



Asian Educational Seminar “Chess for children with an autism spectrum disorder. Learn and teach.”

Al Ain, UAE
18 - 19 December, 2023

Section 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.

Chess is a game

- What games do you know?
- What games do you like to play the most?
- What sports games do you know?
- Now I will tell you about one more game.
- **It is called chess.**

Chessboard

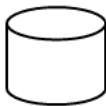
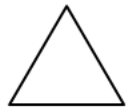
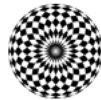
How do I introduce the concept of a chessboard?

- What do we need to play chess? Chessboard and pieces.
- Now let's meet the chessboard.
- 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?
- The chessboard has small cells. Each small cell is called a square.
- There are white and black squares on the chessboard.

Do exercises in the workbook

Exercise 1.

Find chessboards among the items and circle them.



Exercise 2. Find a chess word.

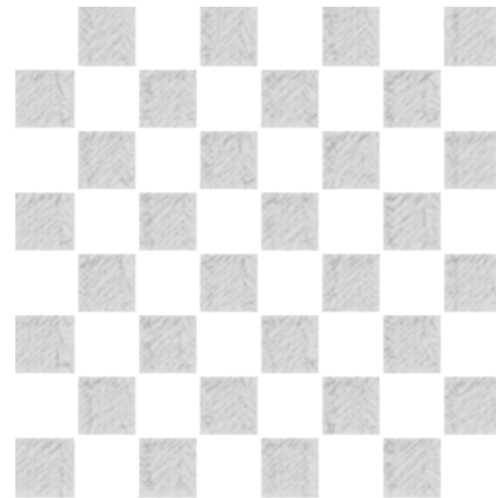
FIELD

LAWN

SQUARE

PLAIN

Exercise 3. Color the chessboard.



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

What is the shape of the chessboard?

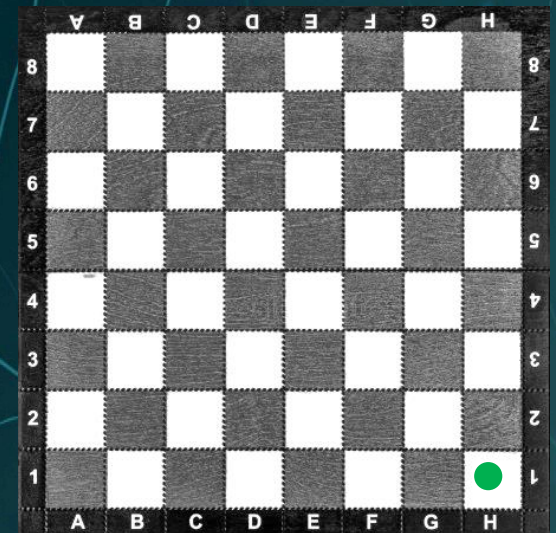
- Square
- Circle
- Triangle

The centre, corners, and edges of the board. The correct chessboard positioning.

I 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.

The chessboard is positioned so that the corner square on the right is white. Look at your boards.

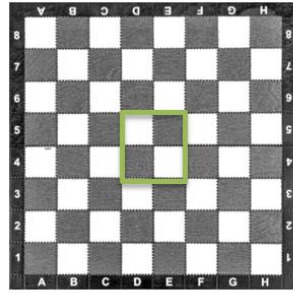
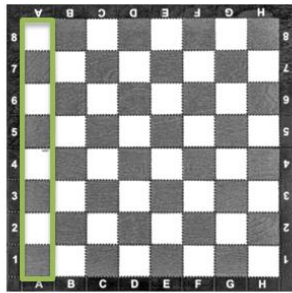
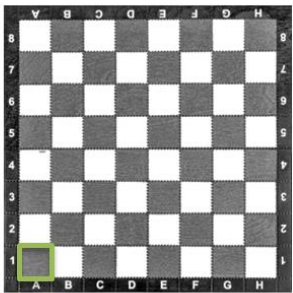
Are they positioned correctly?



