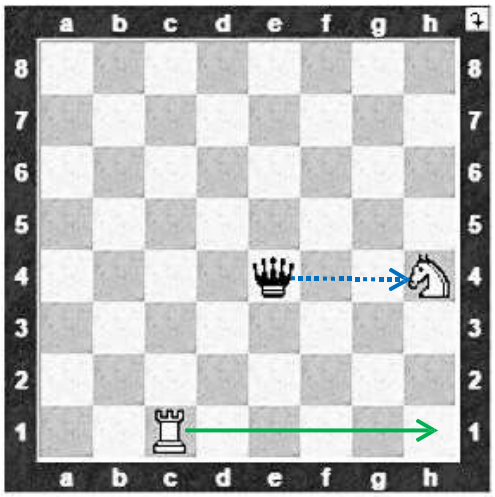


Exercise 4. Escape the attack with **the black piece.** Show the solution with an arrow.





3. Defending a piece with another piece of yours.



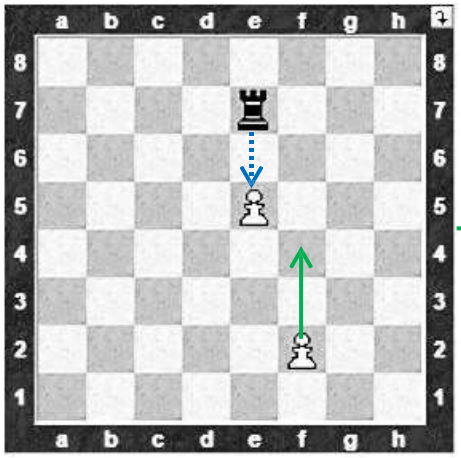
The black queen on e4 **attacks** the white knight.

The knight has no good moves. If the white knight moves to g6 or f5, or f3, or g2, it will be captured by the black queen.

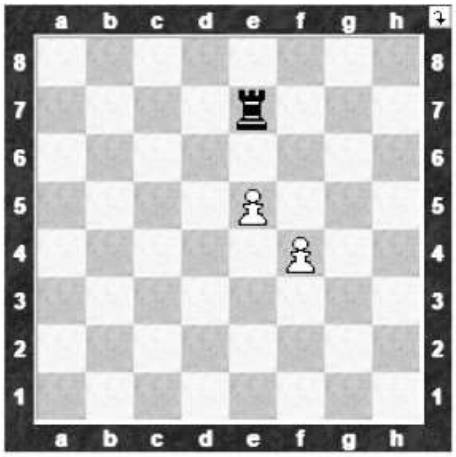
The **white** knight should be defended with another **white** piece. In this position, the **white** knight will be defended by the **white** rook.

The white rook moves to h1 and defends **the white knight.** If the black queen captures the white knight, then it (the black queen) will be captured by the white rook.

Another example of defense.

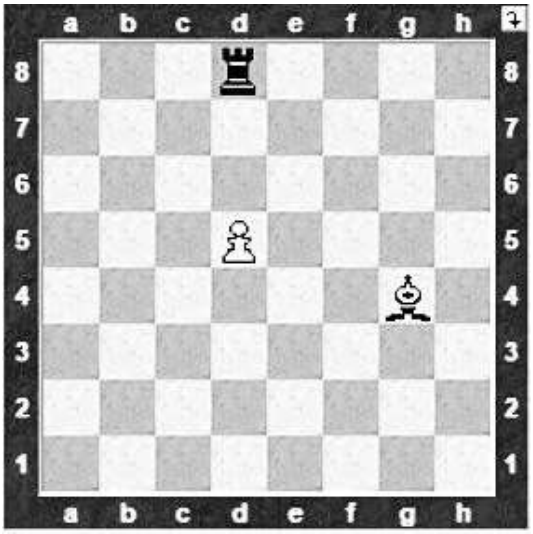


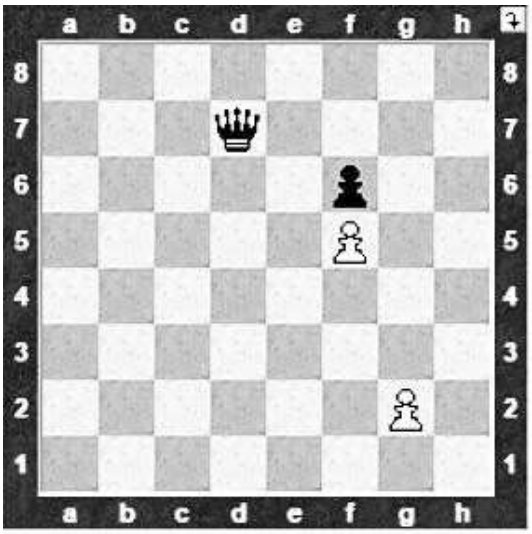
The black rook attacks the white pawn on e5.



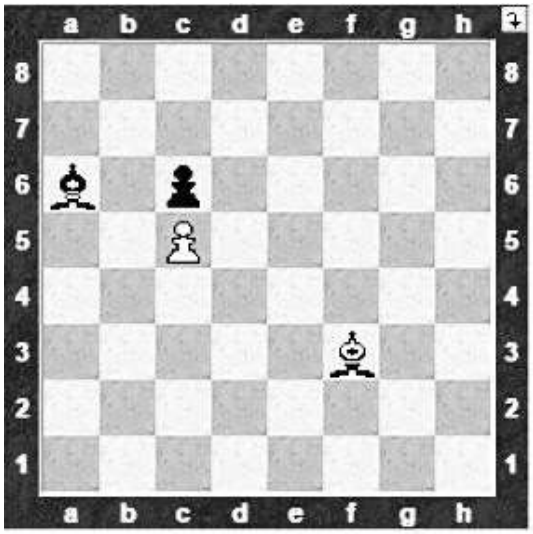
White pawn on f2 moves to f4 and defends white pawn on e5.

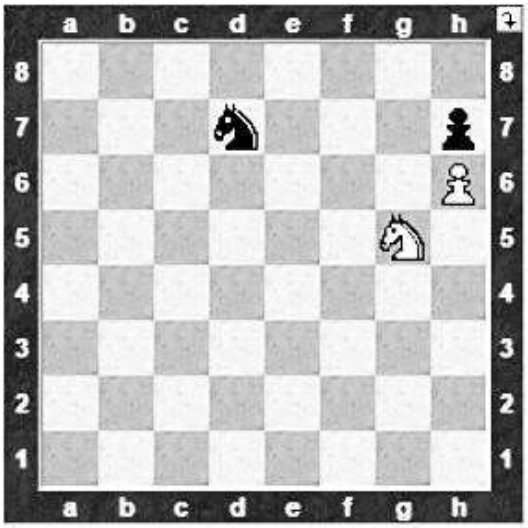
Exercise 5. Defend the white pawn with another white piece. Show the solution with an arrow.

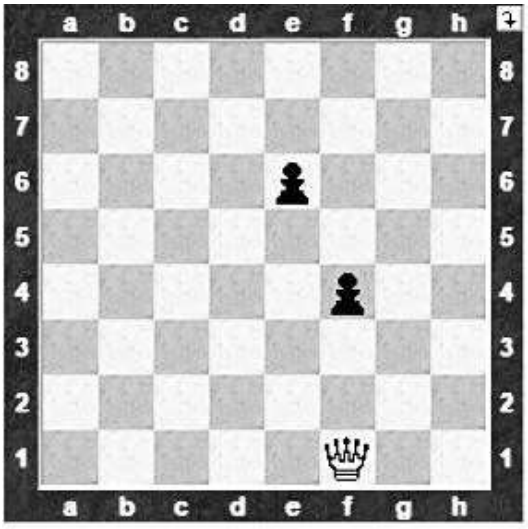




Exercise 6. Defend the black pawn with another black piece. Show the solution with an arrow.

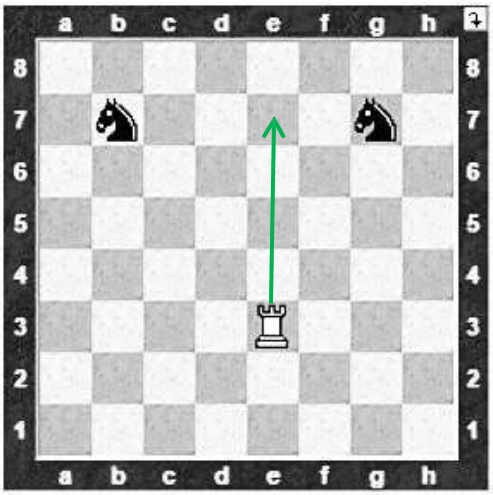




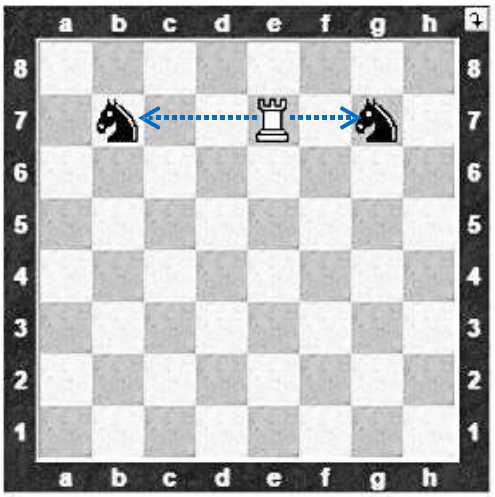


Double attack

Any chess **piece can attack two pieces** of the opposite color simultaneously. This attack is called a **double attack.**

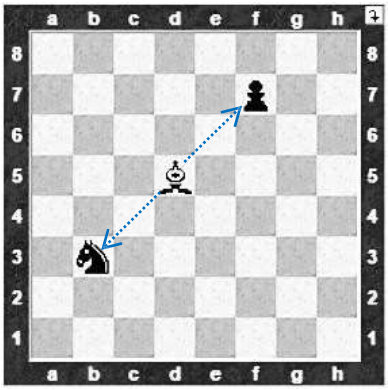


The white rook moves to e7 **and attacks two black** knights **at once.**

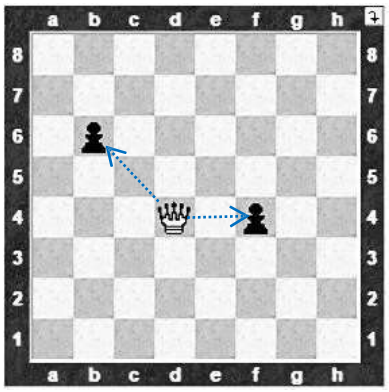


Double attack with the white rook.

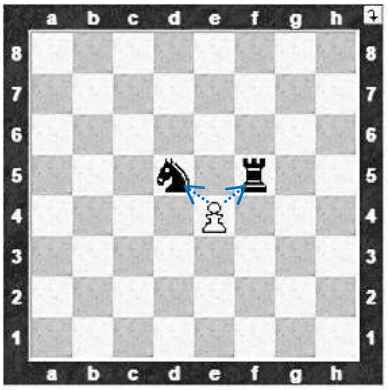
See some **more examples of double attack.**



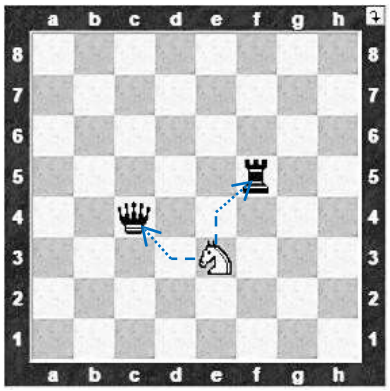
Double attack with the white bishop.



Double attack with the white queen.

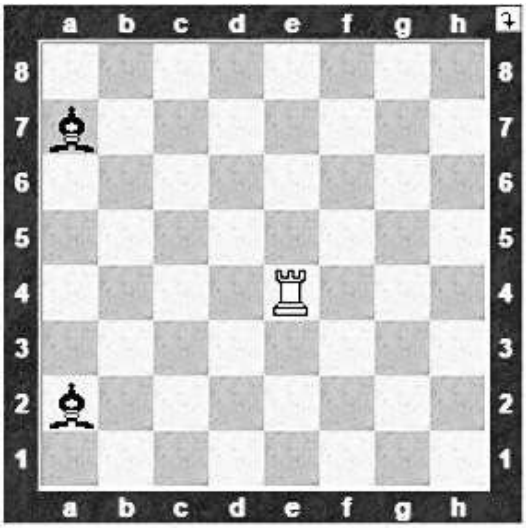


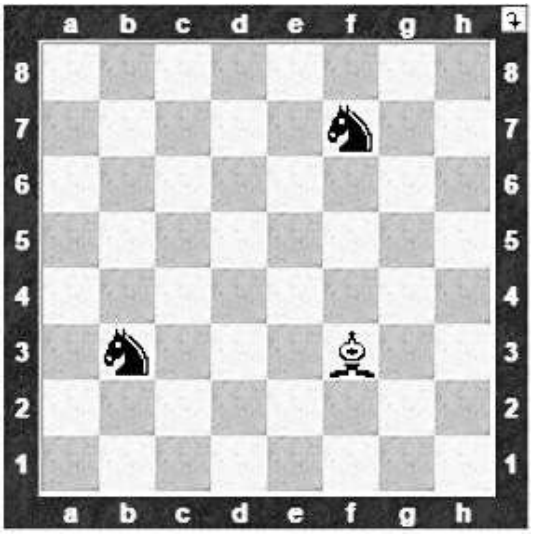
Double attack with the white pawn.

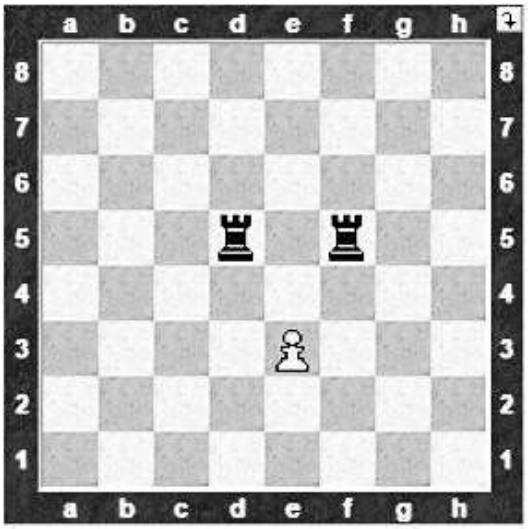


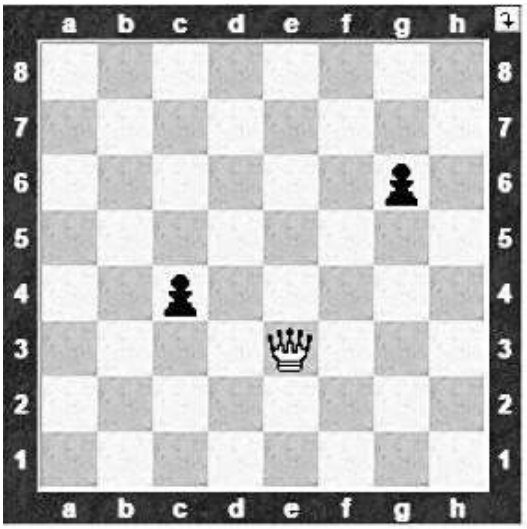
Double attack with the white knight.

Exercise 7. Make a double attack with **the white piece.** Attack two black pieces at once with the white piece. Show the solution with an arrow.

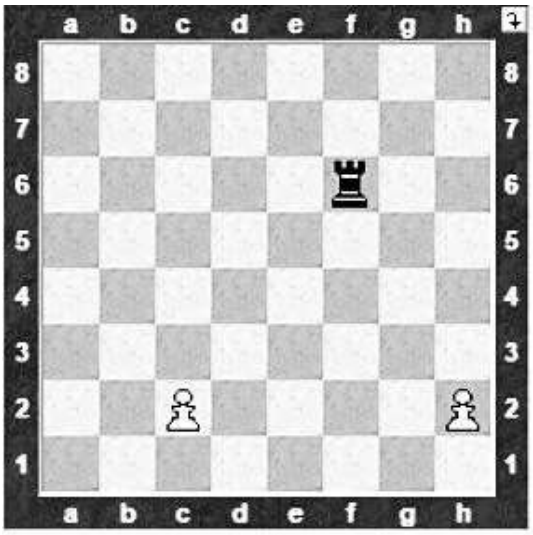


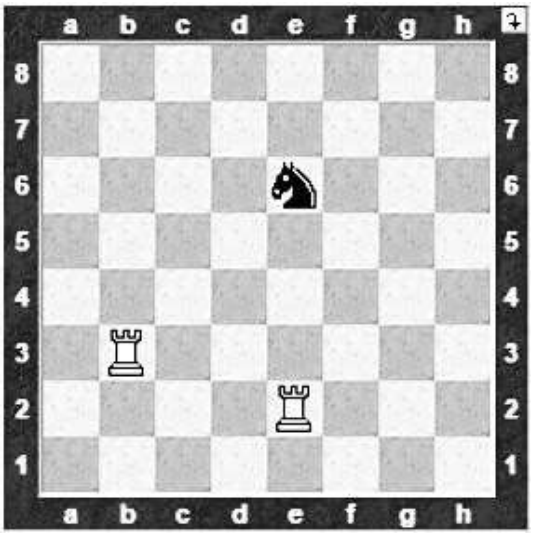


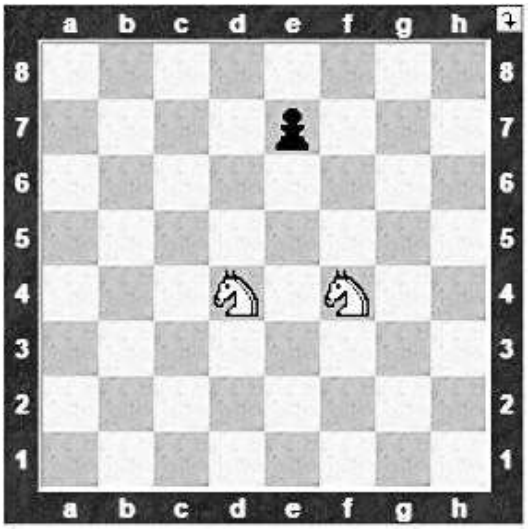


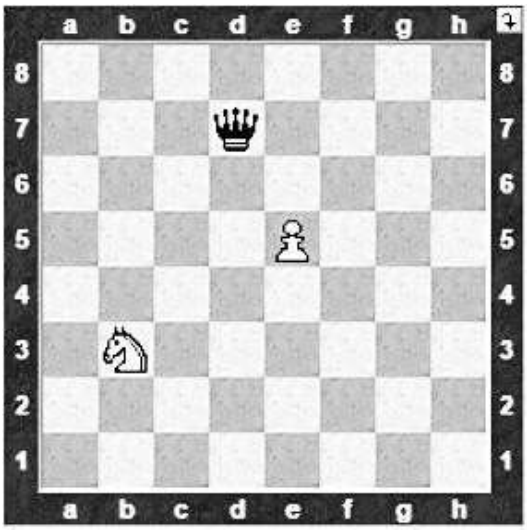


Exercise 8. Make a double attack with **the black piece.** Attack two white pieces at once with the black piece. Show the solution with an arrow.



