



# Curriculum Chess for Refugees

**Written by Anastasiya Karlovich and Martina Skogvall**

WORLD CHESS FEDERATION (FIDE)

## **Introduction**

### **“Chess for Protection” project**

The idea of the project “Chess for Protection” (Chess for refugees) came to my mind long time ago. I have been always concerned about the thought that for people, leaving after stressful situations, is vitally important to keep their mind busy. Definitely chess is one of the options to help such people to get out of stress and enter wonderful world this beautiful game, where one could not only be leaded away but also build very important life skills, such as:

- ✓ make your own decisions and have responsibility for it
- ✓ learn how to correct it if necessary
- ✓ improve memory skills
- ✓ build attention focus skills
- ✓ develop your logical skills and creativity
- ✓ increases self-awareness
- ✓ recover self-respect, self-esteem and self-confidence

These are the aims of the “Chess for Protection” project, implemented by the FIDE, the UNHCR, Lutheran World Federation, Kenya Chess Federation and Kakuma Chess Club.

At the end of 2020 when I was forced to leave my motherland Belarus and became homeless by myself, I deeply understood those girls and women, appeared in similar situation. All they need even extra care, new motivation to move on and develop themselves. Chess could be a great instrument, not only as professional tool: to became a grandmaster, but to refine and improve yourself playing chess.

Being the FIDE Vice President, I’m very happy about the fact that during last few years FIDE showed itself as a corporate socially responsible organization. I wish to express my special gratitude to the FIDE President Arkady Dvorkovih for extensive support and expansion of such important and necessary ideas. And of course, special thanks to the FIDE Managing Director Dana Reznice-Ozola for her boundless trust in our program and vast support during creation and implementation of the project. This outstanding woman is not only an admirable role model for women but, during few recent years in FIDE, is an incontestable driving power for increasing corporate social responsibility among our chess community.

The creation of this program also became possible thanks to FIDE and ECU coordination after the successful implementation of the “Chess for Protection” pilot project in Kakuma, Kenia in 2021. This project is still ongoing and has first important results. And I am sure that due to the created program, its implementation will become possible all over the world.

Particular thanks to the authors Anastasiya Karlovich, Scogvall Martina and the reviewer of the program Natalija Popova.

I wish all girls and women around the world to be safe and believe in themselves. Remember that everything is possible!

**Anastasia Sorokina,**  
**FIDE Vice-president,**  
**“Chess for Protection” (Girls Club) project leader**

## Table of Contents

INTRODUCTION .....	1
“CHESS FOR PROTECTION” PROJECT .....	1
SCOPE AND SEQUENCES .....	4
LESSON ONE: INTRODUCTION TO CHESS .....	6
LESSON TWO: THE PAWN MOVE .....	13
LESSON THREE: THE ROOK MOVE .....	18
LESSON FOUR: THE BISHOP MOVE.....	23
LESSON FIVE: THE QUEEN MOVE.....	28
LESSON SIX: THE KNIGHT MOVE.....	37
LESSON SEVEN: THE KING MOVE .....	44
LESSON EIGHT: CHECK .....	51
LESSON NINE: CHECKMATE.....	56
LESSON TEN: TYPES OF DRAWS AND STALEMATE .....	60
LESSON ELEVEN: THE PROMOTION .....	66
LESSON TWELVE: CASTLING .....	71
LESSON THIRTEEN: CHECKMATES IN ONE MOVE .....	77
LESSON FOURTEEN: EN-PASSANT.....	82
LESSON FIFTEEN: CENTER AND DEVELOPMENT OF PIECES.....	86
LESSON SIXTEEN: THE TWO-ROOK CHECKMATE.....	91
LESSON SEVENTEEN: KING AND QUEEN CHECKMATE .....	96

LESSON EIGHTEEN: SCHOLARS MATE AND OTHER TRAPS.....	102
LESSON NINETEEN: KING AND ROOK CHECKMATE.....	109
LESSON TWENTY: SIMPLE TACTICS .....	114
INTERNATIONAL MASTER SALOME MELIA ON THE PROGRAM CHESS FOR REFUGEES .....	121
WOMAN GRAND MASTER ANASTASIYA KARLOVICH PERSONAL EXPERIENCE ...	122
CHESS SCIENTIFIC RESEARCH INSTITUTE, ARMENIAN STATE PEDAGOGICAL UNIVERSITY AFTER KH.ABOVYAN.....	124
REVIEW OF CHESS PROGRAM FOR ADOLESCENT REFUGEES .....	126
"CURRICULUM CHESS FOR REFUGEES" .....	126