Do exercises in the workbook

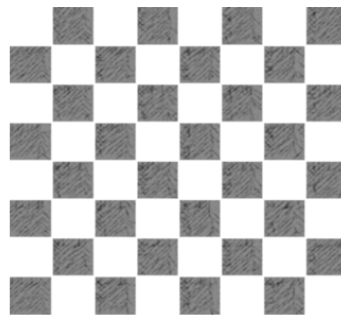
Exercise 15. Connect words and pictures with arrows.

CORNER CENTER EDGE

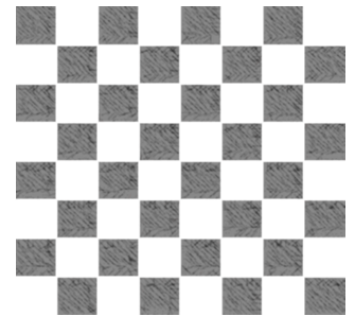


Exercise 5. Is the chessboard drawn correctly?

Circle the correct answer.



Yes No

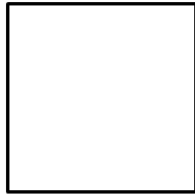


Yes No

Visual cards

SQUARE

White →

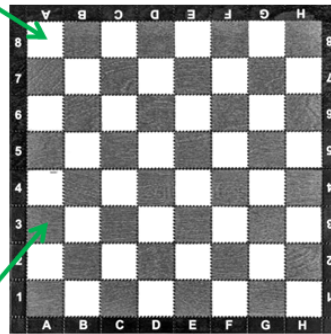


← Black



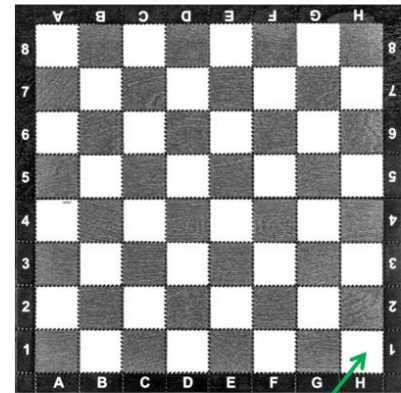
SQUARE

White



Black

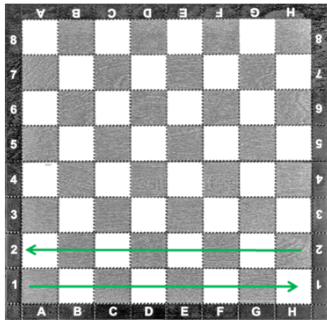
The correct positioning



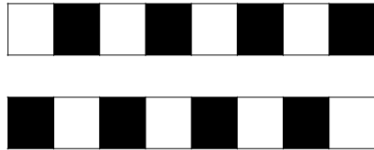
White square

Visual cards

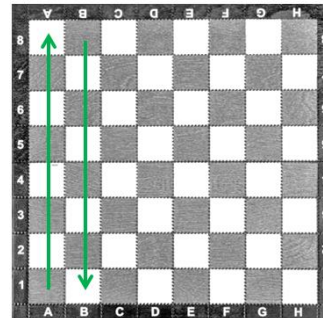
Horizontal lines



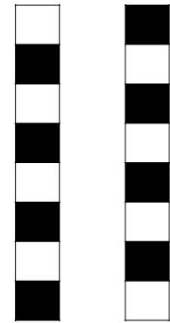
The squares alternate in color



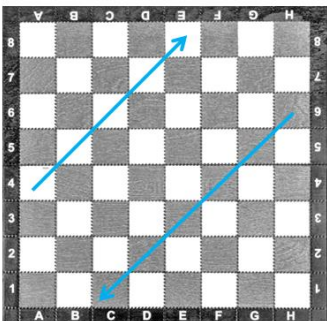
Vertical lines



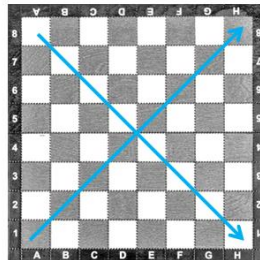
The squares alternate in color



Diagonal lines














A long diagonal line



eight (8) white or black squares

Visual cards

White pieces

	Rook	
	Knight	
	Bishop	
	Queen	
	King	
	Pawn	

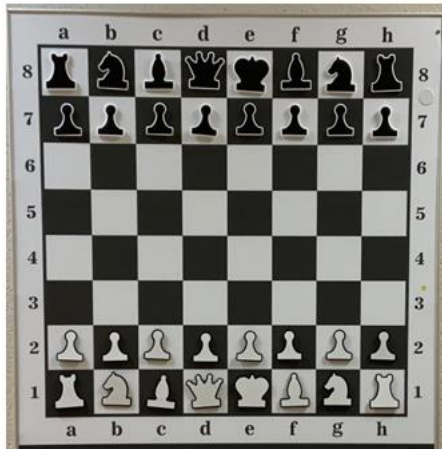
Black pieces

	Rook	
	Knight	
	Bishop	
	Queen	
	King	
	Pawn	

Visual cards

Initial position

on a demo board



in a book



All visual cards are laminated.

Chess lines: row, file, and diagonal

First, the squares on the chessboard make lines. I explain and show on the demo board what a horizontal line is.

Then I transfer exercises to the students' chess boards.

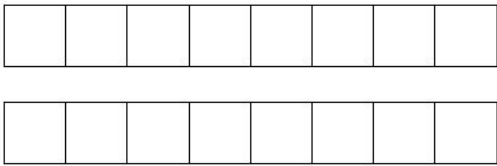
And we do exercises on the floorboard.

We try to find the horizontal lines in the classroom.

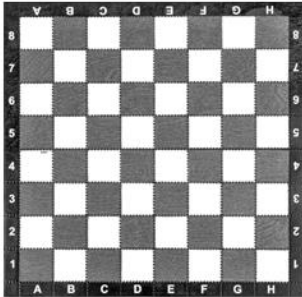
Do exercises in the workbook