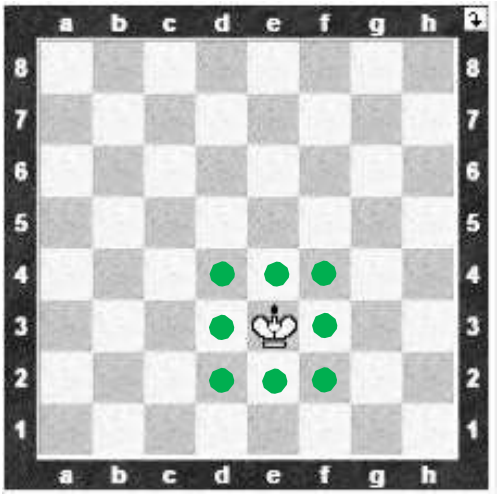






Lesson 11. King

A king is the **most important** piece in chess. You can't play without the king.
Any chess piece can be captured, except for the king. **The king can't be captured.**

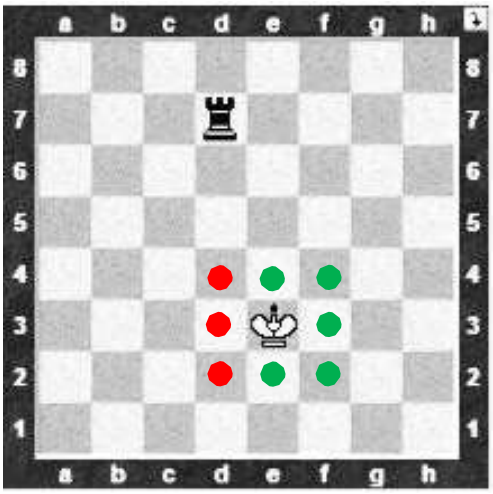


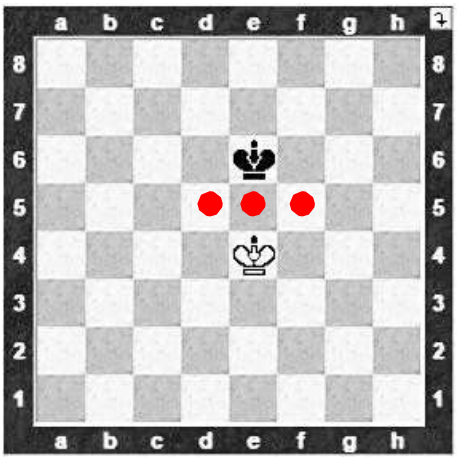
The king can move **one square in one move** horizontally, vertically and diagonally**.**

The king is a special piece. **It can't stand under the attack of the opponent's pieces**.

The white king can't move under the attack of black pieces.
The black king can't move under the attack of white pieces.

The black rook doesn't allow the white king to move to d2, d3, d4.

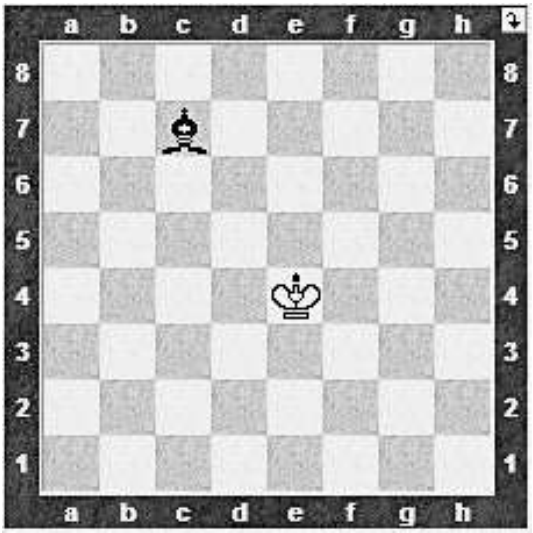




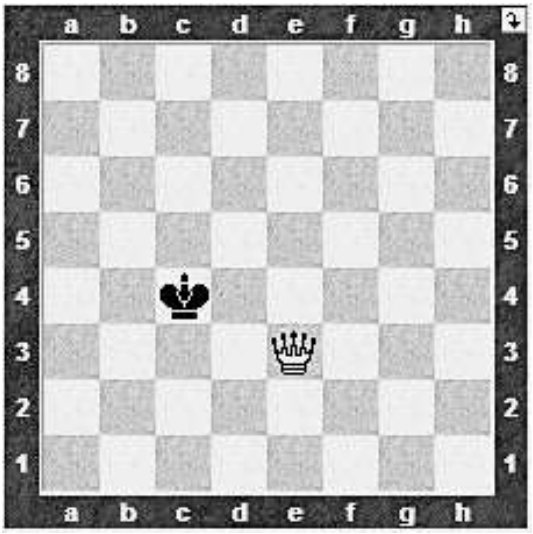
In chess, **kings don't close in**!

The white king can't move to d5, e5, f5. The black king can't move to d5, e5, f5 as well.

Exercise 1. Draw circles in the squares where the white king can move to. Be careful! **The white king can't move under the attack of black pieces.**



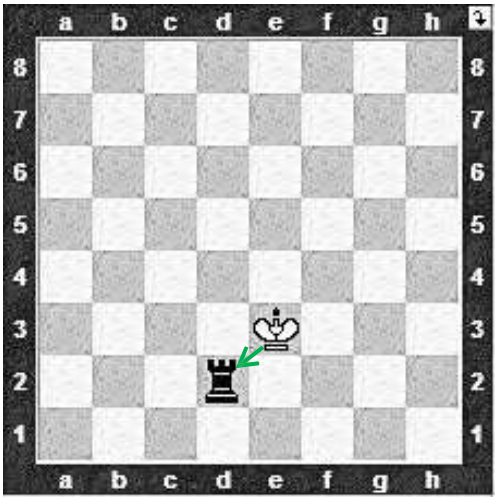
Draw circles in the squares where the black king can move to. Be careful! **The black king can't move under the attack of white pieces.**



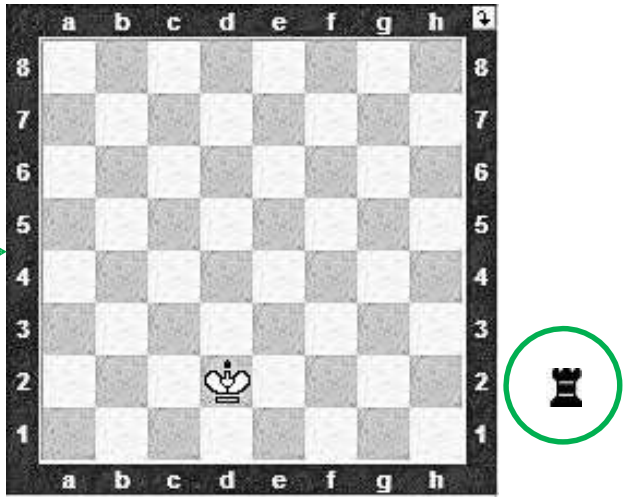
Exercise 2. Draw circles in the squares where the black king can move to. Be careful! **The black king can't move under the attack of white pieces.**

The kings don't close in!

The king captures pieces of the opposite color in the same way as it moves: one square horizontally, vertically, and diagonally. White king captures black pieces. Black king captures white pieces.

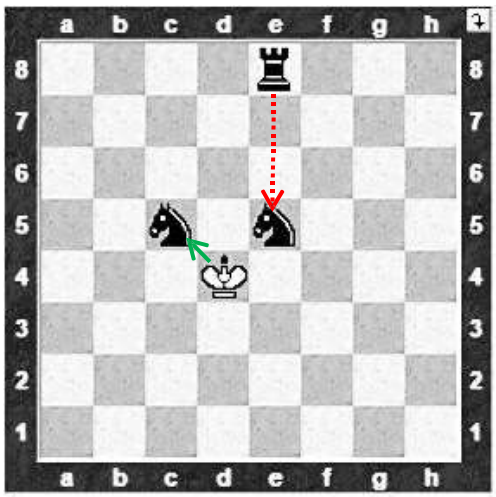


The **white king captures** the black rook.



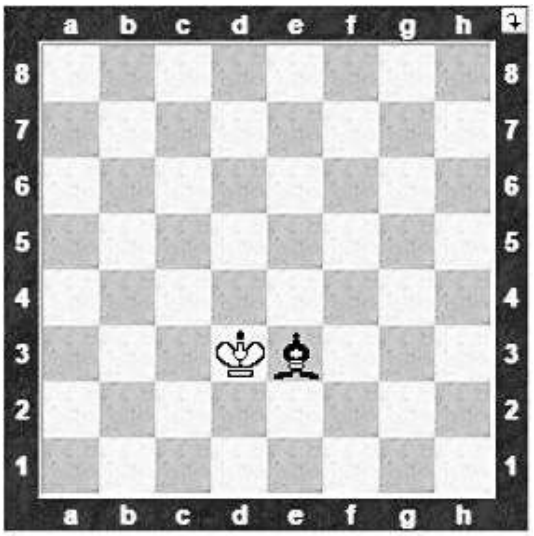
The white **king occupies** the square of the black rook.

The king can't capture a piece that is defended.

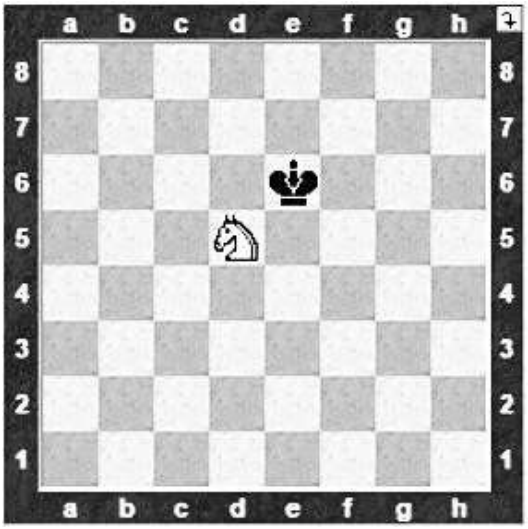


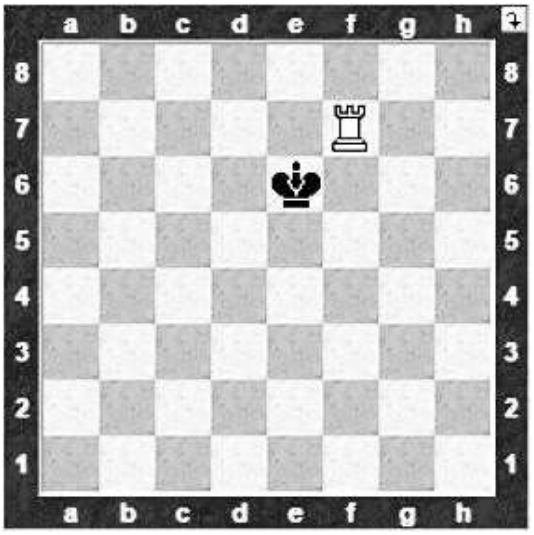
The white king can only capture the black knight on c5. It can't capture the black knight on e5, since this knight is defended by the black rook on e8.

Exercise 3. Capture the black piece with the white king. Show the solution with an arrow.



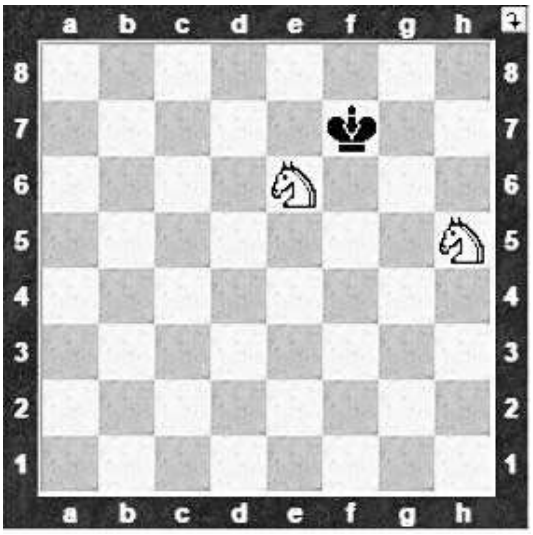
Capture the white piece with the black king. Show the solution with an arrow.





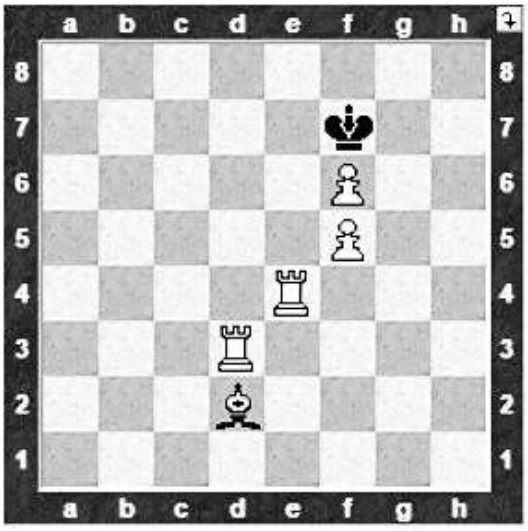
Exercise 4. Which black piece the white king can capture? Show the solution with an arrow.

Which white piece the black king can capture? Show the solution with an arrow.



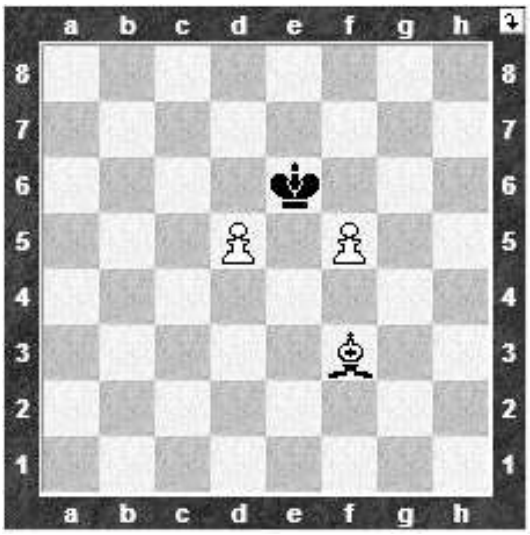
Exercise 5. Capture all black pieces with **the white king.** The white king captures one black piece in a move. Show the solution with arrows.

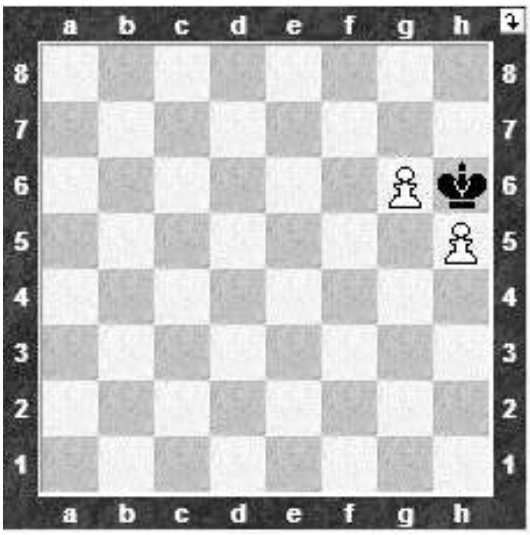
Capture all white pieces with **the black king.** The black king captures one white piece in a move. Show the solution with arrows.



Exercise 6. Use the **white king** to capture the black piece that is not defended. Show the solution with an arrow.

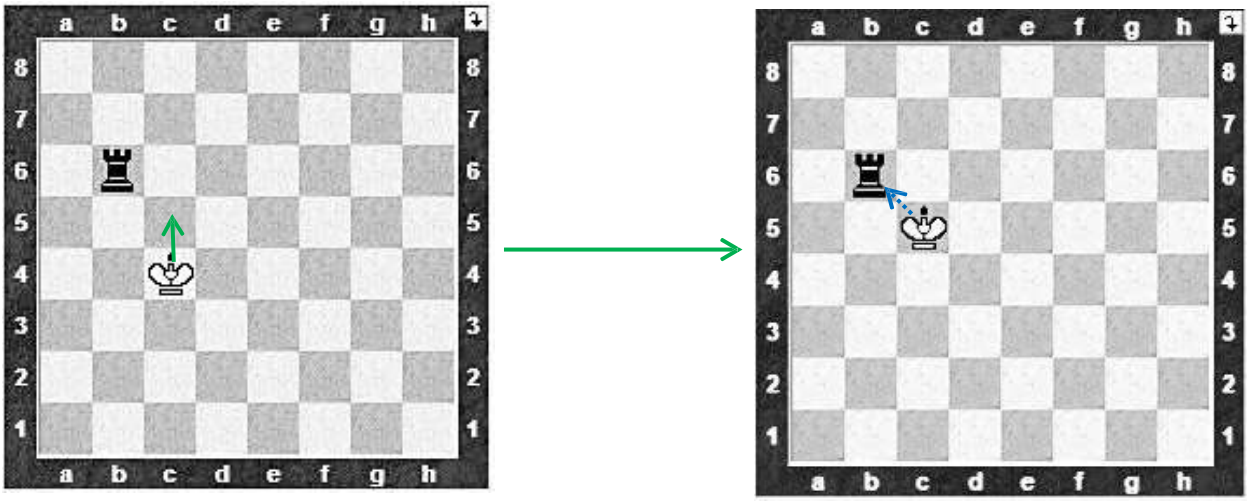
Use the **black king** to capture the white piece that is not defended. Show the solution with an arrow.