## Scope and sequences

LESSON	CHESS GOALS	SOCIAL GOALS
<b>UNIT 1: THE CHESSBOARD</b>	ORIGIN OF CHESS, CHESSBOARD (FILE/ RANK/ DIAGONALS). COORDINATION	FIDE MOTO: “WE ARE ONE FAMILY” “GENS UNA SUMUS”. CHESS HELPS TO CREATE FRIENDSHIP.
<b>UNIT 2: THE PAWN MOVE</b>	HOW TO PLAY WITH PAWNS AND CAPTURE	CHESS FOR EVERYONE, RESPECT, LISTENING
<b>UNIT 3: THE ROOK MOVE</b>	HOW TO PLAY WITH ROOKS AND CAPTURE	PROVIDE ROLE MODELS
<b>UNIT 4: THE BISHOP MOVE</b>	HOW TO PLAY WITH BISHOPS AND CAPTURE	PEER SUPPORT
<b>UNIT 5: THE QUEEN MOVE</b>	HOW TO PLAY WITH QUEEN AND CAPTURE	WOMEN'S EMPOWERMENT
<b>UNIT 6: THE KNIGHT MOVE</b>	HOW TO PLAY WITH KNIGHT AND CAPTURE	STRESS-MANAGEMENT: SPORT CAN DEVELOP SKILLS AROUND MANAGING FRUSTRATION AND NAVIGATING CHALLENGES IN A HEALTHY WAY
<b>UNIT 7: THE KING MOVE</b>	HOW TO PLAY WITH KNIGHT AND CAPTURE	INTRODUCE OUR POSITIVE VISION AND HOW TO BEHAVE WITH OTHERS. INSPIRING STORY ABOUT TANI ADEWUMI, A REFUGEE FROM NIGERIA
<b>UNIT 8: CHECK</b>	HOW TO GIVE CHECKS AND DEFEND AGAINST CHECKS (CPR)	CRITICAL THINKING & PROBLEM SOLVING.
<b>UNIT 9: CHECKMATE</b>	WHAT IS CHECKMATE AND BASIC POSITIONS FOR CHECKMATE	SETTING GOALS AND REFLECTING ON THE OPPONENTS' GOALS. INSPIRATIONAL STORIES.
<b>UNIT 10: TYPES OF DRAW AND STALEMATE</b>	THE STUDENTS SHOULD GET TO KNOW THE DRAW AS A TYPICAL RESULT IN CHESS	FAIRNESS & FAIR PLAY. NO CHEATING IN CHESS!
<b>UNIT 11: PROMOTION</b>	TO LEARN ABOUT PROMOTION, A VERY SPECIAL CHESS RULE, A SPECIAL OPPORTUNITY FOR THE WEAKEST PIECE.	INSPIRING STORY ABOUT CHOICES AND OPPORTUNITIES IN LIFE - AFRICAN CINDERELLA - 'QUEEN OF KATWE.'
<b>UNIT 12: CASTLING</b>	TO LEARN ALL RULES ABOUT CASTLING, A SPECIAL MOVE WHICH IS MADE BY KING AND ROOK. KING'S SAFETY.	CHESS FOR PROTECTION. SAFETY IS IMPORTANT IN CHESS AND IN LIFE. HELP YOURSELF AND OTHERS.
<b>UNIT 13: CHECKMATES IN ONE MOVE</b>	STUDENTS REPEAT THE DEFINITION OF CHECKMATE AND LEARN HOW TO SOLVE PUZZLES WITH TYPICAL PATTERNS	THE CONSEQUENCE OF OUR ACTIONS. OUR CHOICES HAVE CONSEQUENCES— BOTH GOOD AND BAD. STORIES ABOUT WORLD CHAMPION BOBBY FISHER.
<b>UNIT 14: EN- PASSANT</b>	STUDENTS LEARN ABOUT EN- PASSANT IN ALL PHASES OF THE CHESS GAME	USE ALL YOUR CHANCES! EN-PASSANT = IN PASSING WHICH CAN ALSO MEAN IN THE FIGURATIVE SENSE OPPORTUNITY, OCCASION, CHANCE.

<b>UNIT 15: CENTER AND DEVELOPMENT OF THE PIECES</b>	STUDENTS LEARN ABOUT THE PHASES OF A CHESS GAME. THIS LESSON IS PARTICULARLY CONCERNED THE MAIN PRINCIPALS OF THE OPENING	THE ABILITY TO LEARN AND IMPROVE. INSPIRING STORY ABOUT POLGAR'S SISTER: "A GENIUSES ARE MADE, NOT BORN," LASZLO POLGAR.
<b>UNIT 16: THE TWO ROOK CHECKMATE</b>	STUDENTS LEARN HOW TO MATE WITH TWO ROOKS (AND ADDITIONALLY WITH TWO BISHOPS).	TOURNAMENT RULES AND SPORTSMANSHIP
<b>UNIT 17: KING AND QUEEN CHECKMATE</b>	THE STUDENTS LEARN THE PRINCIPLE HOW TO MATE WITH KING AND QUEEN. THEY LEARN TO REALIZE A MATING PLAN. THE STUDENTS WILL GET TO KNOW THE 50 MOVES RULE.	DON'T UNDERESTIMATE YOUR OPPONENTS. ASK YOURSELF: WHAT DOES MY OPPONENT WANT? INSPIRING STORY: MAURICE ASHLEY.
<b>UNIT 18: SCHOLARS MATE</b>	THEN THEY LEARN BASIC FACTS ABOUT TRAPS AND HOW TO AVOID FALLING INTO TRAPS (IN THE OPENING) AND WHEN IT IS USEFUL TO SET A TRAP.	EMOTIONAL INTELLIGENCE AND SELF-CONTROL. SUPPORTIVE AND ENCOURAGING ENVIRONMENT.
<b>UNIT 19: KING AND ROOK CHECKMATE</b>	TO LEARN TO MATE THEIR OPPONENTS WITH ROOK AND KING USING THE STEP-BY-STEP METHOD	CHESS FEARS
<b>UNIT 20: SIMPLE TACTICS</b>	TO LEARN SOME SIMPLE TACTICS AND HOW TO SOLVE THEM.	SELF-CONFIDENCE AND SELF-ESTEEM

## **Lesson One: Introduction to Chess**

### **UNIT CHESS GOALS**

To learn about the game of chess, its history and the chess board. To learn about coordination's of the chess boards.