Exercise 6. Color the horizontal lines.

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

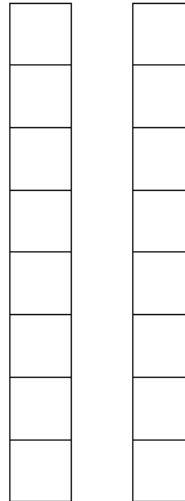


Exercise 7. Show the 2nd and 5th horizontal lines on the chessboard with an arrow.



Exercise 8. Color the vertical lines.

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



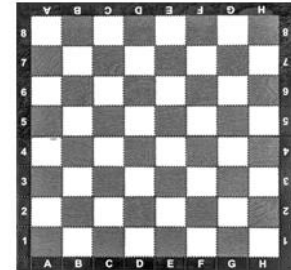
Exercise 9. Find a word that doesn't fit.

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

Do exercises in the workbook

Exercise 15. Connect words and pictures with arrows.

CORNER CENTER EDGE

VERTICAL DIAGONAL HORIZONTAL

Exercise 12. Color a long black diagonal line.

	A	B	C	D	E	F	G	H	
8		■		■		■			8
7	■		■		■				7
6		■		■				■	6
5	■		■				■		5
4		■				■		■	4
3	■				■		■		3
2				■		■		■	2
1			■		■		■		1
	A	B	C	D	E	F	G	H	

Exercise 13. Find a chess word.

- DIALOG
- DIAGRAM
- DIAGONAL
- DIALECT

We do physical activities

I do some kind of exercises with the students. There are students who enjoy doing these exercises.

- 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").
-
- I name a line and ask students to show it.
 - I show a line and ask students to name it.
 - Students show a line and I name it.
 - Students name a line and you show it.

Section 2. Chess pieces. Initial position.

I introduce the colour of chess pieces. All light-colored pieces are white, all dark-colored pieces are black.

- I show any white piece. What colour is this piece?
- I show any black piece. What colour is this piece?
- I ask students to take any piece. What colour is it?

I introduce the pieces, their position on the chessboard.

I explain that the pieces on the demo board and on students' boards differ in shape.