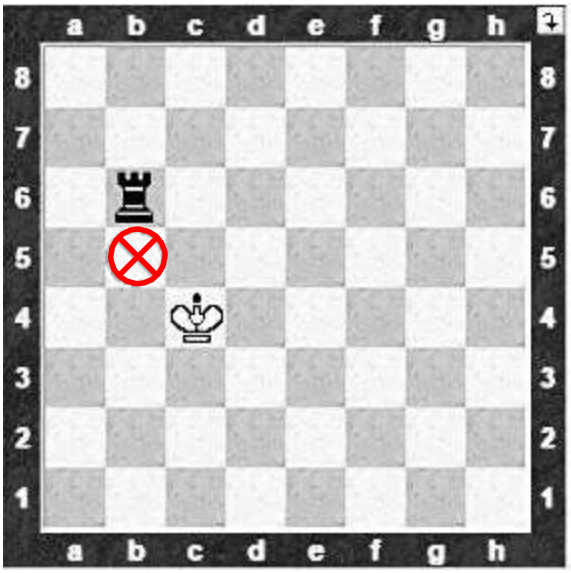
The king can **attack pieces** of the opposite color. White king attacks black pieces. Black king attacks white pieces.

Attacking is posing a threat of capturing a piece.

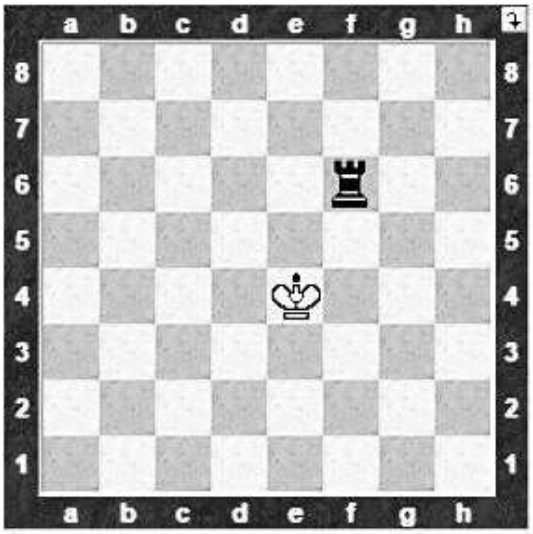


White king moves vertically to c5 and attacks the black rook diagonally.

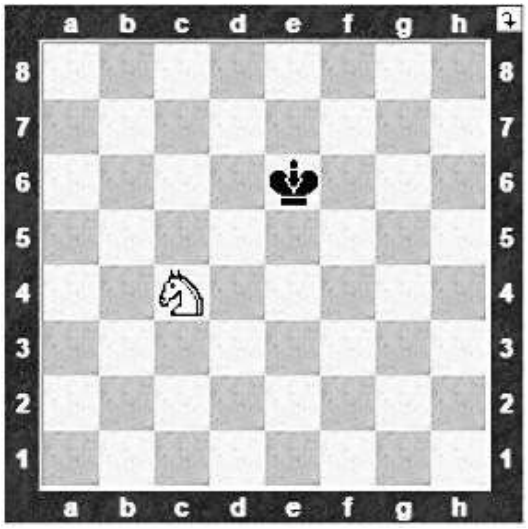
The white king can't move to b5, as it falls under the attack of the black rook.



Exercise 7. Attack the black piece with the **white king.** Be careful! The white king can't move under the attack of black pieces. Show the solution with an arrow.

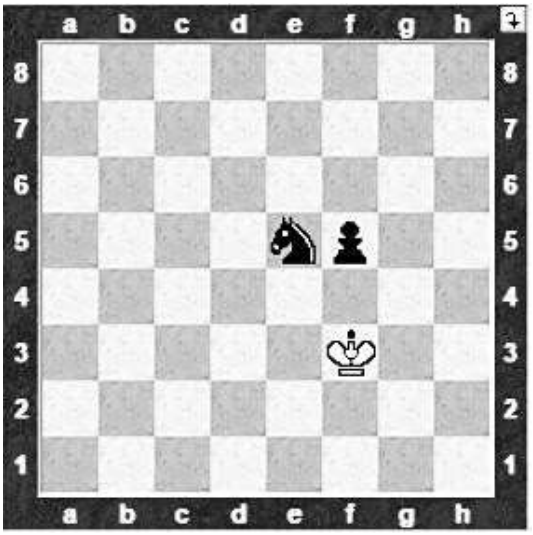


Attack the white piece with the **black king.** Be careful! The black king can't move under the attack of white pieces. Show the solution with an arrow.

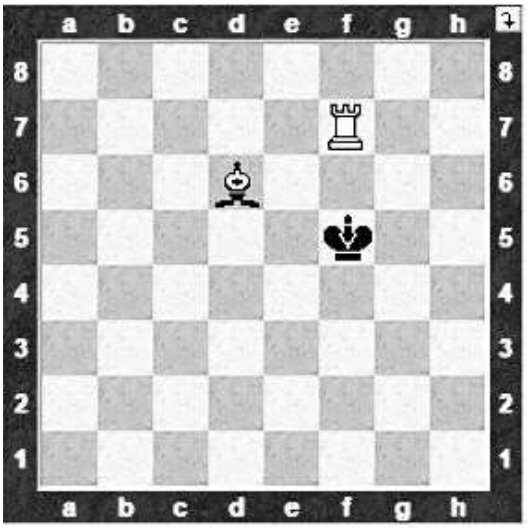


Exercise 8. Double attack.

Attack two black pieces at once with **the white king.** Be careful! The white king can't move under the attack of black pieces. Show the solution with an arrow.



Attack two white pieces at once with **the black king.** Be careful! The black king can't move under the attack of white pieces. Show the solution with an arrow.

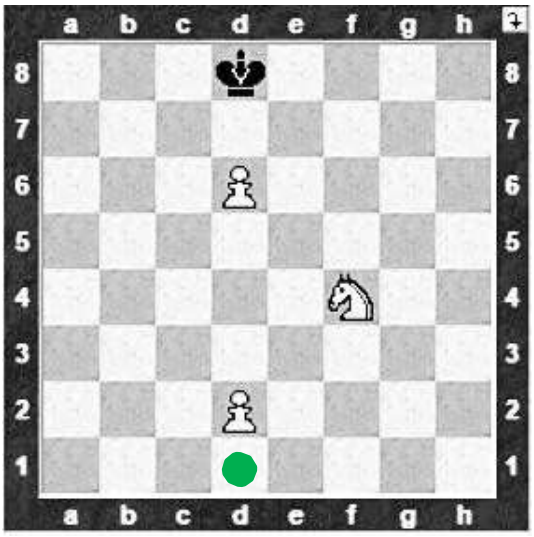


Exercise 9. Get the **white king** to the green dot. The white king can both move, attack and capture black pieces. Only the white king moves, attacks and captures. Show the solution with arrows.

Be careful! **The white king can't move under the attack of black pieces.**

Get the **black king** to the green dot. The black king can both move, attack and capture white pieces. Only the black king moves, attacks and captures. Show the solution with arrows.

Be careful! **The black king can't move under the attack of white pieces.**

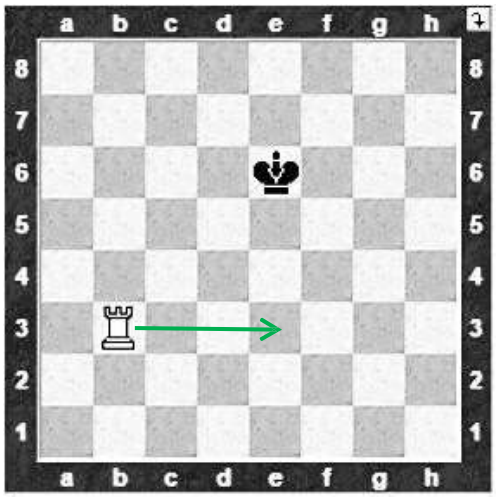


Lesson 12. Check

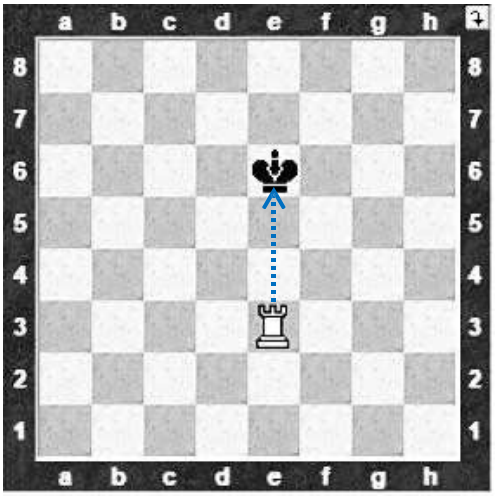
Check is a condition when pieces of the opposite color attack the king. White pieces check black king. Black pieces check white king.

White king can't check black king. And black king can't check white king. Because kings don't close in.

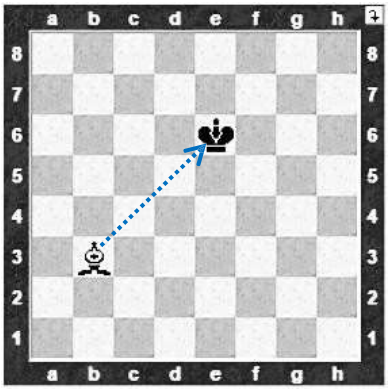
See how white pieces check the black king.



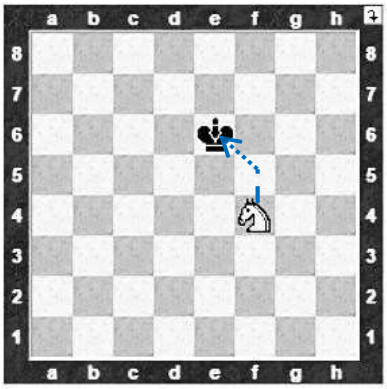
The white rook moves to e3 and attacks the black king.



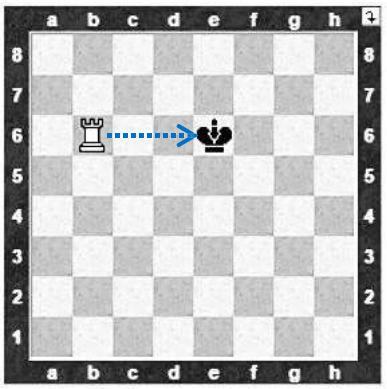
The white rook **checks** the black king.



The white bishop **checks** the black king.



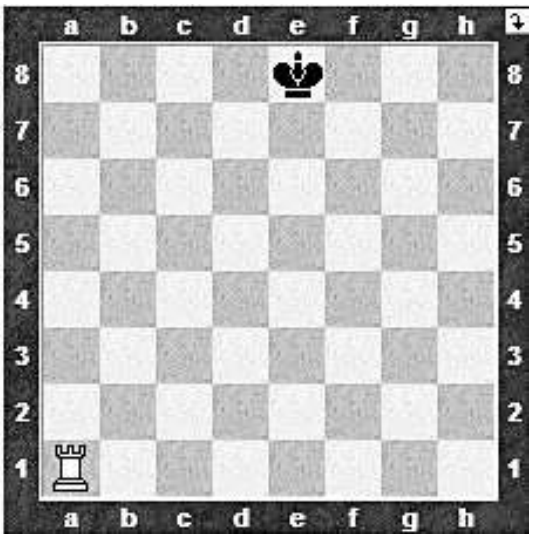
The white knight **checks** the black king.



The white rook **checks** the black king.

Exercise 1. Check the black king with **white pieces.** Show the solution with arrows.

2 checks with white rook

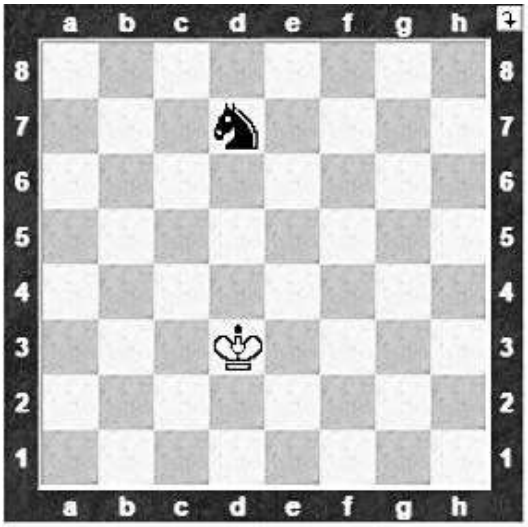


2 checks with white bishop

Check the white king with **black pieces.** Show the solution with arrows.

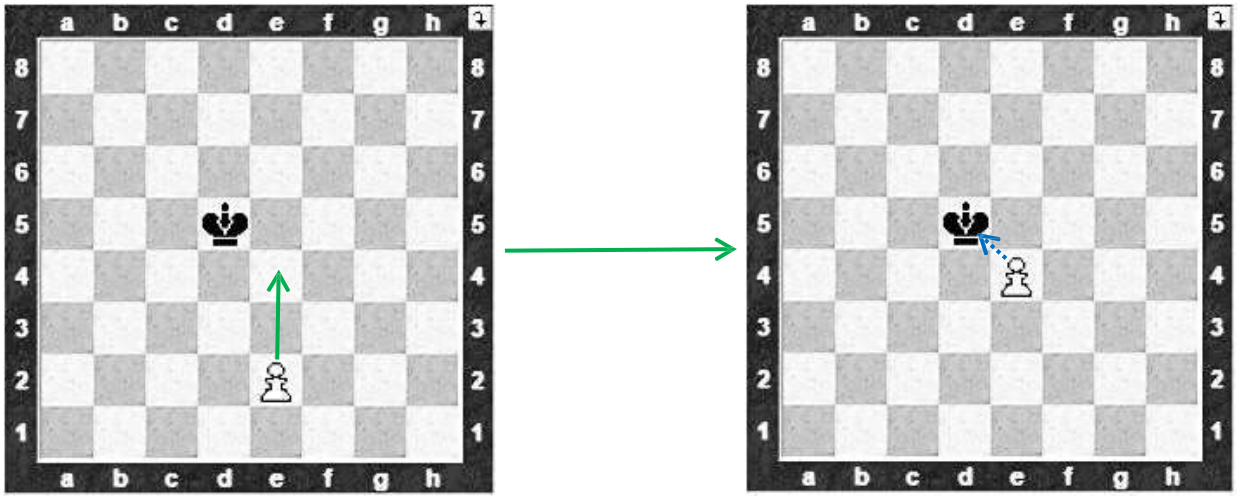
2 checks with black bishop

2 checks with black knight



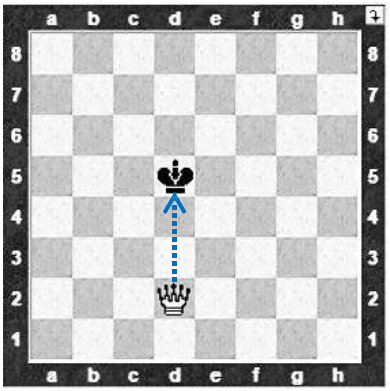
Pawn check. Queen check

See how the white pawn checks the black king.

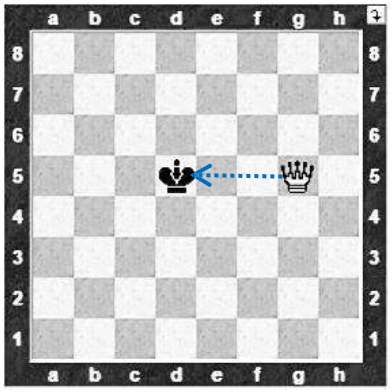


The white ***pawn moves vertically*** to e4 (from the starting position two squares forward at once) and ***checks*** the black king ***diagonally*** (one square forward, to the left).

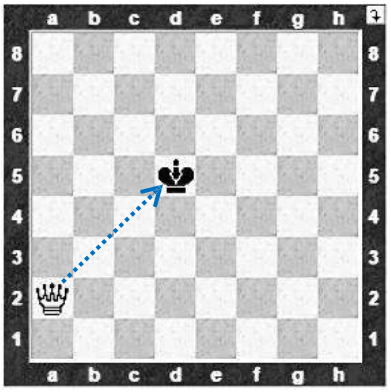
Look how the white queen ***checks*** the black king.



The white queen checks vertically.



The white queen checks horizontally.



The white queen checks diagonally.

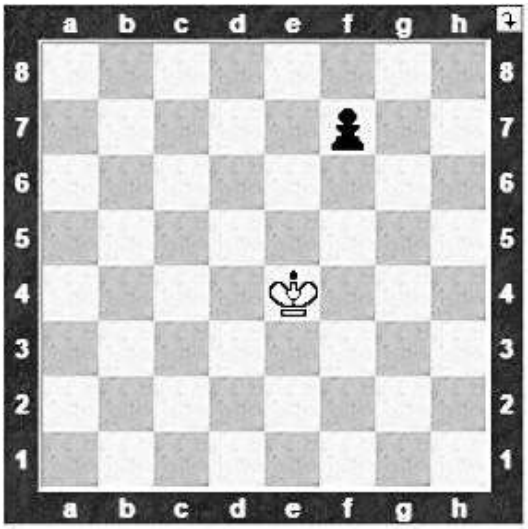
Exercise 2. Check the black king with **white pieces.** Show the solution with arrows.

1 check with white pawn

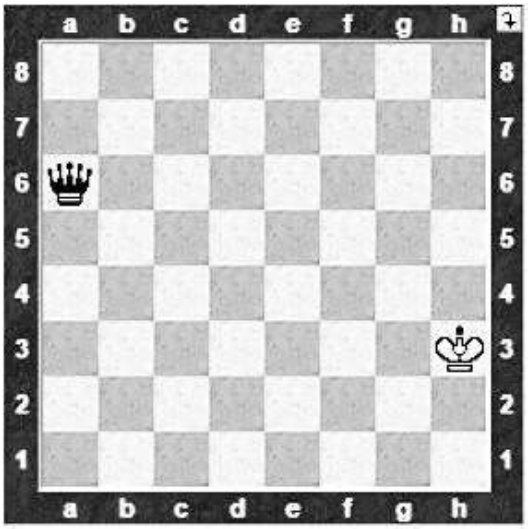
6 checks with white queen

Check the white king with ***black pieces.*** Show the solution with arrows.