### **UNIT SOCIAL SKILL OBJECTS**

FIDE moto: “we are one family” “gens una sumus”. Chess helps to create friendship.

### **PRIOR KNOWLEDGE FOR TEACHERS**

Beside chess knowledge, teachers should study about refugees to learn about their situations and dilemmas.

Online teaching – how to give lessons in zoom.

### **EQUIPMENT**

- Demonstration Chess board
- Smart board or Video projector
- Laptop or computer
- Whiteboard & Marker Pen
- Papers for drawing
- Pencil for students
- Chess.com account
- Chairs and tables for students

For online classes:

- Zoom or equivalent
- Virtual board
- Microphone
- Camera
- Speaker
- Good Internet connection
- Chess.com or chesskid account

### **OPENER**

Introduce yourself and talk about where you are from, how you started to play chess and how chess helped you in your life. Then, ask students to introduce them one by one. It is important that each of them is involved in this stage as it helps them to build their communication skills. It is also hugely significant regarding to build a connection with your students. Make sure that you carefully listen to each of them and respond verbally and with supporting gesture as well.

Find out how many students know how to play chess already and involve them with more questions about their chess background. For example:

When did you start playing chess, who taught you how to play?

Do you know how to move all pieces?

What do you find the most exiting about chess?

## ONLINE LESSONS

Technical issues:

It's important to have a stable internet connection as well as a friendly connection with students.

It's possible to use zoom platform for group lessons. You can share the screen or a part of the screen and show the analysis chessboard from one of the chess platforms (chess.com, lichsess.org, chesskid.com) or Chessbase program etc.

The chess.com board is very friendly for beginners. By clicking on any piece, you get all squares where a piece can move.

<https://www.chess.com/live#a=234139>

You can also show pictures, videos and presentations via zoom.

It's important to have a local teacher or a trainer in the room who helps to organize the feedback and make a rotation of students when you solve some puzzles or answer some questions.

Program of lessons:

Online teachers should use all possible methods to make their lessons interesting and joyful.

After you explain a topic of the lessons or remind a topic of your previous lesson ask a group some simple questions, which they can answer together.

Examples:

Can Rook jump over the pieces?

Can Rooks capture the pieces of the opponent?

Which pieces can move diagonally?

Which piece cannot be captured?

What is the name of the World Champion?

In the middle of a lesson, you can show a short video, which repeats the topic of the lesson. It's also possible to show some cartoons or episodes of movies about chess. You can also discuss those videos with your students and ask some questions.

Try to invite a few students per lesson to analyse/play some positions and solve puzzles together. Press "give access to ..." button in zoom to allow your students to move the pieces on the board.

The positions should be from simple to more difficult. Always be kind to your students, encourage them and help them to feel good and confident when they try to participate in those tasks. Students like a lot to play chess on a computer screen (some of them have never done it before and find it really exciting).

If you have 2 teachers in a zoom call, you can play some positions vs each other. One of the teachers can make some possible mistakes and another one can explain in a friendly way what went wrong. In this case, critics don't go to students directly but they can see which mistakes can be done in certain positions, and how to fix them and there is no problem if one of you don't play perfectly. It's also possible to use typical workouts on chess.com and chesskid.com and show how to practice your knowledge by playing against bots. For example, give a typical checkmate (queen and king vs king) vs computer and then invite your students to practice the same position.

Always be polite and grateful to students no matter if he/she found the right moves or not. Be cheerful and if the task was too difficult to propose another one which suits the strength of a student.

Be a role model yourself! If you travel to chess events show your students some parts of your chess life – tournament hall, pictures from events, tell them about your result and some interesting stories which happened during your tournament.

It will be great if you can invite some guests from time to time who can be role models for students (chess players, arbiters, organizers, people from chess who had similar experiences and can share their stories, artists who love chess and can show beauty of chess etc).

Online chess lessons give new opportunities for chess trainers and if you are aware of technical issues and ready to look for interesting materials, your lessons can be entertaining and beneficial at the same time.

## CORE LESSON

Explain that the exact origin of chess is not clear yet; however, most documents suggest that early forms of chess originated in India around 1500 years ago.

Mention that chess is a competition between two teams. White team and Black team. White group always starts the game first and then players move alternatively.

***N.B: While a trainer speaks about the game of chess and its history, they should avoid using words such as “war”, “kill”, “destroy”. It is vital to understand many refugees left their home country because of escaping from a war. Avoid these words in all lessons. Speak about chess as a game and sport and focus less on chess as a fight and battle.***

Illustrate them some photos of the old chess boards and then show them a real chessboard.

Explain that the correct way to place the board is in such a manner that the bottom right-hand corner on your side is white.