Rook

I talk through the piece name with each student (rook) and show the visual card with the piece name.

- I show a white rook from a set of pieces (for the demo board).
- Students should find a white rook on their boards.
- How many white rooks do you have?

Let's put the white rooks on the chessboard.

- I put a white rook on the corner square a1 and ask students to place it in the corner on their boards.
- Where should the other white rook stand? In the other corner.
- I put the other white rook on the corner square h1 and ask students to place it in the other corner on their boards.

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.

Starting position

I introduce the concept "starting position".

We 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?

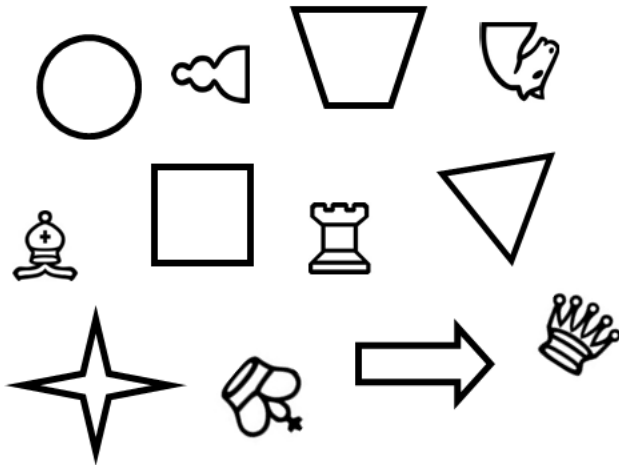
In chess, there is also a starting position for the pieces.

I show the starting position on the demo board and on the student's one.

White pieces stand on rows 1 and 2. Black pieces stand on rows 7 and 8.

Do exercises in the workbook

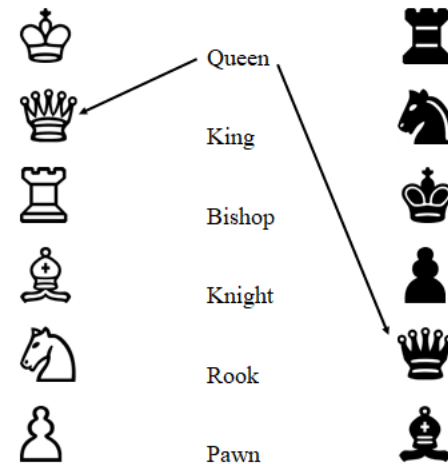
Exercise 1. Find chess pieces and color them.



Exercise 2. Find a chess word.

LORD
EMPEROR
KING
PRINCE

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

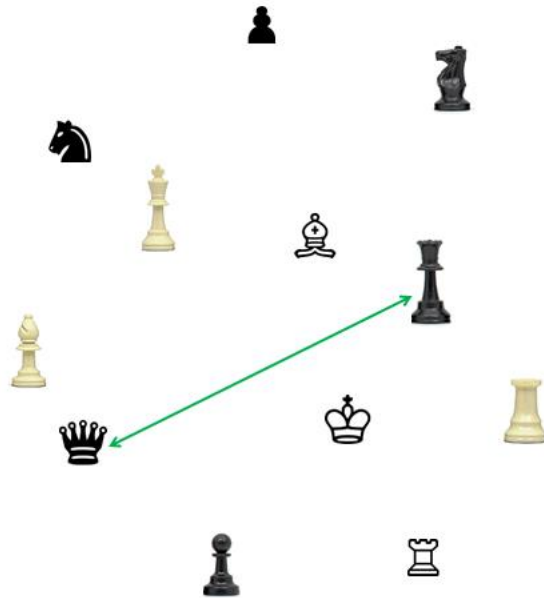


Exercise 4. Color the rooks so that the fourth is yellow, the first and the middle have the same color, the second and the last are different colors.