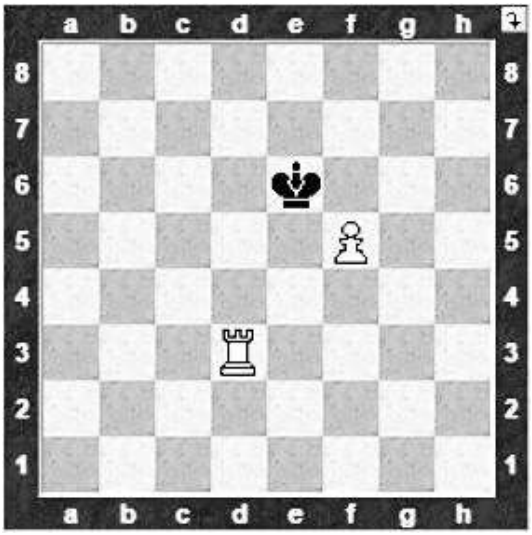
1 check with black pawn



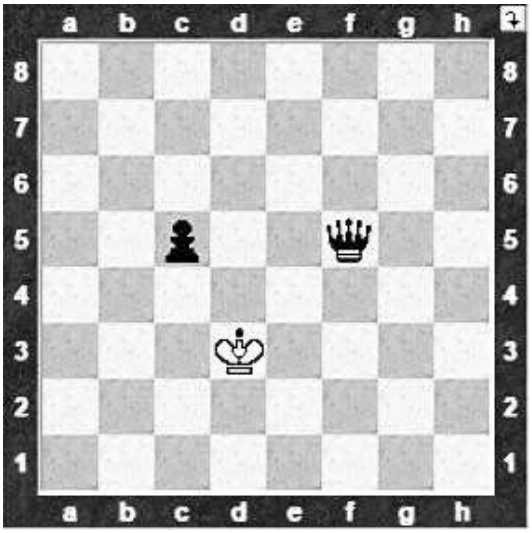
6 checks with black queen



Exercise 3. Circle the **white piece** that checked the black king.

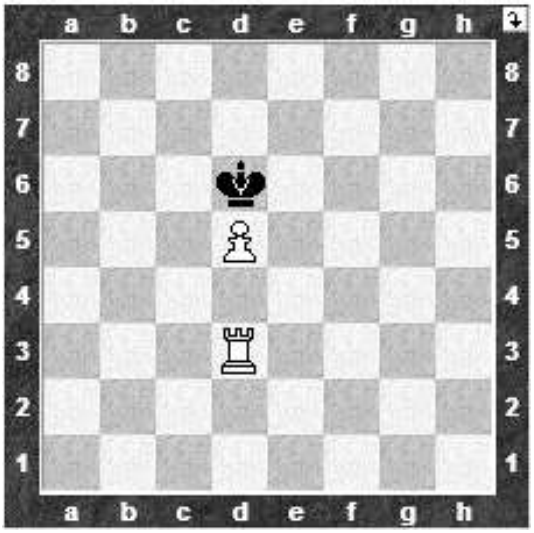


Circle the **black piece** that checked the white king.

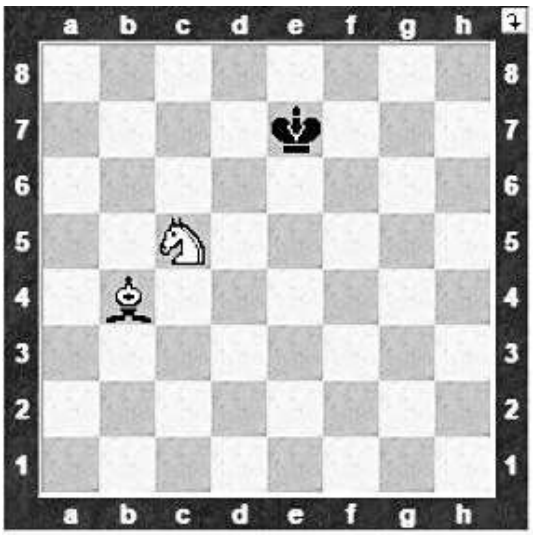


Exercise 4. Look closely at the positions. Answer the question: **did the white pieces** check the black king **or not**? Circle the correct answer.

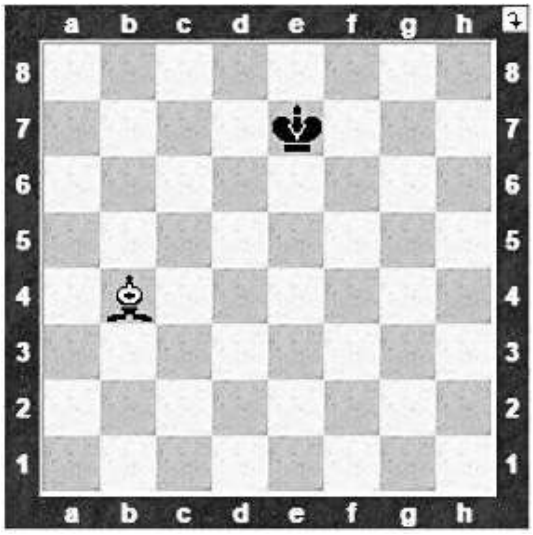
Yes **No**



Yes **No**



Yes **No**

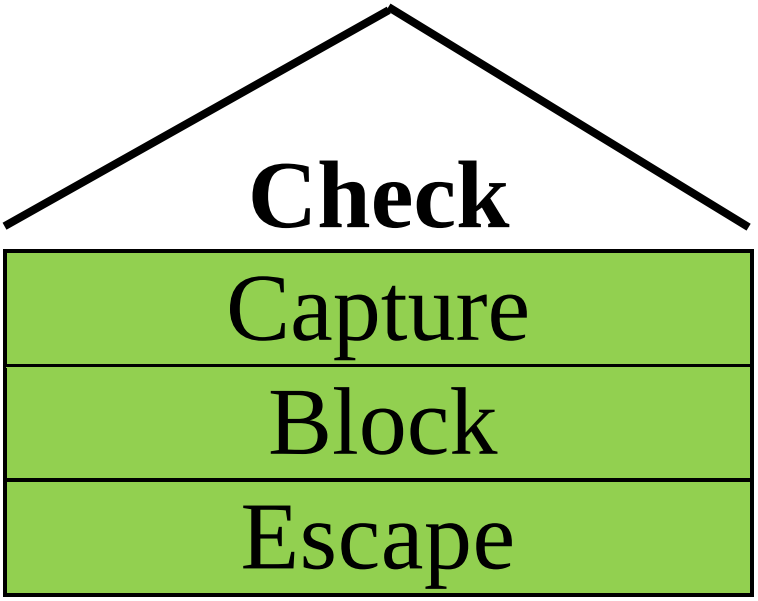


Yes **No**

In chess, **the king can't be left in check.** The king must **be defended from the check**.

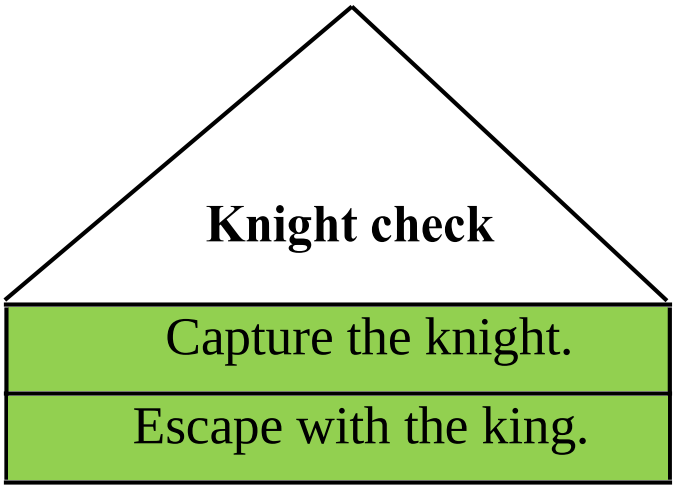
There are three ways to defend the king from check:

- Capture the checking piece.
- Block the check with another piece of yours.
- Escape with the king.

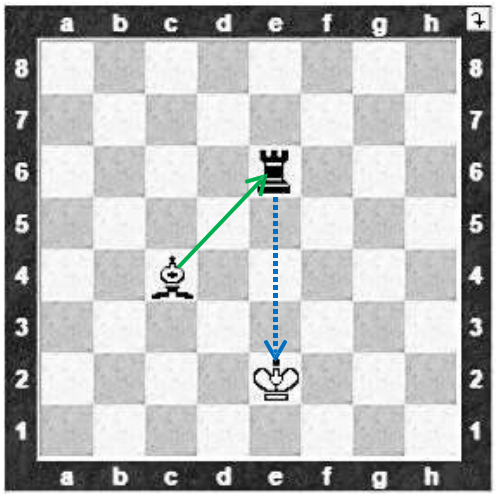


If a knight checks a king, then there are only two ways to defend the king:

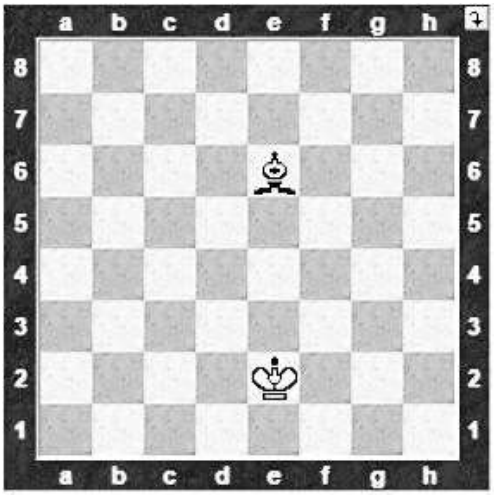
- Capture the knight.
- Escape with the king.



1. Capturing the checking piece.

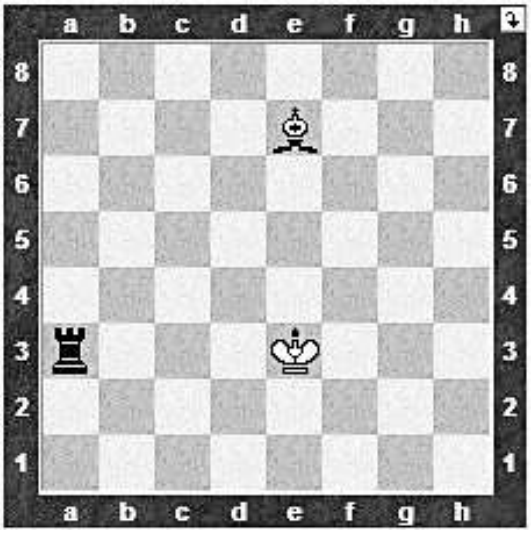


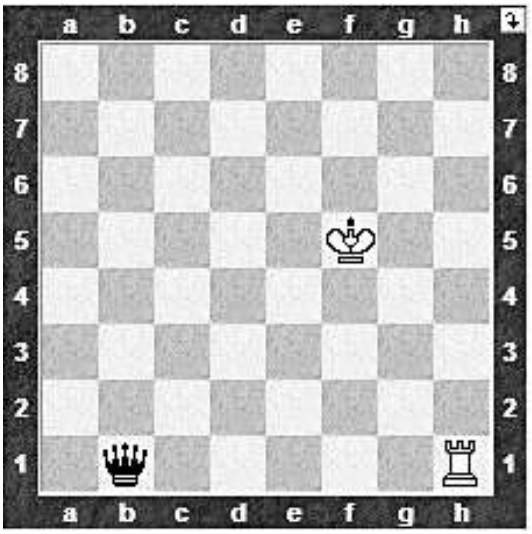
The black rook checks the white king. The white bishop captures the black rook.



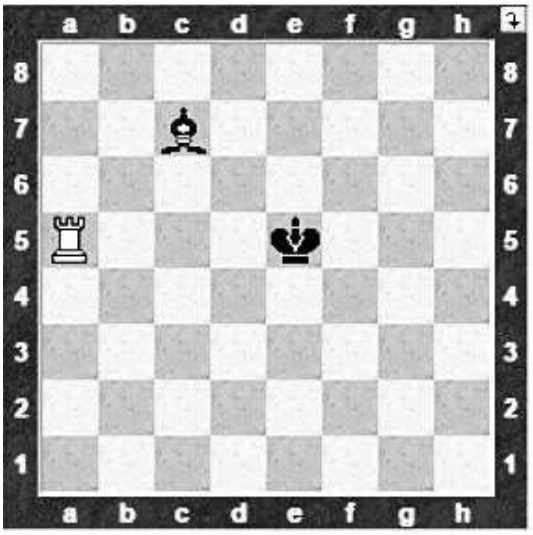
The white bishop can capture the black rook. The bishop occupies the square of the captured rook. No check to the white king.

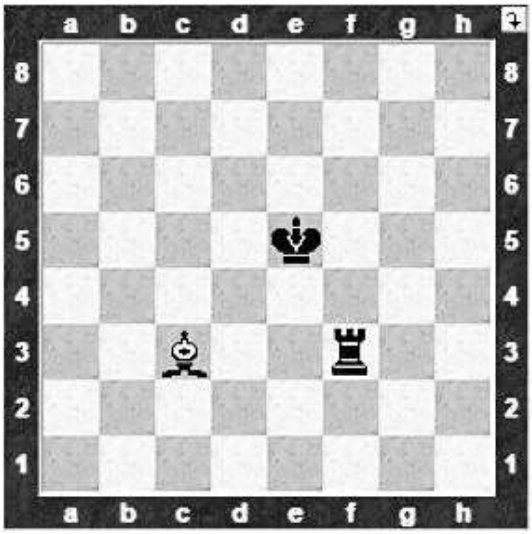
Exercise 5. Capture the black piece that checked the white king. Show the solution with an arrow.

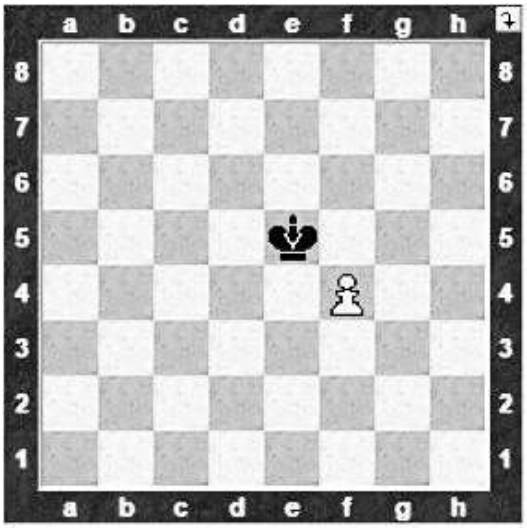




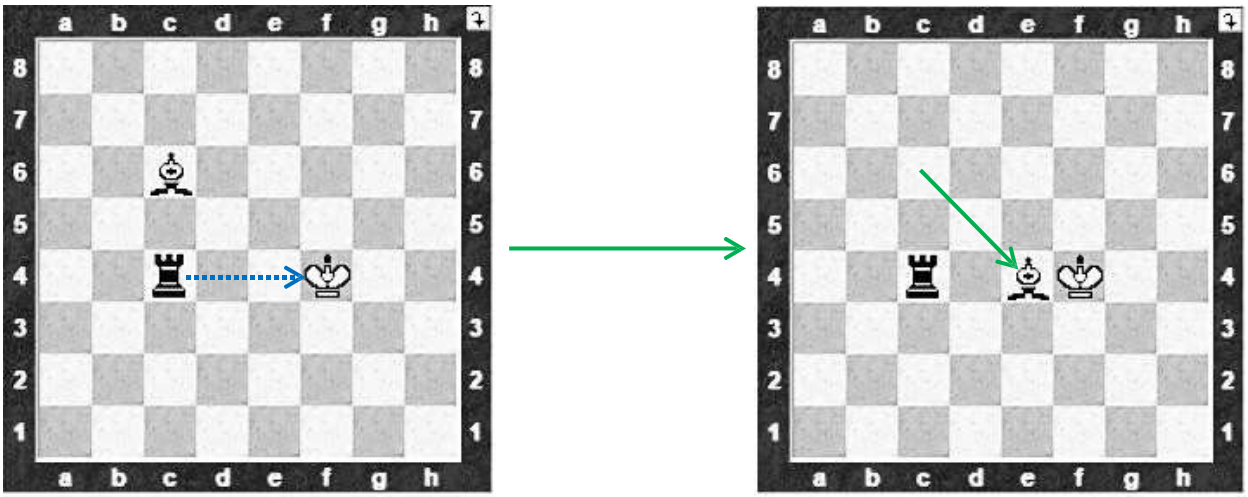
Exercise 6. Capture the white piece that checked the black king. Show the solution with an arrow.





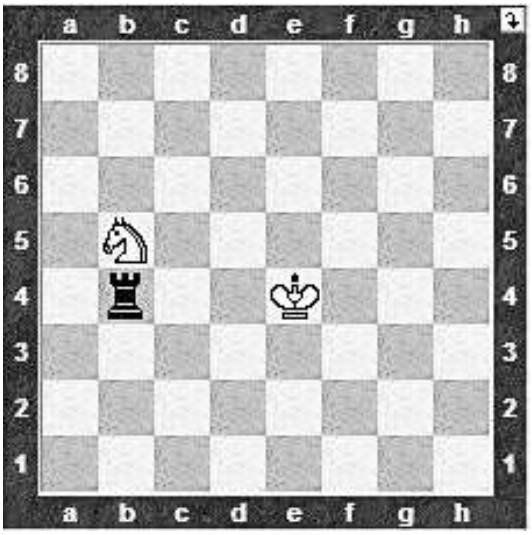


2. Covering the check with another piece of yours.

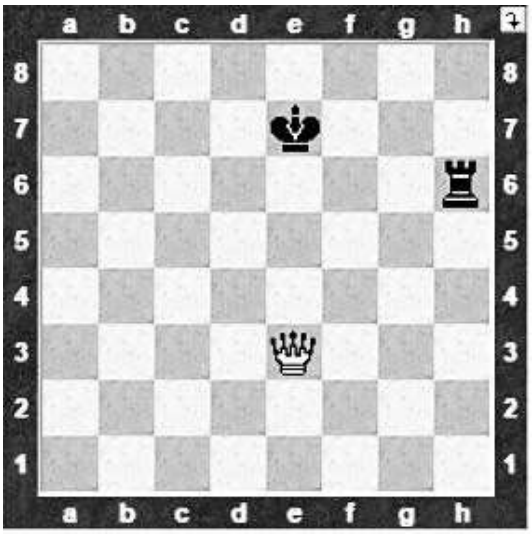


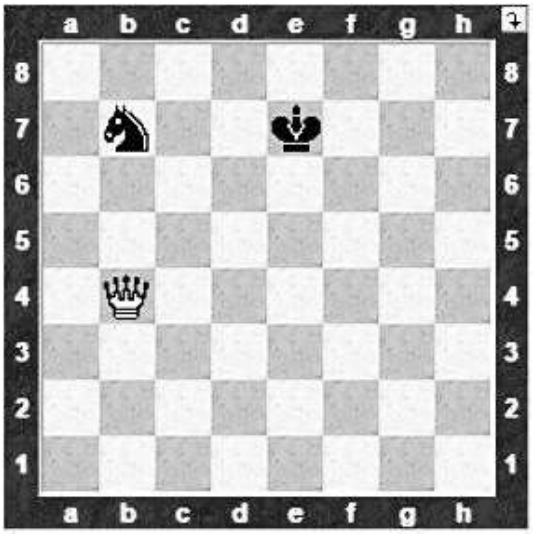
The black rook checks the white king. The white bishop moves to e4 and **covers** the **white king from check**. **No check.**

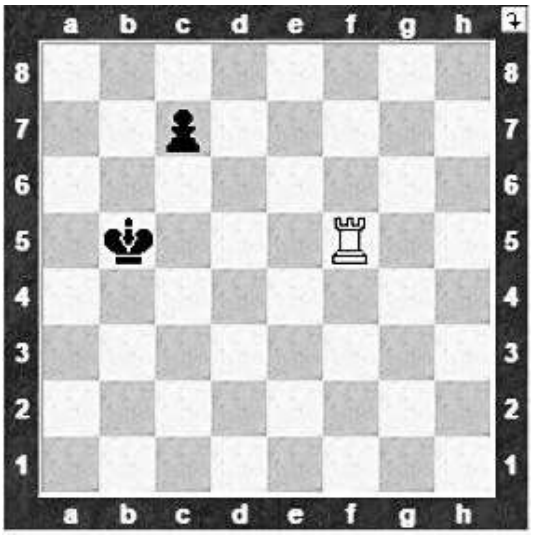
Exercise 7. The black piece is checking the white king. **Cover the white king** from check with another white piece. Show the solution with an arrow.