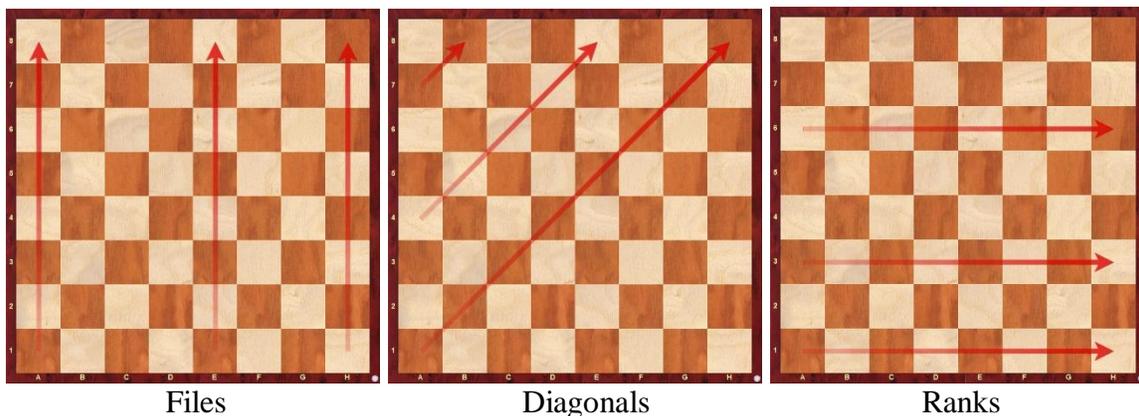
Ask students to guess how many squares a chessboard has.

Then, tell them that chess has 64 squares and each square has a specific name. Explain that the name of each square is a letter from A to H which is taken from the column (FILE) followed by a number from 1 to 8 taken from the row (RANK).

Then demonstrate this on <https://www.chess.com/analysis> or on a demonstration chessboard.

Explain that in addition to the ranks and files, the other important lines on the chessboard are the diagonals. Notice that on any diagonal all of the squares are of the same color.

On the below diagrams you can see some examples of the files, diagonals and ranks.



## SOCIAL ASPECT OF CHESS

Ask students to name some of the benefits of playing chess. Then explain that FIDE is the World Chess Federation and its motto is “**GENS UNA SUMUS**” (WE ARE ONE FAMILY), chess helps us to build friendship and create our own chess family.

Your best friends are people that you share the same ambitions, interests and you have a lot of fun together.

Creating personal networks: making friends through and meeting new people during sport participation can combat isolation and build new connections that may have been lost during exposure to conflict.

Many people that you meet in chess clubs or competitions have the same interest in chess and you enjoy playing together this game. So, it's obvious that there is the right environment for creating new friends. Show them some photos regarding how chess can build strong friendship.

-you can find friends during chess competitions

-you can keep your friendship by meeting during chess events, playing against each other live or online, sharing the same passion, studying the game together

-chess is also a language and the rules of the game are the same in the whole world. Even if you move to another country, you will always find new friends and start communication with local people by simply playing together.

## ACTIVITY

Ask students to draw a chess board with letters and numbers. Dark colours can be green, black, brown and **even pink**.

Watch how students draw their chessboards and check if they understood concept of the names of the squares, ranks, files and diagonals.

You can find some volunteers to play a game on <https://www.chesskid.com/vision> to find mentioned squares in a limited time.

If you are confident that you know the colour of all chess squares by heart, you can close your eyes and ask students to name different squares on the chess board. Your task is to say if the square is white or black (light or dark).





*Pictures by Anastasiya Karlovich*

## **Lesson Two: The Pawn Move**

### **UNIT CHESS GOALS**

To learn about the pawn, how pawns move and how they can capture. To play a mini chess game with all pawns.

### **UNIT SOCIAL SKILL OBJECTS**

Respect our opponent and learn from our mistakes is hugely important in chess. Chess is for everyone regardless of their age or race.

### **EQUIPMENT**

- Demonstration Chess board
- Smart board or Video projector
- Laptop or computer
- Whiteboard & Marker Pen
- Papers for drawing
- Pencil for students
- Chess.com account
- Chesskids gold account
- Chairs and tables for students
- Chessboards

For online classes:

- Zoom or equivalent
- Virtual board
- Microphone
- Camera
- Speaker
- Good Internet connection
- Chess.com account
- Chesskids gold account

## OPENER

Ask students if they remember previous lesson and remind them about main points of that lesson. Ask them some questions and allow them to involve as much as possible.

Choose a pawn from chess set show it to everyone and ask if they know the name of this piece. Explain that it is called pawn and it represents a soldier in chess. Pawns considered the weakest pieces, but together they can form walls and formations.

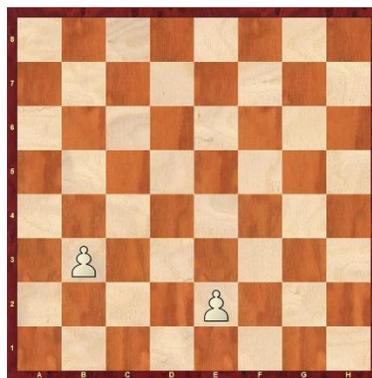
## CORE LESSON

Each side has 8 of pawns – 8 white pawns and 8 black ones. In the starting position white pawns always stay on the second rank and Black pawns stay on the seventh rank.



Use <https://www.chess.com/analysis> for setting the starting position of the pawns on the chessboard and show it to the students.

Show them the below position and explain that pawns only move one square at a time except when they are leaving homebase (the starting position) on the second or seventh rank.



Here, b3 pawn can move only one step while e2 pawn can choose to go one step or two steps.

Then show them the below position and explain the pawn does not capture in the same direction that it moves. A pawn captures diagonally forward one square to the left or right.