Do exercises in the workbook

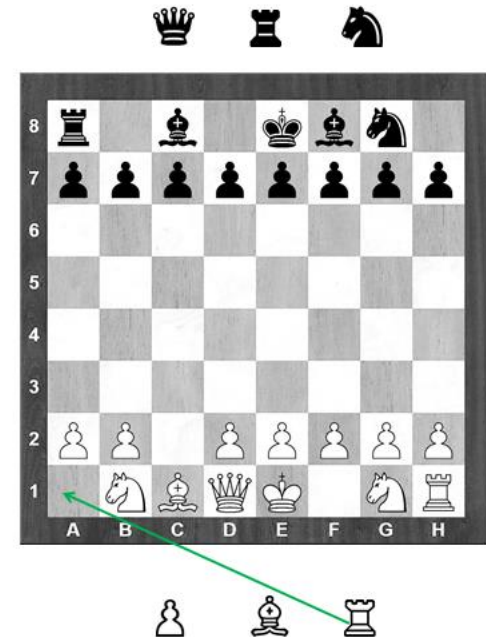
Exercise 5. Connect the pictures of the same pieces with arrows.



Exercise 6. Find a word that does not fit.

- KNIGHT
- HORSEMAN
- BISHOP

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

Do exercises in the workbook

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

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?
- ✓ I ask students to close their eyes (or cover them with hands) or turn away, and I swap a couple of white and black pieces. Students have a look at the board and try to find misplaces in the starting position of the white and black pieces.

Quiz

I give easy tasks and ask simple questions. 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.

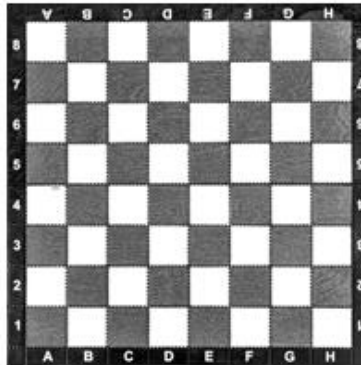
Section 3. Chess notation.

Goals:

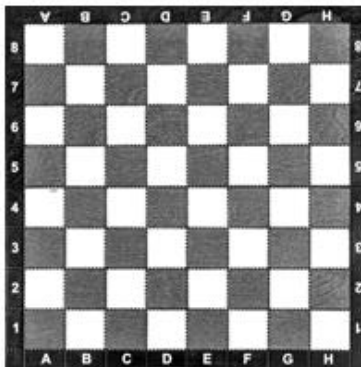
1. Introduce the notation of horizontal and vertical lines on the chessboard.
2. Introduce abbreviated names and symbols of chess pieces in books.
3. Teach students to mark squares.
4. Introduce the concept of "chess notation".

Our exercises in the workbook

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.



How do I introduce the names of squares on a chessboard?

I explain the fact that each square has its name and how the squares are named correctly: intersection (crossroads) of vertical and horizontal lines (first a letter, then a number).

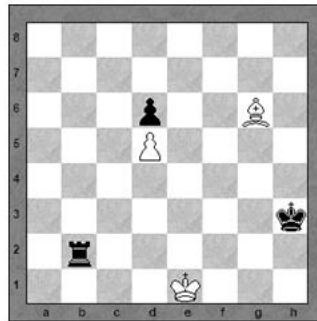
First, we work on the demo board.

We continue working on the students' boards.

There are exercises we do on the floorboard.

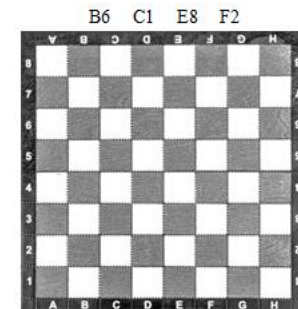
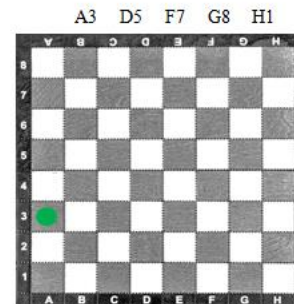
Our exercises in the workbook