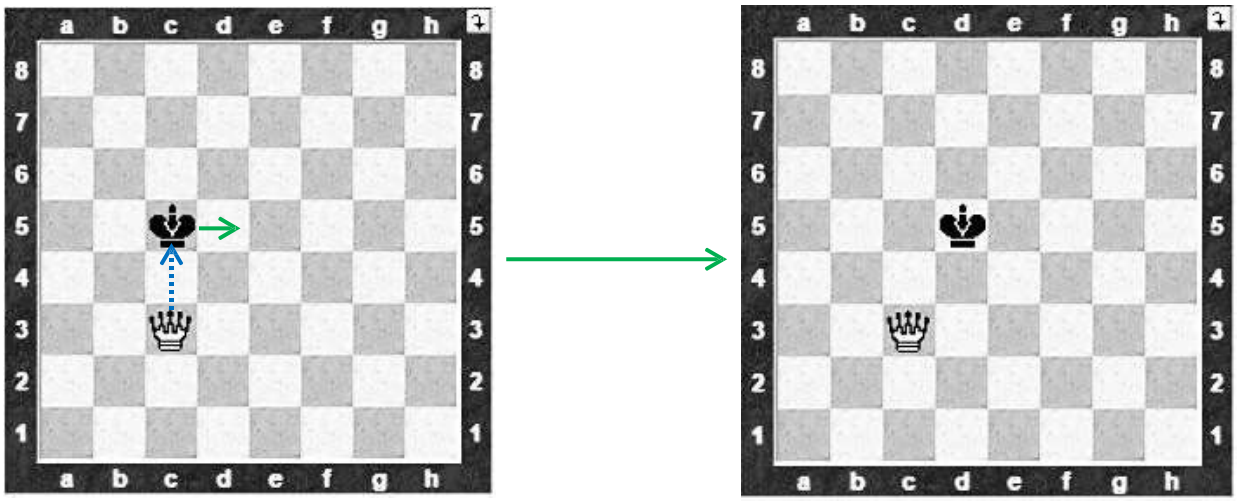
Exercise 8. The white piece is checking the black king. **Cover the black king from check** with another black piece. Show the solution with an arrow.







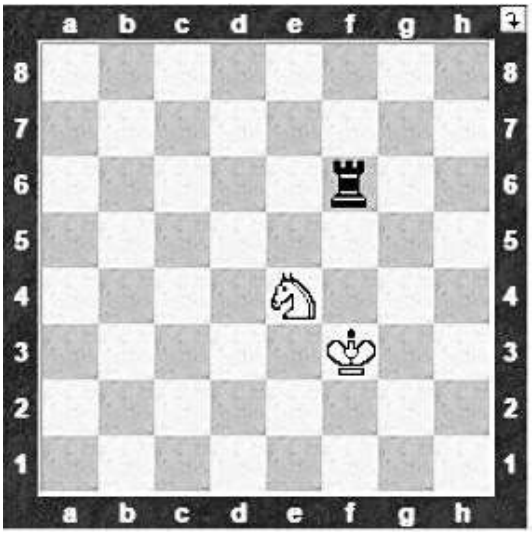
3. Escaping the check.

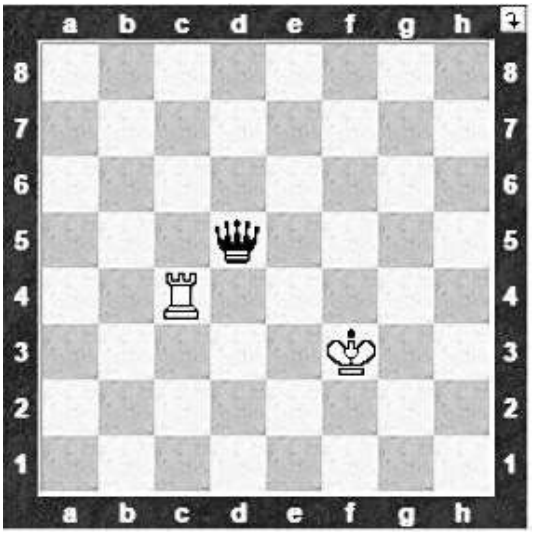


The white queen is checking the black king. You can't capture the white queen. You can't cover it with another black piece. **The black king escapes the check.** For example, on d5 (or d6, b6, b5). **No check.**

Exercise 9. The black piece is checking the white king. **Escape the check with the white king.** Show the solution with an arrow.
Be careful! The white king can't move under the attack of black pieces.

Exercise 10. The black piece is checking the white king. Choose the best defense against check. Show the solution with an arrow.



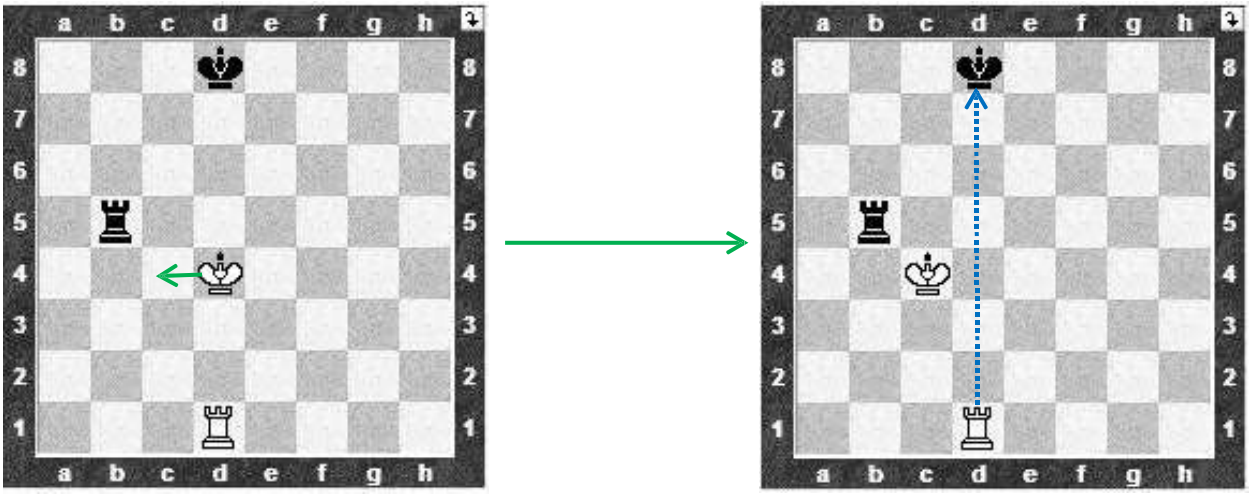


The white piece **is checking the black king. Choose the best defense against check.** Show the solution with an arrow.

Be careful!
The black king can't move under the attack of white pieces.

Discovered check. Double check

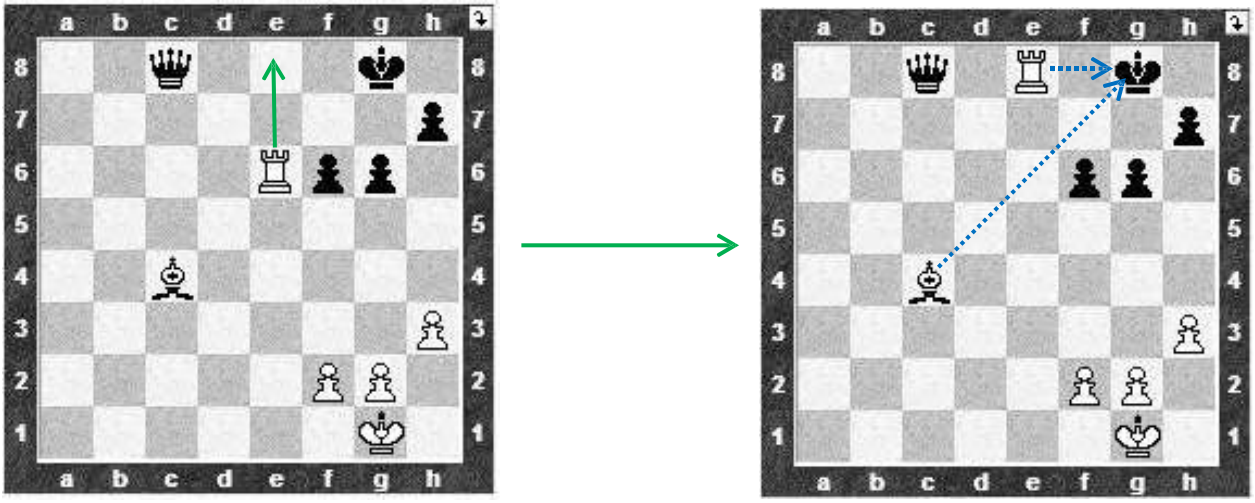
There are various checks.
Discovered check is a situation in which one piece moves and at the same time opens a line for a check to another piece.



The white rook wants to check the black king. But the white king is on its way. **The white king moves** to c4 (c3, e3, e4, e5 are also possible) **and opens the check line for the white rook.**

Double check is a situation in which two pieces are checking the king at once.

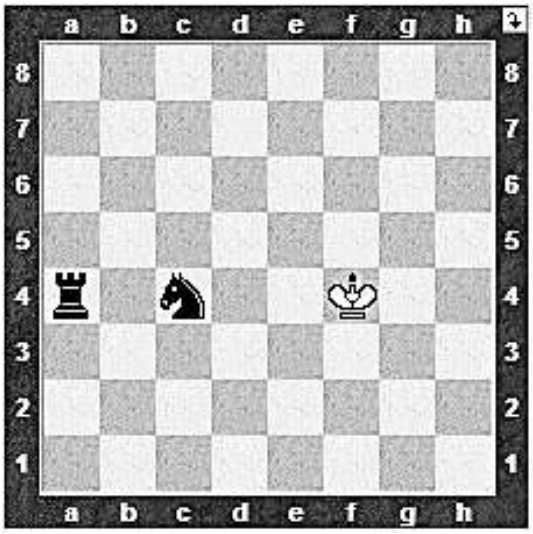
The white rook moves to e8. Both white rook add white bishop are checking.



There is only one defense against a double check – to escape. There is no use to capture the rook with the black queen because the bishop is still checking the king. There is no use to capture the bishop with the black queen because the rook is still checking the king.

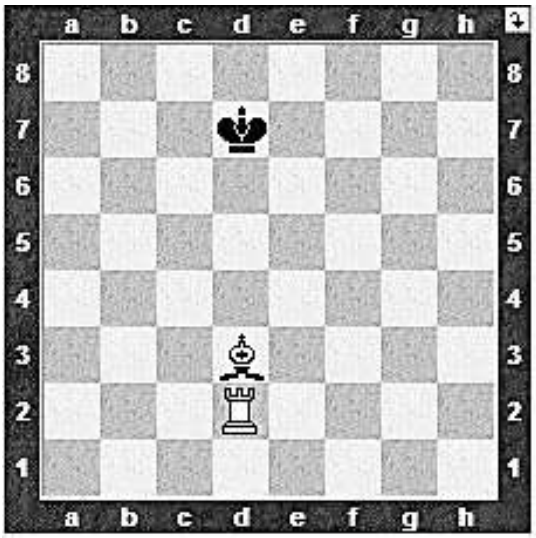
Exercise 11. Discover check to the black king. One white piece moves, and another white piece checks. Show the solution with an arrow.

Discover **check to the white king.** Show the solution with an arrow.
One black piece moves, and another black piece checks.



Exercise 12. Double check **the black king with** white pieces. Show the solution with arrows.

2 ways

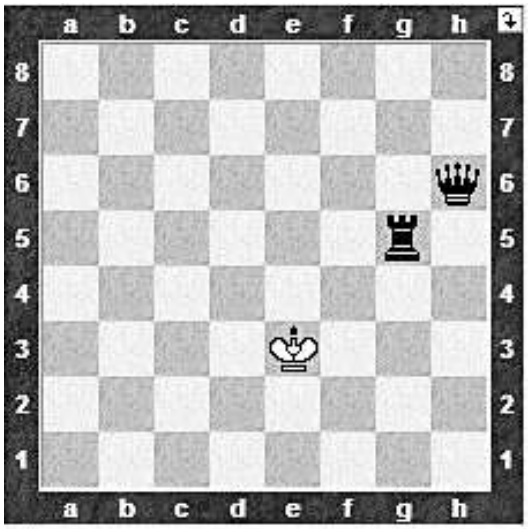


2 ways

Double check the white king with black pieces. Show the solution with arrows.

2 ways

2 ways



Lesson 13. Castling

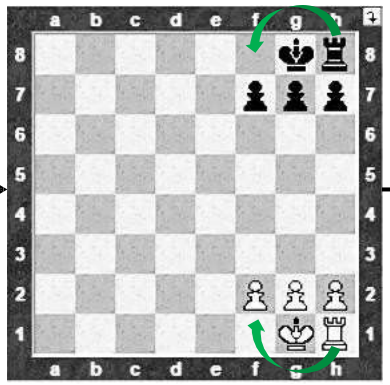
The king is the most important piece. The king must be protected. The king has a special move. This move is called **castling.** Castling is done to hide your king from the other player's pieces.

Castling is **the king's move!** It **can only be done once** per game.

1.

The white king on e1 (the black king on e8) moves 2 squares horizontally to the rook on h1 (h8).

2.

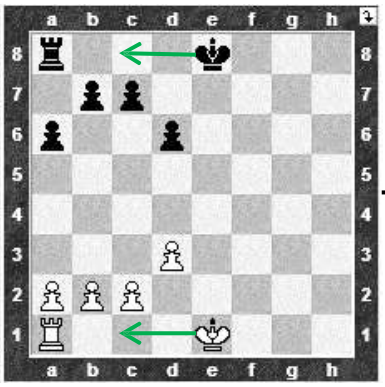


The white rook (black rook) jumps over the king and stands on f1 (f8).

3.

This **is a short castling**.

1.



The white king on e1 (the black king on e8) moves 2 squares horizontally to the rook on a1 (a8).

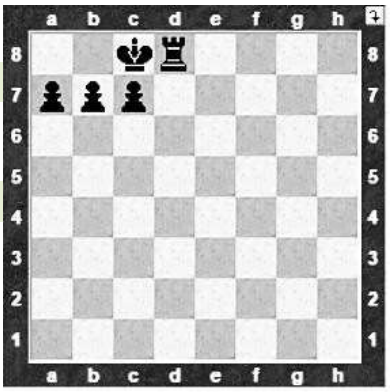
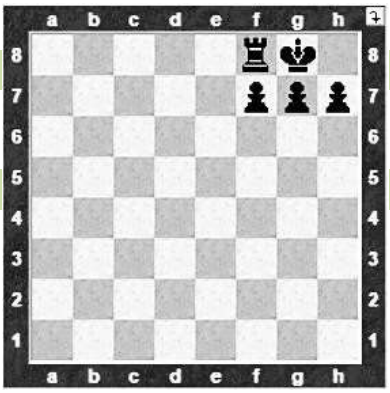
2.

The white rook (black rook) jumps over the king and stands on d1 (d8).

3.

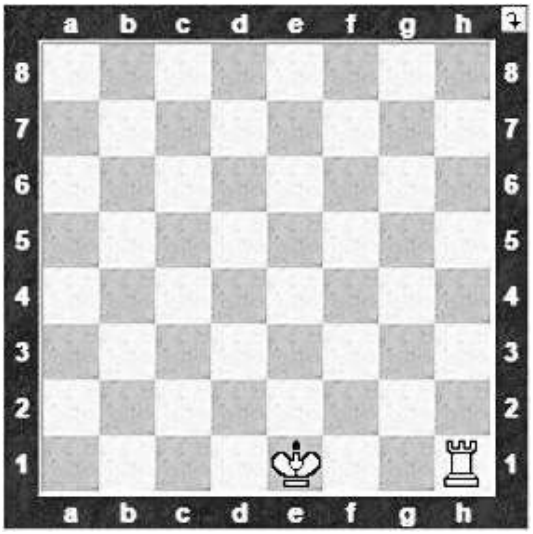
This **is a long castling**.

Exercise 1. Connect words and pictures (positions) with arrows.