Then explain the pawns on e4 and e5 cannot capture each other while the pawns on e4 and d5 can capture each other.

Now, show them the below position and ask which pawns are stuck and which pawn can capture each other.



Please remember that pawns can move only forward. Pawns can never go backward. They cannot capture backward too! Move forward, never go backward!

### **CHESS FOR EVERYONE**

Illustrate a mixture of nice photos of kids, adults and top players which can show an image of chess as a fun game. It's important to explain that chess has the same rules to everyone and there are no borders for anyone who wants to play chess. Show some photos which illustrates that chess can be played anywhere, the only thing you need is just a board and pieces. With all possible methods, turn your chess lessons to a fun and enjoyable experience for refugees.

Tell to your students that the oldest living Grandmaster in the World was Yuri Averbakh, who turned 100 years in 2022 but died a few month later. He was one of those people who basically never retired and kept working as much as his health allowed. As late as 2016, he would still visit the Central Chess Club at Gogolevsky boulevard every Wednesday to meet with young talents and offer them advice.

## Respect

Explain that in chess it is very important to respect to your opponent and that is why chess players shake hands before and after a game of chess. The one who loses the game shakes hands with his/her opponent and we all learn how “to win with grace and lose with dignity”. However, explain that because of Covid 19, then there is a danger, we should use other methods to show our respect like Namaste gesture. Chess players cannot disturb their opponents during the game without a reason.

## Listening

Explain that in order to improve in chess and also in all aspects of life, we need to learn to listen first, because it gives us the opportunity to learn new things and broad our knowledge and horizons. Tell them that they should be open to learn not only from the teacher but also from each other. If some of the students know how to play chess better than the others, encourage them to share their knowledge and help teammates to get better.

## Pictures – Chess for everyone





*Botswana 2011*

*Yury Averbakh, photo from FIDE*



*Sharjah ChessClub - Pictures by Anastasiya Karlovych*

## **Lesson Three: The Rook Move**

### **UNIT CHESS GOALS**

To learn about the Rook, how it can move and how it can capture. To play a mini chess game with Rooks and all pawns.

### **UNIT SOCIAL SKILL OBJECTS**

Introduce the World Chess Champion & Women's World Chess Champion as role models. To teach students to support each other.

### **PRIOR KNOWLEDGE**

Students need to know about the chessboard, names of the squares and how to play with pawns.

### **EQUIPMENT**

As in lesson 2

### **OPENER**

Ask students if they remember what was the topic in the previous lesson. Ask them some questions, for example:

- Can pawns move backward?
- How many points a pawn worth?
- How many steps a pawn can move?
- How pawns can capture?

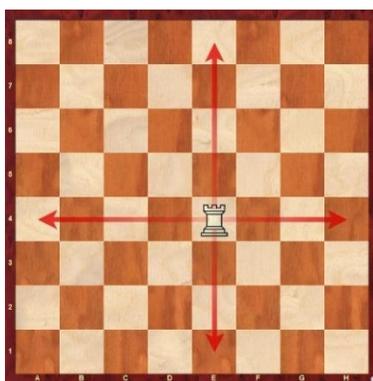
Then show them a rook and ask them if they know what is the name of this piece. Explain that some people wrongly call it castle or tower but the correct name is "ROOK".

### **CORE LESSON**

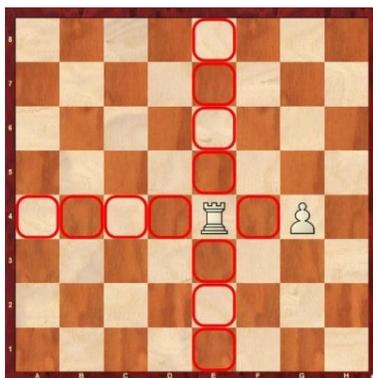
Tell them that each side (White & Black) has 2 Rooks and show the location of the rooks in the starting position (a1/h1/a8/h8). You can use <https://www.chess.com/analysis> for creating positions.



Show them the below position and explain that rooks are much stronger than pawns. They can move forward, backward and sidewise as many steps as they want, and that is why a rook worth 5 points which is equal to 5 pawns. You can also introduce words like “North”, “South”, “East” and “West” for Rook move



Then show them the below position and explain that although rooks are very strong, they cannot jump over other pieces. Ask them to name the squares that this rook can move. Also explain that you cannot capture you own teammate (the pawn on g4).



Put the below position on the board and explain that white rook can capture the black pawn on g4 because rook can capture the same way as it moves.



Demonstrate the below position on the board and ask students to capture the pawn with two moves.



Listen to their answers carefully and explain that if you attack the pawn from g file, the pawn cannot escape, while if you attack from c5 square, black has the option to play g4.

### ROLE MODELS

Positive role models can influence refugee's actions and motivate them to strive to uncover their true potentials and overcome their weakness.



### World Champion Magnus Carlsen

Ask students if they know who is the strongest chess player in the world. Then show them Magnus Carlsen's photos and explain that he is a Norwegian grandmaster and the current

world champion. He is a five-time World Champion. You can let the students watch this short video about Magnus:

[https://www.youtube.com/watch?v=TW0yJYab5YA&ab\\_channel=MagnusCarlsen](https://www.youtube.com/watch?v=TW0yJYab5YA&ab_channel=MagnusCarlsen)

Then, ask pupils if they know who the strongest female chess player in the world is. Show them photos of Ju Wenjun and explain that she is a Chinese chess grandmaster, the current Women's World Chess Champion. She is a three-time World Champion.