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



White king: <ul style="list-style-type: none"> • a1 • e1 • e2 	Black king: <ul style="list-style-type: none"> • h2 • a2 • h3
White bishop: <ul style="list-style-type: none"> • g6 • g7 • g1 	Black rook: <ul style="list-style-type: none"> • b2 • c3 • c2
White pawn: <ul style="list-style-type: none"> • d4 • d5 • d6 	Black pawn: <ul style="list-style-type: none"> • d4 • d5 • d6

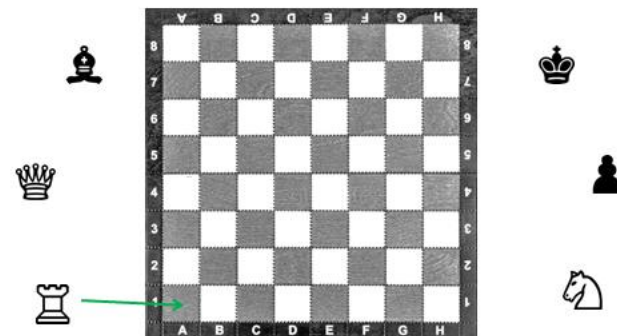
Exercise 4. Draw circles in the following squares.



Exercise 5. Place the pieces on the following squares:

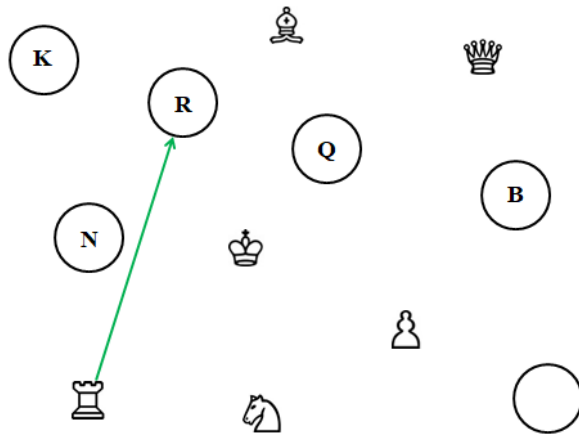
- White rook on C1
- White queen on D5
- White knight on F3
- Black king on E8
- Black bishop on A7
- Black pawn on H6

Show the solution with arrows.



Our exercises in the workbook

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.



- How many pieces are on vertical line "c"?
 - 1
 - 3
 - 4
- How many pieces are on horizontal line 3?
 - 0
 - 1
 - 8
- What piece is on e1?
 - White queen
 - Black king
 - White king
- What piece is on c8?
 - Black knight
 - Black bishop
 - Black queen

I use visual cards when explain how the pieces are abbreviated.

Section 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.

Introducing the value of chess pieces

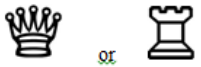
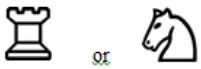
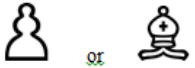
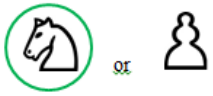
- What is your favorite toy?
- How much does it cost?
- Each thing has its own price or is priceless.
- Each chess piece also has its own value or it is invaluable.
- You need to know the value of each piece to determine which one is stronger.

And I introduce the value of each chess piece.

Pawn – 1 point, knight – 3 points, bishop – 3 points, rook – 5 points, queen – 9 points, king – invaluable (priceless).

Our exercises in the workbook

Exercise 5. Circle the piece that values more.



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

3



5



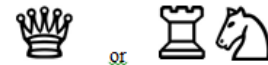
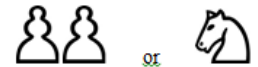
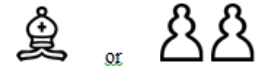
1

3



9

Exercise 6. Circle the pieces that value more.



Our exercises in the workbook

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.

$$\text{Pawn} + \text{Knight} = \square$$

$$\text{Bishop} + \text{Pawn} = \square$$

$$\text{Knight} + \text{Bishop} = \square$$

$$\text{Rook} + \text{Pawn} = \square$$

$$\text{Pawn} + \text{Queen} = \square$$

$$\text{Rook} + \text{Bishop} = \square$$



**Thank you very much
for your attention!**