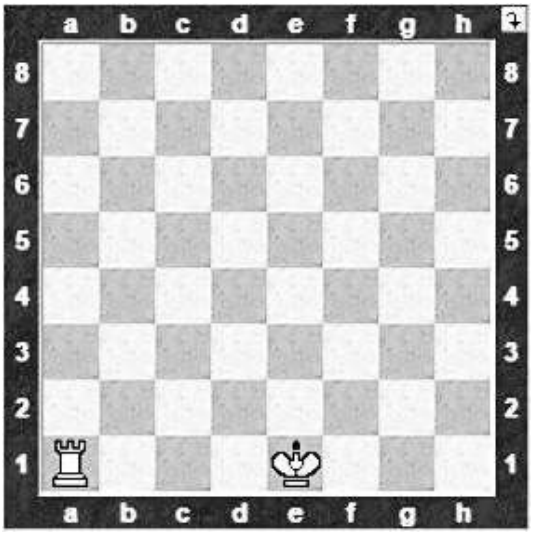
Short castling	
Long castling	
Short castling	
Long castling	

Exercise 2. Castle with **the white pieces.** When castling **the king moves first,** then the rook. Show the solution with arrows.

Short castling

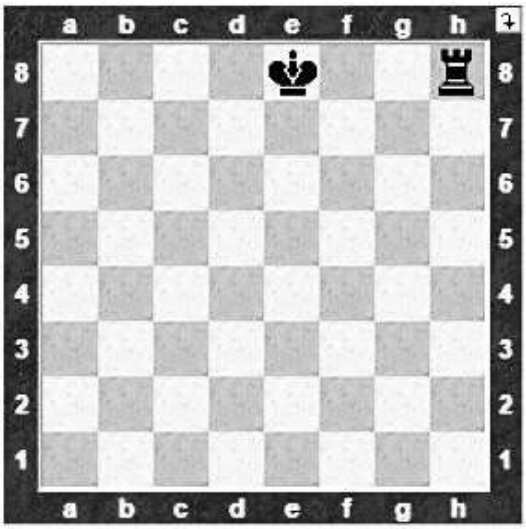


Long castling

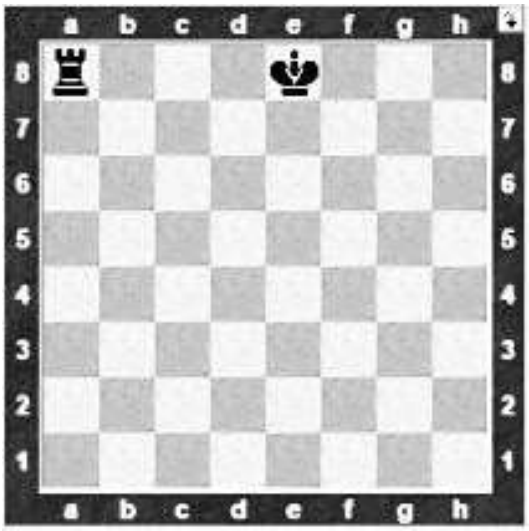


Castle with **the black pieces.** When castling **the king moves first**, then the rook. Show the solution with arrows.

Short castling

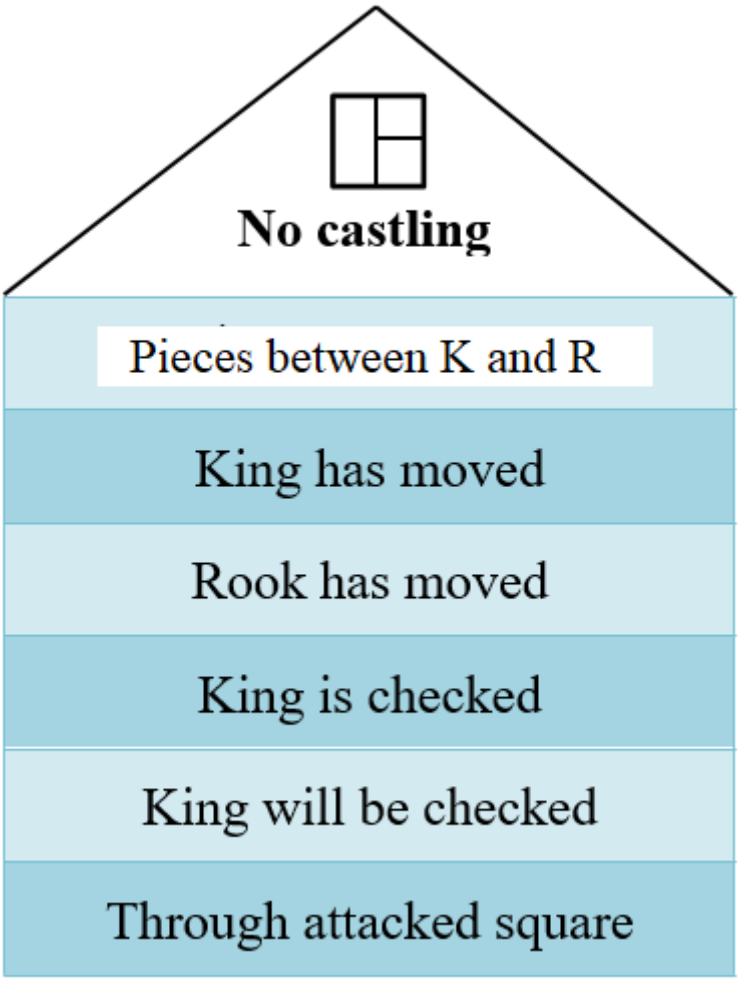


Long castling



There are rules when **it is impossible to castling**:

- There are pieces standing between the king and the rook with which the king wants to castle.
- The king has already moved.
- The rook with which the king wants to castle has already moved.
- The king is checked.
- The king will be checked after castling.
- The king passes through the **"attacked square"** when castling.

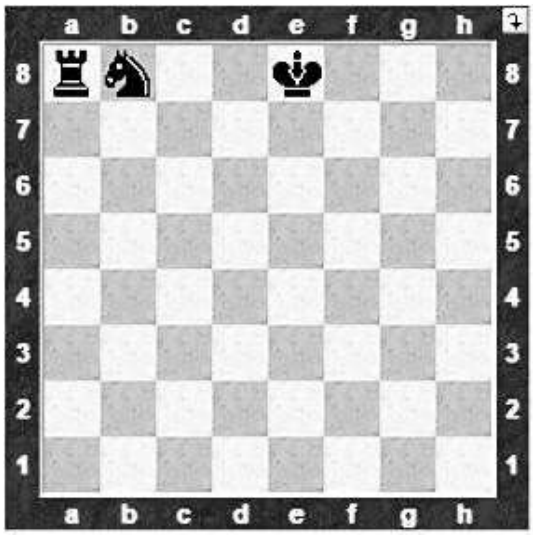


Exercise 3. Answer the question: **can the white king castle?** Circle the correct answer.

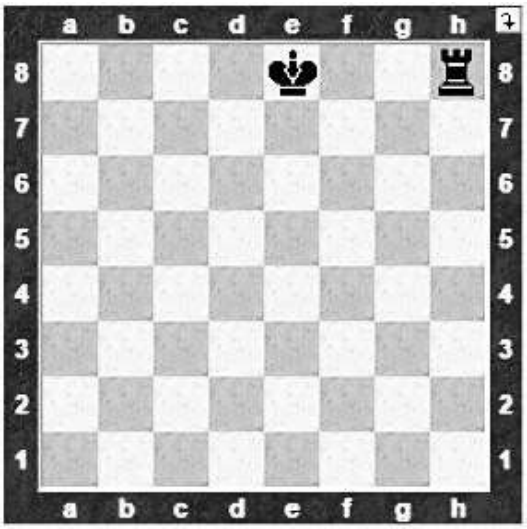
Yes No

Yes No

Can the black king castle? Circle the correct answer.

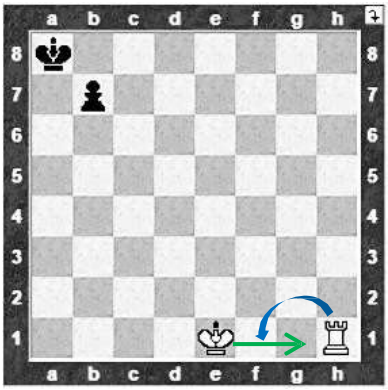


Yes No

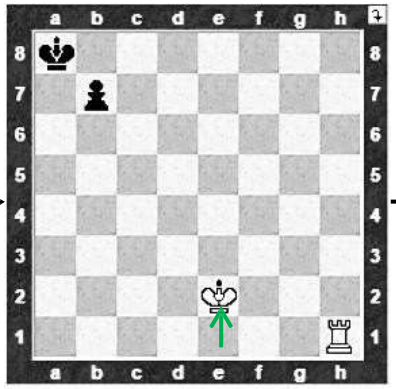


Yes No

You can't castle if the king has already moved.

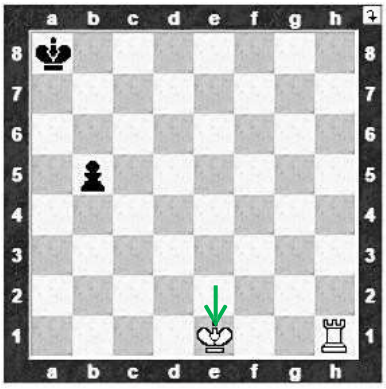


Now the white pieces can castle. But...

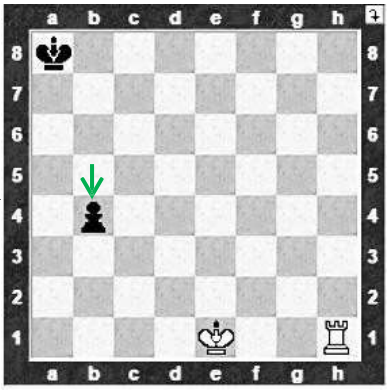


The white king moves to e2.

The black pawn moves to b5.



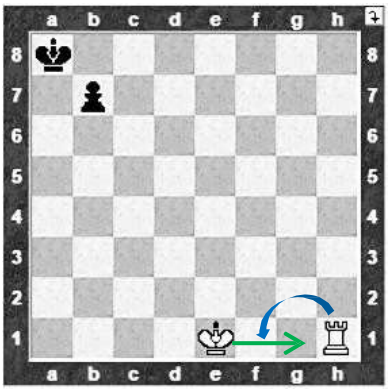
The white king moves back to e1.



The black pawn moves to b4.

Now the white king can't castle. Because the white king has already moved.

You can't castle if the rook has already moved.



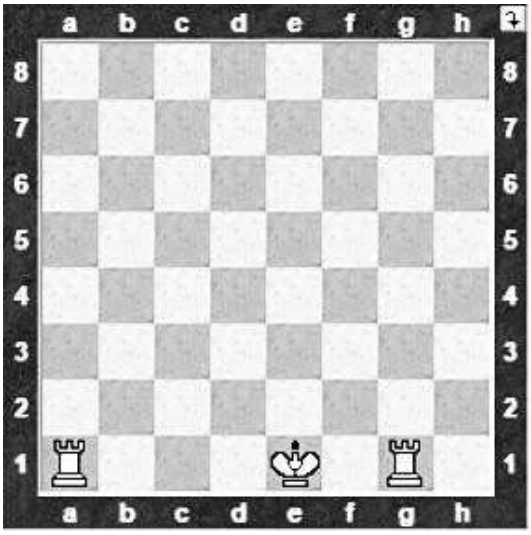
Now the white pieces can castle. But...

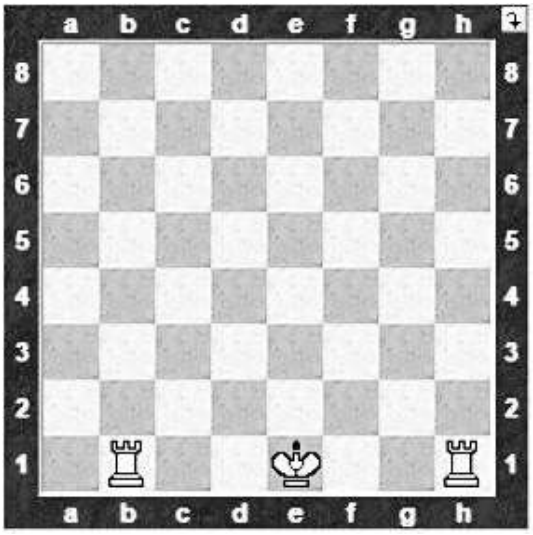
The white rook moves to h8 and checks the black king.

The black king moves to a7. The white rook moves back to h1.

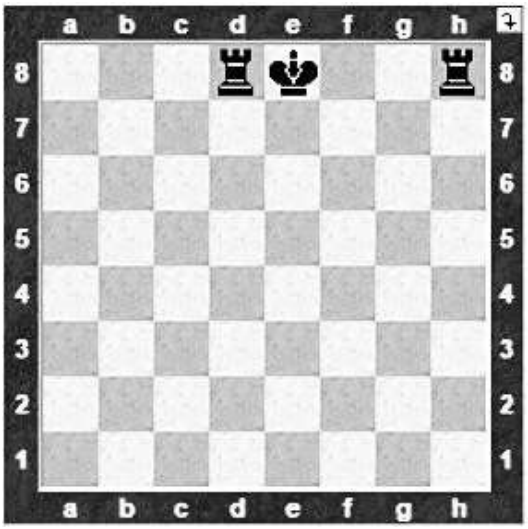
Now **the white king can't castle.** Because the rook has already moved.

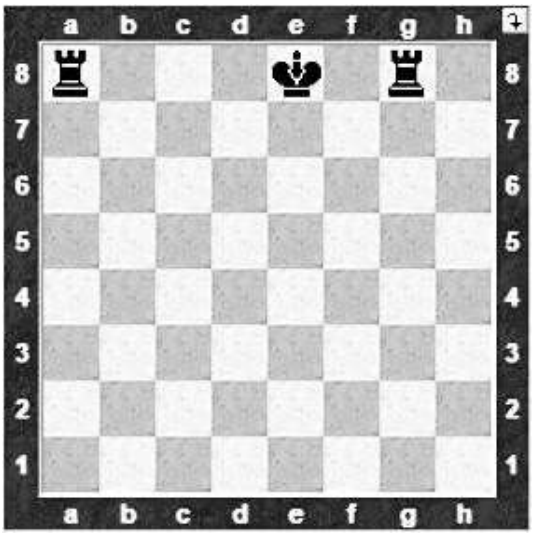
Exercise 4. Answer the question: **what kind of castling can the white king do:** short or long? Show the solution with arrows.



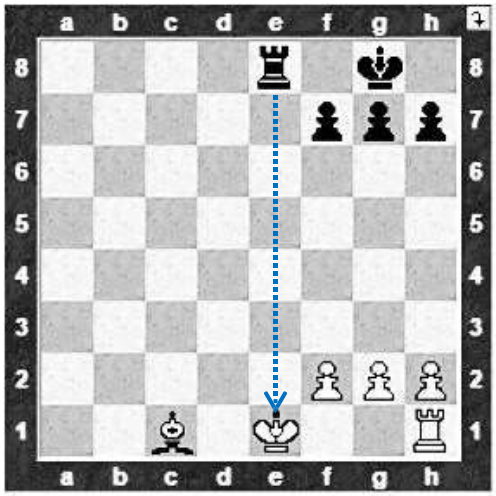


What kind of castling can the black king do: short or long? Show the solution with arrows.

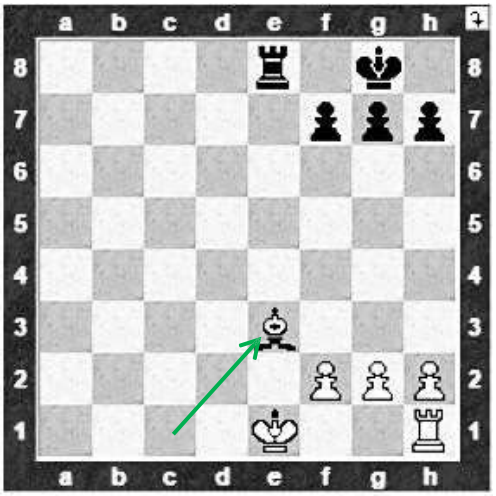




You can't castle if the king has been checked.



The black rook checks the white king.
You can't castle.



You have to protect the white king from check. The white bishop moves to e3 and covers the white king. **No check** to the white king**.**

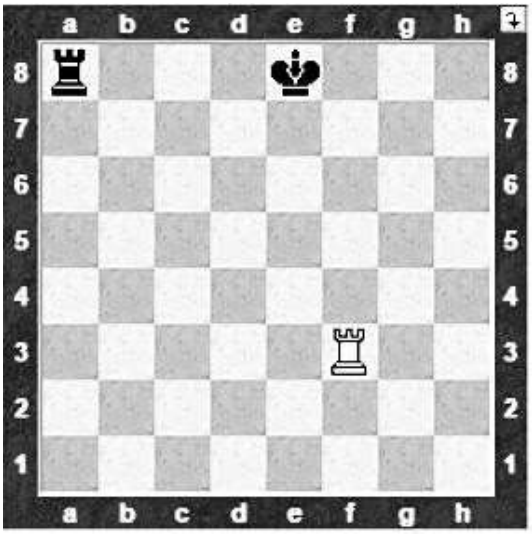
The black rook moves to a8. Now the white king can castle.

Exercise 5. Answer the question: **can the white king castle?** Circle the correct answer.

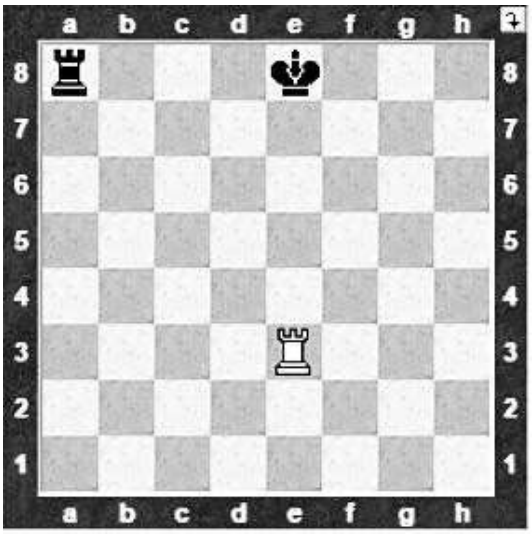
Yes No

Yes No

Can the black king castle? Circle the correct answer.