Interesting facts about Magnus Carlsen:

1. He became the second youngest grandmaster in history of chess (at 13 years, 148 days)
2. He is the youngest player in chess history to be ranked no. 1 (19 years, 32 days)
3. Magnus became the World Champion in 2013 and won 5 world championship matches in total so far.
4. Magnus started showing real interest in learning the game because he wanted to beat his elder sister.
5. At the age of 5, Magnus Carlsen could name almost every country on the planet, as well as their capitals and populations. He has really good memory which is important for many top players.
6. Not only is Magnus a huge fan of football, but he was once the top player in a fantasy football league. Magnus is a supporter of Real Madrid.
7. In the 15th episode of the 28th season of the Simpsons, a cartoon rendition of Magnus Carlsen appeared as himself in the great cartoon show. The Simpsons is a famous cartoon series that has been telecasting for ages.
8. Magnus is rigorously a vegetarian and manages an extraordinarily sophisticated vegetarian diet.

Quotes from Magnus:

-Without the element of enjoyment, it is not worth trying to excel at anything.

-It's easy for me to get along with chess players. Even though we are all very different, we have chess in common.



*Photos: FIDE, Anastasiya Karlovich*

### **Women's World Champion JU Wenjun**

Interesting facts about Ju Wenjun

1. Became the Women World Champion in 2018 and defended her title twice after that.
2. Became a Grandmaster in 2014. Only 39 women managed to get this title.

3. Ju is very successful team player and has played for the Chinese national women's team since 2008. Her team has won the gold medal in the 42nd Chess Olympiad in 2016, Women's World Team Chess Championship in 2009 and 2011, Women's Asian Nations Chess Cup in 2012, 2014 and 2016, gold medal in the Olympiad at 2018, and 2010 Asian Games.

4. She works on chess 5-6 hours per day.

5. When asked which the valuable things she had to sacrifice in her life in order to achieve your goals, Ju Wenjun answered: "I didn't have much time go to school or travel for holidays or vacation. But I think it is fine because playing chess makes me happier than doing anything else."

Quotes:

Ju Wenjun's advice to other women to achieve the strength that she has: Be confident and just play chess for pleasure. If you have free time work on chess!

Ask your students which of the facts and quotes of the players sound the most impressive for them.

Tell your students different facts of the biographies of the world top players.

You can find the list of the world champions and women world champions here:

[https://simple.wikipedia.org/wiki/List\\_of\\_World\\_Chess\\_Champions](https://simple.wikipedia.org/wiki/List_of_World_Chess_Champions)

[https://en.wikipedia.org/wiki/Women%27s\\_World\\_Chess\\_Championship](https://en.wikipedia.org/wiki/Women%27s_World_Chess_Championship)

## ACTIVITY

Go to <https://www.chesskid.com/videos/the-rook> and play this video for students.

Ask students to name two squares on the chess board, then put a pawn on one of them and a rook to another one. Ask students to capture the pawn with the rook in maximum 2 moves. You can repeat this game several times.

Hand out chess boards among students and tell them this time we play mini games with pawns and rooks.



The condition of the winning is same as the previous lesson, however; this time they shall use their rooks as well.

## **Lesson four: The Bishop Move**

### **UNIT CHESS GOALS**

To learn about the Bishop, move and how they can capture. To play a mini chess game with Bishops, Rooks and all pawns.

### **UNIT SOCIAL SKILL OBJECTS**

Peer support. Make sure that students support each other and share their knowledge together.

### **PRIOR KNOWLEDGE**

Students need to know about the chessboard, names of the squares, how to play with pawns and rooks.

### **EQUIPMENT**

As in lesson 2

### **OPENER**

Ask students if they remember what was the topic in the previous lesson. Ask them some questions, for example:

- How pawns move?
- How rooks move?
- What are the initial squares of pawns and rooks on the chess board?
- Ask them about the value of a pawn or a rook (1 and 5).

Then show them a bishop and ask them if they know what is the name of this piece. Explain that the name of this piece is “Bishop”. But in many languages, it is called “elephant” Ask students the name of the Bishop in their local languages.

It’s vital to create a positive atmosphere and cheer up the students, no matter if they are successful in solving tasks or not.

## CORE LESSON

Tell them that each side (White & Black) has 2 Bishops and show the location of the bishops in the starting position (f1/c1f8/c8). You can use <https://www.chess.com/analysis> for creating positions.



Show them the below position and explain that bishops are much stronger than pawns but less strong than rooks, because rooks can switch colours but bishops cannot ever switch colours. Tell them that Bishop moves like an X shape. They can Move on diagonals.



Then show them the below position and explain that bishop worth 3 point and they cannot jump over other pieces.



Put the below position on the board and explain that white bishop on c1 can capture the pawn on g5 and the other white bishop on f1 can capture the pawn on c4. Explain that none the bishops can capture the pawn on a7 with one move.



Then, ask students to capture the pawn on a7 with two moves.

### PEER SUPPORT

Peer support occurs when people provide knowledge, experience, emotional, social or practical help to each other. It commonly refers to an initiative consisting of trained supporters, and can take a number of forms such as peer mentoring, reflective listening, or counseling.

Peer support schemes can have a range of positive outcomes for children. We also know that some children and young people find it easier to talk to their peers than to adults.