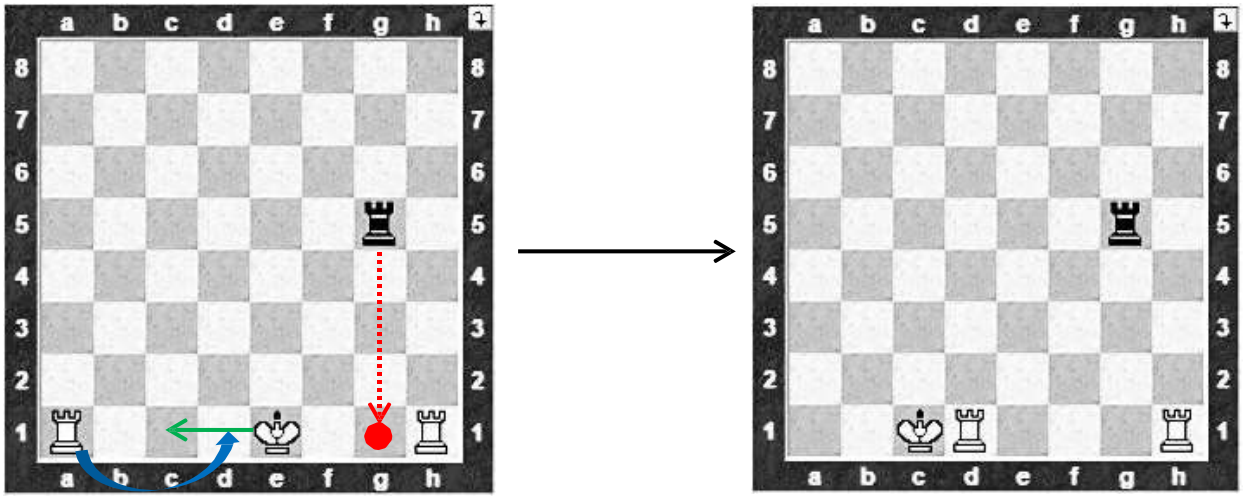


Yes No



Yes No

You can't castle if the king is checked after it.



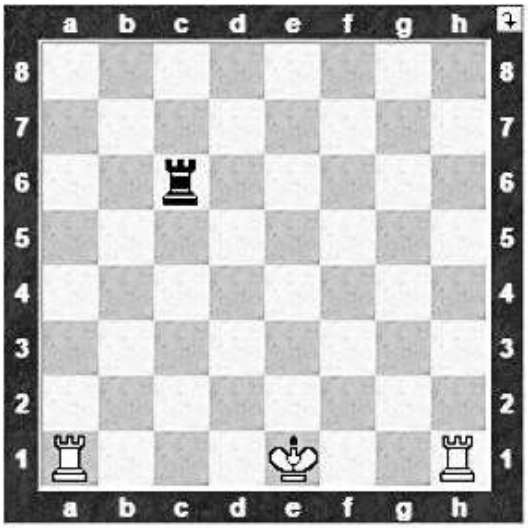
The black rook doesn't allow the white king to move to g1. Now **the white king can't** castle short**.** But the white king **can castle long.**

Exercise 6. Can the **white king** castle long? Circle the correct answer.

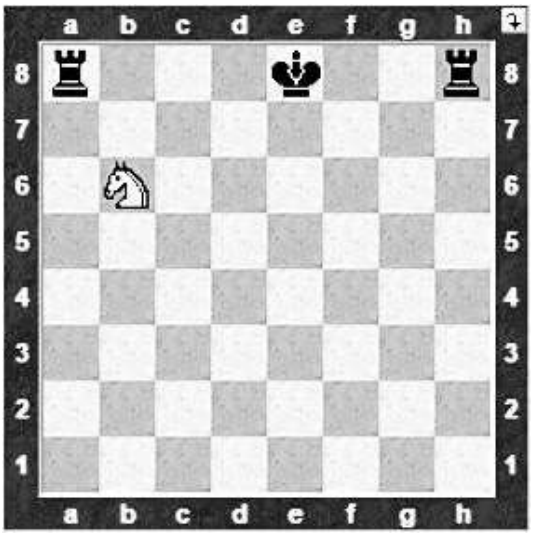
Yes **No**

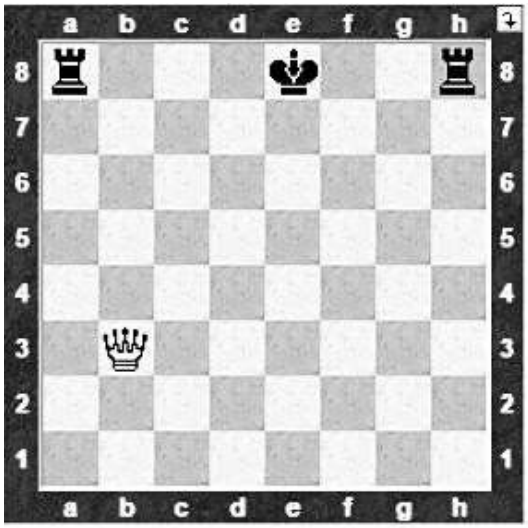
Yes **No**

Exercise 7. What kind of castling can the white king do: short or long? Show the solution with arrows.

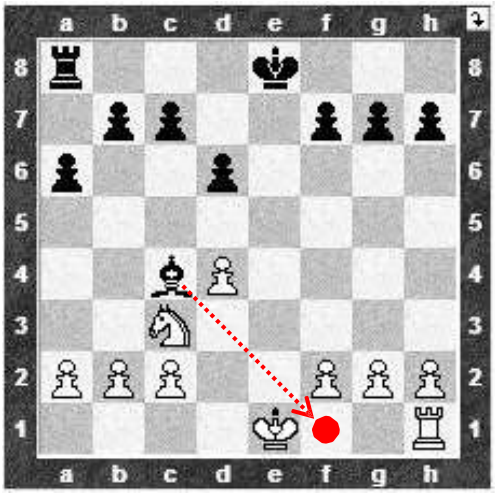


What kind of castling can the black king do: short or long? Show the solution with arrows.





You can't castle if the king passes through an "attacked square".

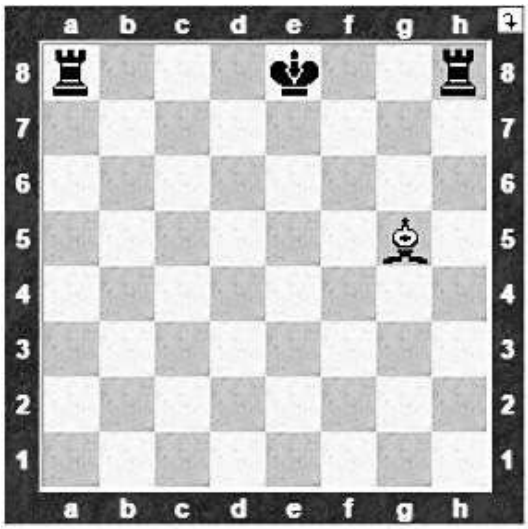


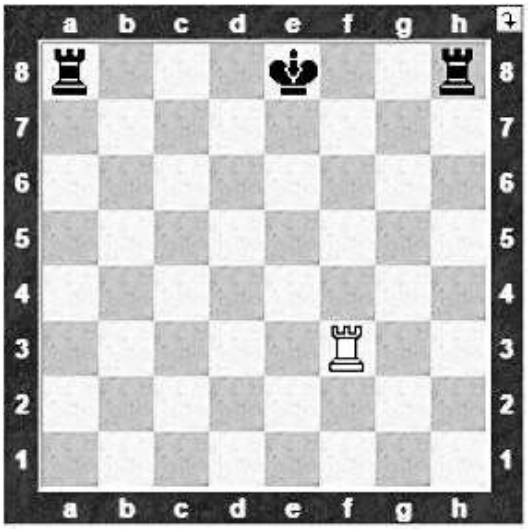
In this position, **the white king can't castle.** Since the black bishop doesn't allow the white king to f1, through which it is going to move to g1.

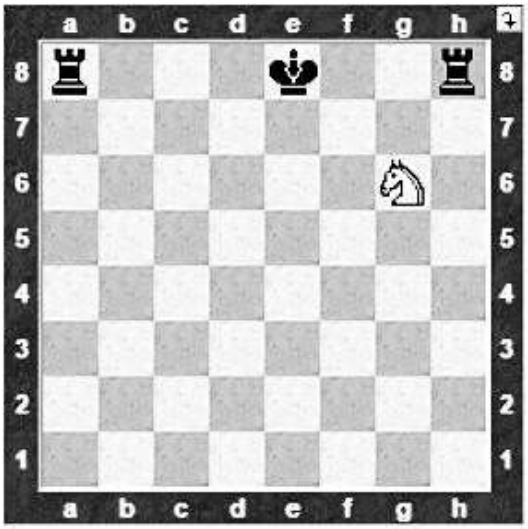
f1 is called an **attacked square**.

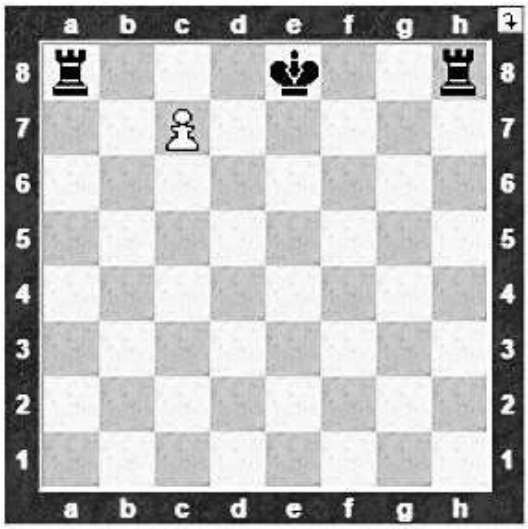
Exercise 8. Can the **white king** castle short? Circle the correct answer.

Exercise 9. What kind of castling can the black king do: short or long? Show the solution with arrows.









Lesson 14. Checkmate

When you play chess, your **goal is to checkmate the other player's** king.

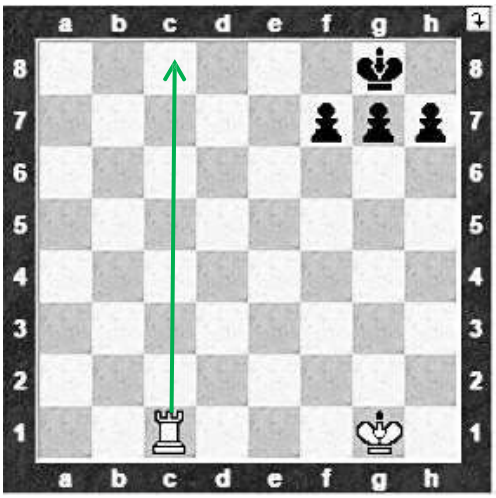
Checkmate is a check that can't be avoided (you can't capture the piece that attacked the king; you can't cover the king with your other piece; your king can't escape).

Checkmating the opponent wins the game. Checkmating ends the game.

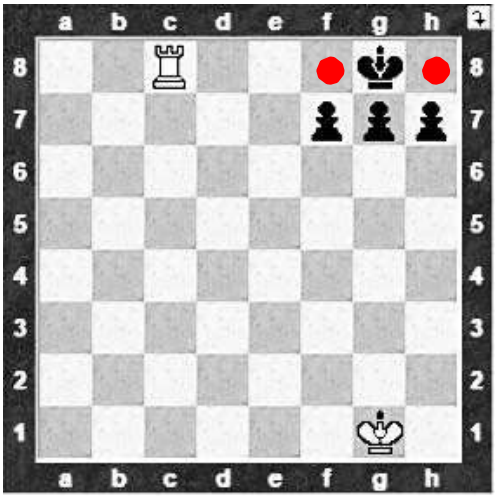
White king can't checkmate black king. And black king can't checkmate white king.

See how you can checkmate with different pieces.

Rook checkmate



The white rook moves to c8 and checks the black king.



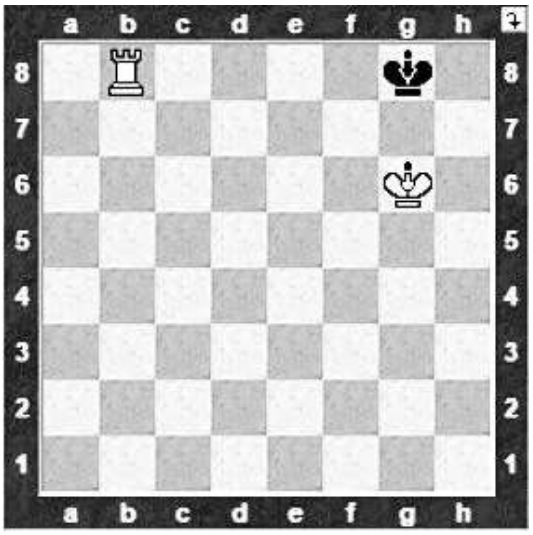
1. You can't capture the white rook.
2. The black king can't be covered from the check.
3. The black king can't move to f8 and h8.

There is no defense against the check. **The white rook checkmates** the black king.

Exercise 1. Checkmate the black king with the white rook. Show the solution with an arrow.

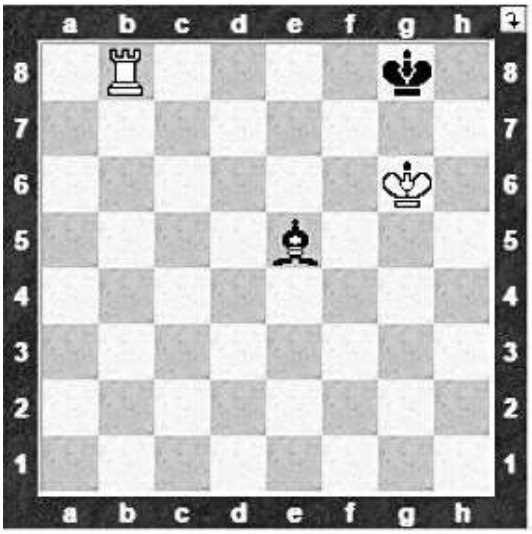
Checkmate the white king with the black rook. Show the solution with an arrow.

Exercise 2. Answer the question. Has the white rook **checked or checkmated the black king**? Circle the correct answer.



Check Checkmate

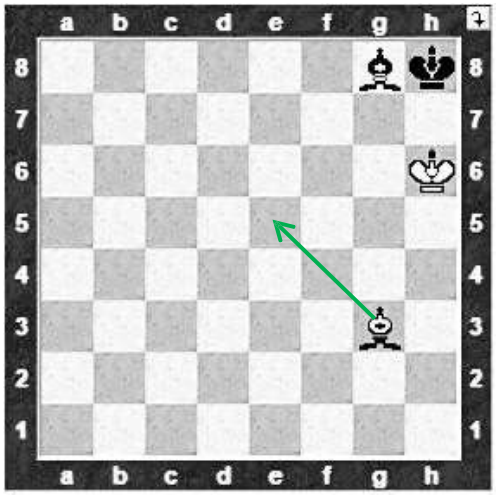
Check Checkmate



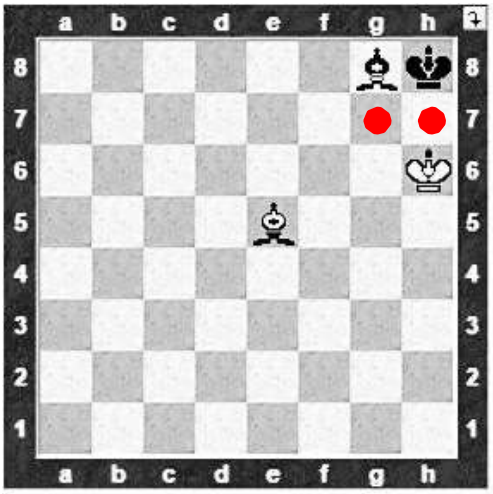
Check Checkmate

Check Checkmate

Bishop checkmate



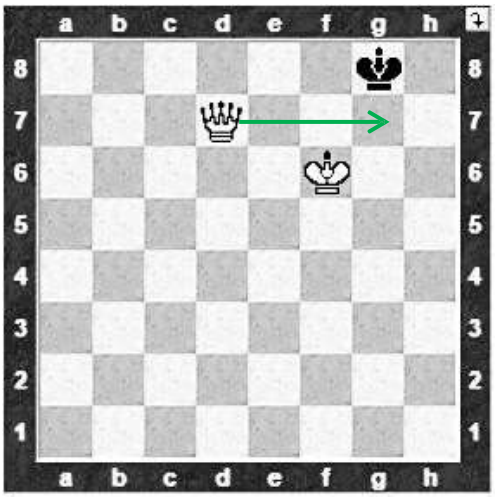
The white bishop moves to e5 and checks the black king.



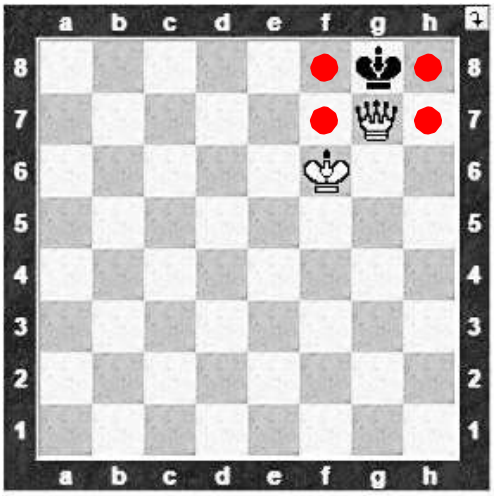
1. You can't capture the white bishop.
2. The black king can't be covered from the check.
3. The black king can't move to g7 and h7.

There is no defense against the check. **The white bishop checkmates** the black king.

Queen checkmate



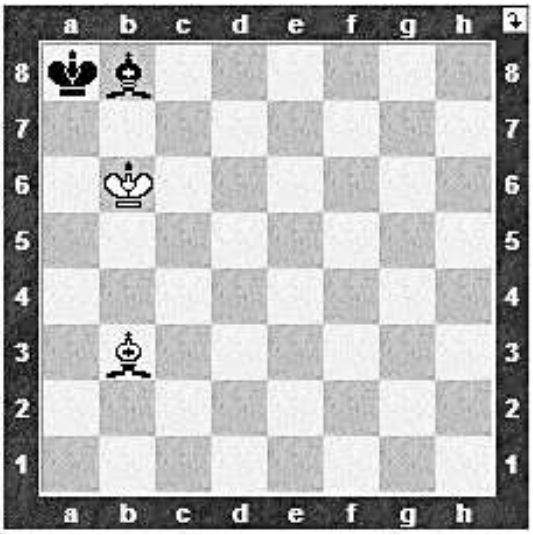
The white queen moves to g7 and checks the black king.



1. You can't capture the white queen.
2. The black king can't be covered from the check.
3. The black king can't move to f8, f7, h8 and h7.