Ask Children and young people to help and support each other.

Explain that they should help each other to develop together.

Tell them in peer support everyone's views and experiences are equally valued, rather than anyone being seen as more of an expert than others. How much support you give and receive can vary depending on what feels right for you at different times.

Explain that they can support each other by allowing everyone to answer or ask questions. When their friends answer a question, regardless of being right or wrong, they shall be supportive because our main aim is to learn together.

Mention that they can learn from questions of their friends, so they should listen carefully and contribute when it is possible.

Advice for teachers: It's very important to create a very positive atmosphere and cheer up your students no matter if they are successful in solving tasks or not.

During the lesson propose to students to applaud every time their team mate gave the correct answer, performed well or tried to do his/her best.

Explain to your students that mental support is very important in any sport including chess and tell some personal stories or give some examples when your friends supported you.

Team spirit is a feeling of belonging together that the members of a group have towards others in the group. This feeling makes them want their team to do well or to be the best. Example of Armenian team which won gold medals in three World Chess Olympiads. It still looks like a miracle how a country of just 3 million people could do what many other countries have failed to do - win the World Chess Olympiad - not only once, but an incredible three times.



*Photo from [www.president.am](http://www.president.am) President Serzh Sargsyan personally went to the airport on Monday to meet the chess players who won Armenia's third Olympic gold.*

Armenian team head coach Arshak Petrosyan in his interview given to Whychess site explained "why Armenia is ahead of the others every time?"

"First of all, and it's a most important thing above all - we are a real team. When someone says "One for all and all for one!" - this is directly related to our team.

The preparation for each round shows the role of the team leader Levon Aronian who is ready to share his wide knowledge with others. I don't think that this is possible in some other teams. The team which wins all the time has a special leading spirit. We always think that we have a chance to win and we don't look at our tournament position.

What is actually a team spirit? Well, we lost against China in Istanbul. It seemed that we had no chances, presumably because the Russian team was supposed to win all the other matches. After the match we didn't discuss anything and started preparing for the next round, so we started discussing what should we do to win - it was a normal working atmosphere though. Perhaps these issues are a key to success. We are not a team - we are a family.

Our players feel their great responsibility for the results during tournaments and they do their job very well. I really sometimes feel surprised to see that. But as we win every time, we feel stronger to win the next time. We have the same team composition all the time so there are no secrets.



## ACTIVITY

Go to <https://www.chesskid.com/videos/the-bishop> and play this video for students.

Hand out chess boards among students and tell them this time we play mini games with pawns, rooks and bishops.



The condition of the winning is same as the previous lessons, however; this time they shall use their bishops as well.

Then, you can create teams of two players and allow them to play 4 players chess. In this innovative format, two players will work together in teams of two, taking turns to make their moves in one chess board. It helps them to learn more about peer support.

## Lesson five: The Queen Move

### UNIT CHESS GOALS

To learn about the Queen, move and how it can capture. To play a mini chess game with all pieces except King and Knight.

### UNIT SOCIAL SKILL OBJECTS

This lesson is about Queen and in chess queen is a symbol of women. So, in this lesson we teach students about Women's empowerment.

### PRIOR KNOWLEDGE

Students need to know about the chessboard, names of the squares, how to play with pawns rooks and bishop.

### EQUIPMENT

As in lesson 2

### OPENER

Do a general review about previous lessons and involve students by asking questions like:

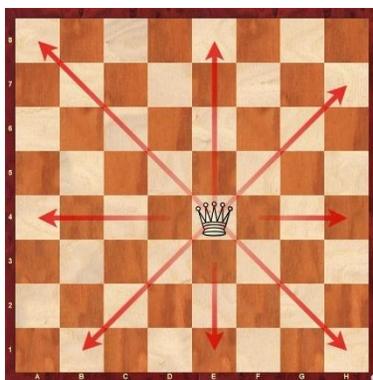
- How pawns move?
- How rooks move?
- How bishops move?
- What is the initial square of pawns, rooks and bishops on the chessboard?
- Ask them about the value of the pieces (pawn/rook/bishop).

Then show them a Queen and ask them if they know what is the name of this piece. Explain that the name of this piece is “Queen”. Queen is the most beautiful and the most powerful chess piece and it represent a woman.

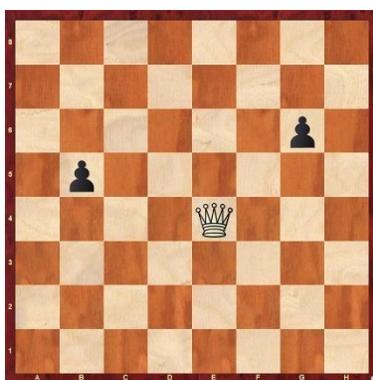
### CORE LESSON

Tell them that each side (White & Black) has one Queen and show them the location of the Queen in the starting position (d1/d8). You can use <https://www.chess.com/analysis> for creating positions. Tell them that in the starting position, white queen stays on the white square and black queen stays on the black square.

Show them the below position and explain that queen worth 9 points, and it moves like a rook (forward, backward and sidewise) and like a bishop (in diagonals).



Show them the below position and explain that the Queen can capture the pawn on g6 but cannot capture the pawn on b5.



Ask students to name some other square, then you put black pawns there and tell them if queen can capture it or not.