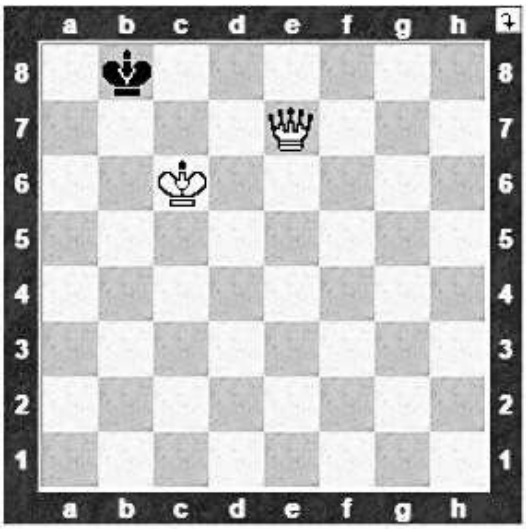
There is no defense against the check. **The white queen checkmates** the black king.

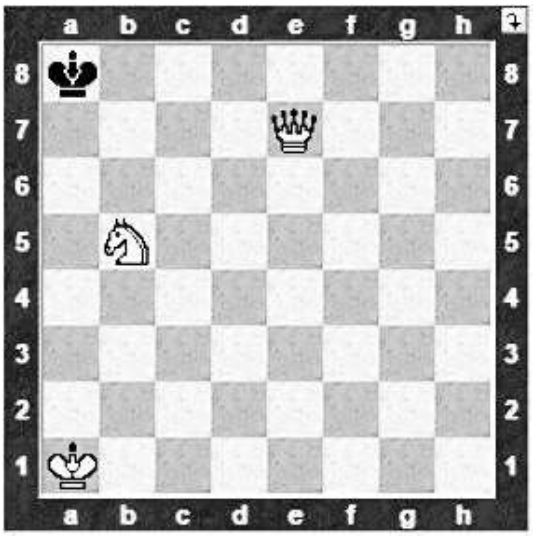
Exercise 3. Checkmate the black king with the white bishop. Show the solution with an arrow.



Checkmate the white king with the black bishop. Show the solution with an arrow.

Exercise 4. Checkmate the black king with the white queen. Show the solution with an arrow.





Checkmate the white king with the black queen. Show the solution with an arrow.

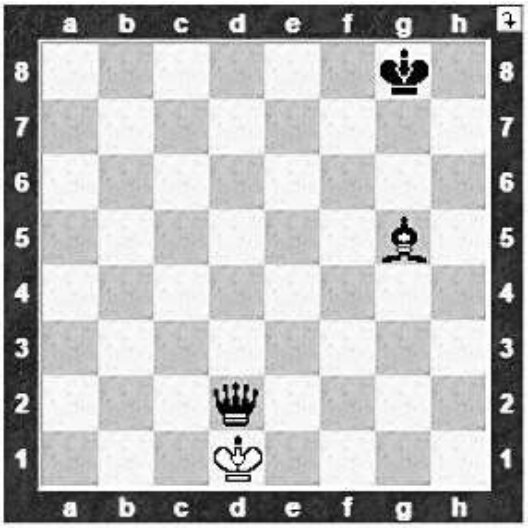
Exercise 5. Answer the question. Has the white bishop **checked or checkmated the black king**? Circle the correct answer.

Check Checkmate

Check Checkmate

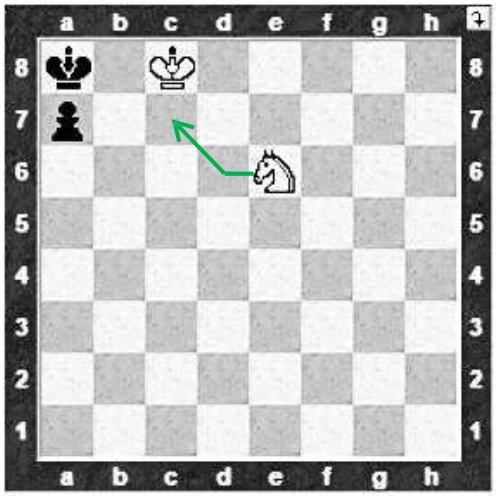
Answer the question. Has the black queen **checked or checkmated the white king**? Circle the correct answer.

Check Checkmate

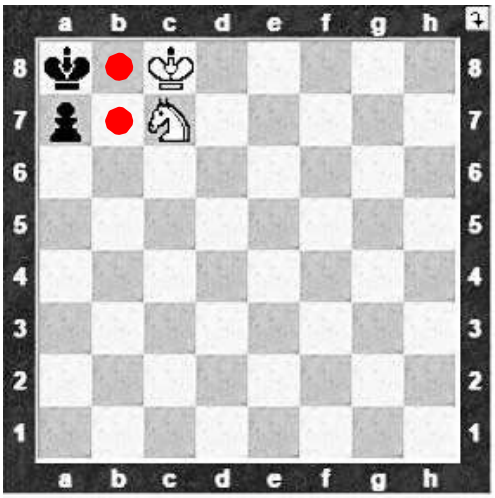


Check Checkmate

Knight checkmate



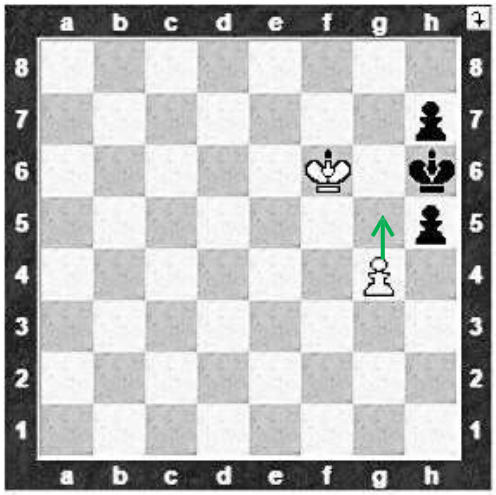
The white knight moves to c7 and checks the black king.



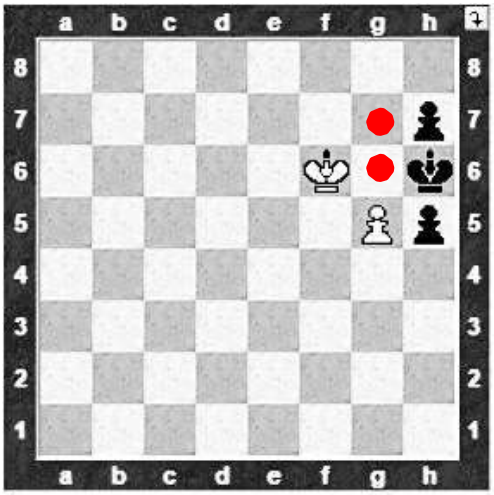
1. You can't capture the white knight.
2. The black king can't be covered from the check.
3. The black king can't move to b8 and b7.

There is no defense against the check. **The white knight checkmates** the black king.

Pawn checkmate



The white pawn moves to g5 and checks the black king.

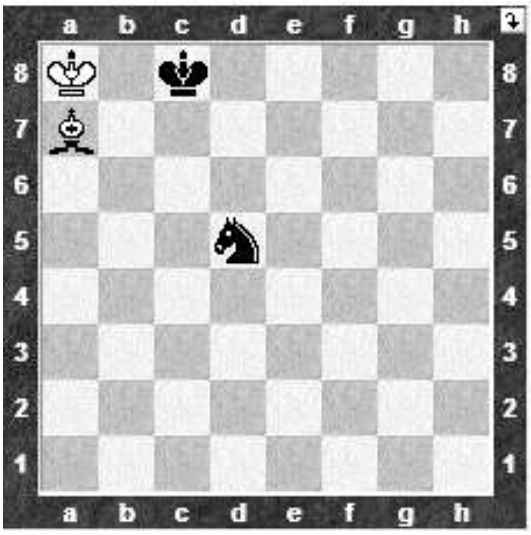


1. You can't capture the white pawn.
2. The black king can't be covered from the check.
3. The black king can't move to g6 and g7.

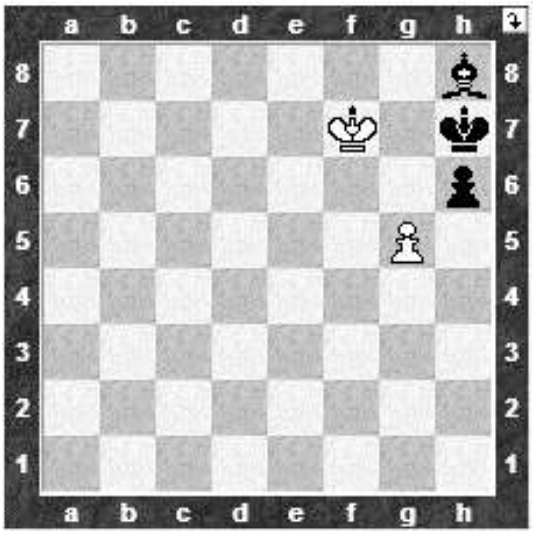
There is no defense against the check. **White pawn checkmates** the black king.

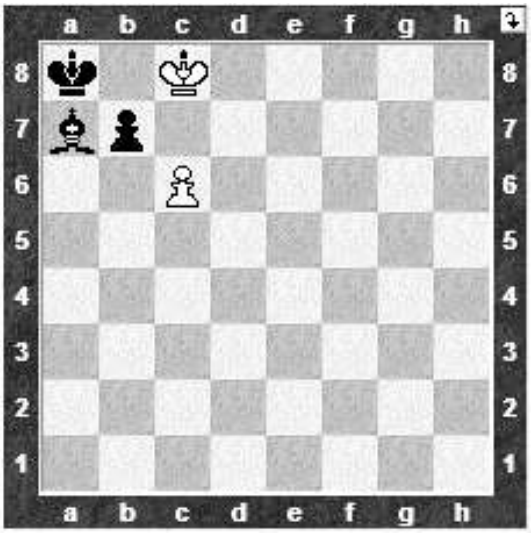
Exercise 6. Checkmate the black king with the white knight. Show the solution with an arrow.

Checkmate the white king with the black knight. Show the solution with an arrow.



Exercise 7. Checkmate the black king with the white pawn. Show the solution with an arrow.





Checkmate the white king with the black pawn. Show the solution with an arrow.

Lesson 15. Draw. Stalemate

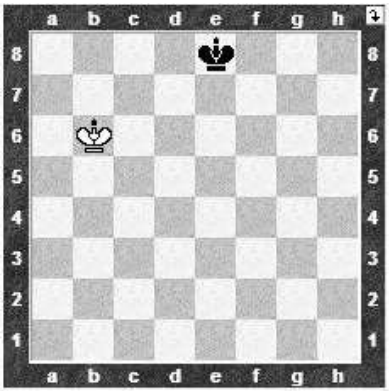
When you play chess, your **goal is to checkmate the other player's** king.

If you checkmate, you **get 1 point**. If you are checkmated, you get 0 points.

It happens that the game is over, but none of the players checkmate. This is **a draw.** Each player gets half a point. Half a point is marked **½.**

Game is over	You get at the end of the game	
You checkmated	1	one point
Draw	½	half a point
You are checkmated	0	zero points

Look at the positions where none of the players can win.
Draw.



Only kings remain on the board.

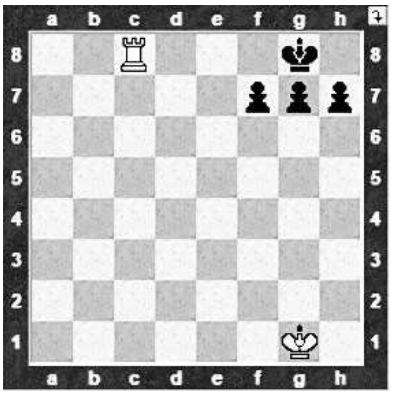
One player has a bishop and a king. The other player only has a king.

One player has a knight and a king. The other player only has a king.

Exercise 1. Connect a word with a picture and a number using arrows.

CHECKMATE

½



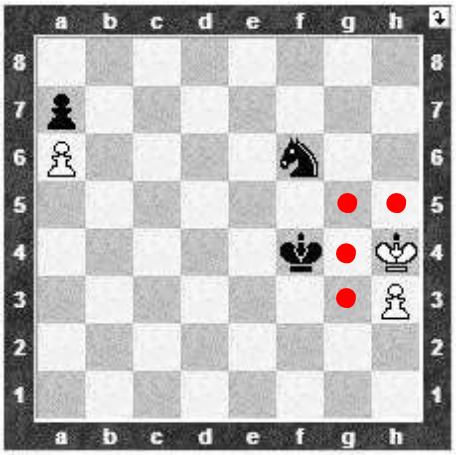
DRAW

1

There are **also positions** in which **the game ends in a draw**.

In a chess game, it can happen that the king isn't in check and it has no moves. The pieces of its color have no moves as well. This is a **stalemate**.

Stalemate is a draw.



Look at the position. White's move.
1. The white king **isn't in check.**
2. The white king has **no moves.**
3. White pieces have **no moves.**

This is a **stalemate. Stalemate is a draw.** If there is a stalemate on the chessboard, the game ends in a **draw** (½, half a point to each player).

Stalemate ends the game immediately.

STALEMATE

The king **isn't in check.**
The king has **no moves.**
Pieces have **no moves**.

Exercise 2. Answer the question. Has **the black king** been stalemated or not?
Black's move. Circle the correct answer.

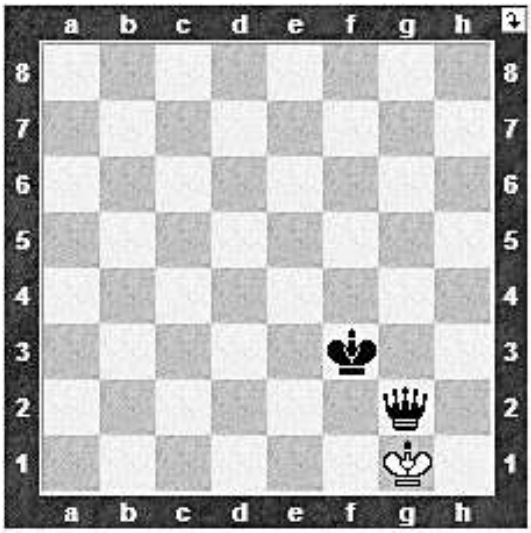
Stalemate No

Stalemate No

Stalemate No

Stalemate No

Exercise 3. Answer the question. Has **the white king** been stalemated or checkmated? White's move. Circle the correct answer.



Checkmate Stalemate

Checkmate Stalemate

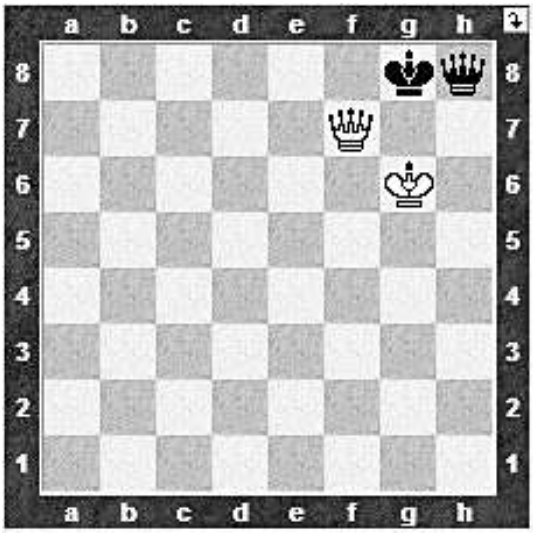
Checkmate Stalemate

Checkmate Stalemate

Exercise 4. Answer the question. Has **the black king** been checked, checkmated or stalemated? Circle the correct answer.

If the black king is in check, show the defense against it with an arrow.

Check Checkmate Stalemate



Check Checkmate Stalemate

Check Checkmate Stalemate

Check Checkmate Stalemate

Lesson 16. Rules of conduct

When people play chess, they must observe **the rules.** There are many rules of chess, and today you won't be able to learn everything. Therefore, we will go through the basic rules that must be remembered.

1. Be polite.
Players must be polite to each other. A game should always start with a handshake and end with it.

2. Be silent during the game.
You must keep silence and order during the game. You can't discuss the opponent's and your own moves. It's impolite to laugh at your opponent's bad moves, to brag about yours. **Prompts are forbidden in chess.**

3. Touch-move.
If a player whose turn to make a move touches their piece, they must make a move with this particular piece (if this piece can move). If this piece can't move, then any other piece moves.
If a player touches the opponent's piece, they must capture this piece (if this move is possible).

4. Quitting a piece means a move.
The move is made when a player moved their piece from one square to another and takes their hand away from it. **If this move is possible, then it can't be turned back.** However, if the hand has not yet been taken away from the piece, then another move can be made, but with the same piece.

5. Adjusting pieces.
It happens in a chess game that pieces are aligned poorly, they are dislocated on their squares. If a player wants to adjust their pieces (or their opponent's), and then make a move, they must say the word **"j'adoube" ("I adjust" in French).** Then a player can adjust a piece or a few and make a move.

6. Play with one hand.
All moves in a chess game are made with one hand, including capture, castling, pawn promotion.

Exercise 1. Connect the rectangles so that you get the correct statements.

At the start of the game, you need	to prompt moves.

During the game, you need	to shake hands.
During the game, it is forbidden	to keep silence.
If you take a piece	with one hand.
You should make moves	move it.

Chess clock

The chess clock is a special clock for playing chess.

Each player has their own dial. The dial shows how much time the player has to play the game. At the start of the game, both players have the same amount of time.

White has 15 minutes and 10 seconds for the entire game.

Black has 15 minutes and 10 seconds for the entire game.

Any time can be set for each player: one hour, two hours, 30 minutes, and so on, for each player per game.

A game must be finished before time runs out. When the time is up, the dials will show zeroes.

White has run out of time. The game stops. You can't play further.

How to use the clock?

1. Turn on the clock.

Clock power button

Press this button if you want to completely stop the clock.

2. You make a move and then press the button on top. Pressing the button on top will stop your time and start your opponent's time.

The button you press when you make a move.

3. Press the clock with the same hand you make moves on the board.

Chess clock can look different. But the rules of using them are the same.

Exercise 2. What white piece should you place instead of a question mark to **checkmate** the **black** king? Write down the solution below.

_____

_____

What black piece should you place instead of a question mark to **checkmate** the **white** king? Write down the solution below.

_____

_____

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