Explain that although queen is the strongest piece, it cannot jump over other pieces. So, it can capture the pawn on b7 but cannot capture the rook on a8.



## WOMEN'S EMPOWERMENT

Women's empowerment may be defined in several ways, including accepting women's viewpoints or making an effort to seek them, raising the status of women through education, awareness, literacy, and training.

Women's empowerment equips and allows women to make life-determining decisions through the different problems in society. They may have the opportunity to redefine gender roles or other such roles, which in turn may allow them more freedom to pursue desired goals.

A key part of this empowerment is through education. Girls who are educated can pursue meaningful work and contribute to their country's economy later in life.

Ask your students if they have ever heard of Women's empowerment? Then explain that Women's empowerment can be defined to promoting women's sense of self-worth, their ability to determine their own choices, and their right to influence social change for themselves and others. Chess has many benefits and decision making is one of them. In chess we learn to make our own choices.

Ask pupils if they know how many roles in chess we have, then mention some of them, like:

- Players
- Officials
- Journalist
- Arbiters
- Coaches
- Streamers

Give them examples of Women in each role:

### Judit Polgar



Judit Polgár is a Hungarian chess grandmaster, the strongest female chess player of all time. Traditionally, chess had been a male-dominated activity, and women were often seen as weaker players. She ruined this opinion with her career.

Interesting facts about Judith:

- Her parents educated their three daughters including Judith at home, with chess as the specialist subject. "Geniuses are made, not born," was her father's thesis.

- In 1991, Polgár achieved the title of Grandmaster at the age of 15 years and 4 months, at the time the youngest to have done so.

-She was the World No.1 women player in the world for a period of over 26 years starting from the age of 12 in 1989.

- She is the only woman to be ranked in the top ten of all chess players, first reaching that ranking in 1996.

-Polgár is the only woman to have won a game against a reigning world number one player, and has defeated eleven current or former world champions in either rapid or classical chess:

Quote:

Whenever I speak to parents or to kids, I always encourage them that if they believe, if they do the work, if they are really dedicated, then they can do it. No matter whether they are a boy or a girl.

I'm convinced that if my goal hadn't been to be in the absolute best category I can, I would not have been able to be for 26 years the number one in the ladies' category.

### **Dana Reizniece-Ozola**



Dana Reizniece-Ozola is a Women Chess Grandmaster and politician from Latvia. Since 2020 she has been working as a managing director of the International Chess Federation (FIDE). She served as minister of Economics and minister of Finance of the Republic of Latvia.

Reizniece-Ozola won the Women's Latvian Chess Championship from 1998 till 2001. In 1998 and 1999, she won the Girls Under 18 section of the European Youth Championships. She played on the first board for Latvia in the Women's Chess Olympiad since 1998: Dana Reizniece-Ozola runs many social projects in FIDE, including the project for refugees in Kakuma.

## Anastasia Sorokina



Anastasia Sorokina is an International Arbiter and FIDE Vice-President representing Australia. She received the FIDE title of Woman International Master in 2001 and is a FIDE Trainer. She is also a chess tournaments organizer and managed to organize many chess events, including three World Rapid and Blitz Championships for children under 12, European Chess Championship etc. Anastasia had to leave her native country Belarus because of the political situation and chess family supported her and helped her to find a new way in her life. She was the one who came out with the idea to organize the program for refugees in Kenya.

## Anastasiya Karlovich



Anastasiya Karlovich is a Woman Grandmaster and chess journalist from Ukraine. She is also a chess coach and actively involved in teaching refugees in Kakuma in Kenya.

Anastasiya have been working as a Press Officer during the world chess events organized by FIDE since 2011, including World championship matches and World Chess Olympiads. She made hundreds of interviews with chess players of all strength and ages and took thousands photographs during chess events.

### **Salome Melia**



Melia is a professional chess player from Georgia (International Master) and actively involved in teaching refugees in Kakuma. She was a member of the gold medal-winning Georgian team at the 2015 Women's World Team Chess Championship in Chengdu. She won twice the European Under-18 Girls Championship, in 2004 and 2005. Melia won the silver medal at the Women's European Individual Chess Championship in 2013 and the bronze medal in 2014. She has also won the Women's Georgian Chess Championship in 2008 and 2010.

### **Shohreh Bayat**



Shohreh Bayat is an International Chess Arbiter and Woman FIDE master from Iran. She served as the chief arbiter of the Women's World Chess Championship 2020 (WWCC). A photograph of Bayat at the WWCC with her hijab around her neck generated controversy in Iran which enforces a strict Islamic dress code. The Chess Federation of Iran requested Bayat take a replacement picture wearing a hijab and issue an apology through social media. Bayat bravely refused to do so and had to look for a new home in England as it was dangerous to come to Iran.

She is a refugee in the United Kingdom and plays for England National Chess team. She was awarded an International Women of Courage Award in 2021 for being a champion for women's rights and ignoring government threats. Chess community in England helped her to survive at the beginning of her new life. Knowledge of chess helped her to find a new job and new friends.

### **Alexandra Botez**



Alexandra is an American-Canadian chess player and commentator, Twitch streamer, and YouTuber. As a player, she became a five-time Canadian National Girls Champion and won the U.S. Girls Nationals at age 15. She currently holds the International Chess Federation title of Woman FIDE Master.

Botez began streaming online chess content in 2016 while she was a student at Stanford University. She now manages the BotezLive Twitch and YouTube channels with her younger sister Andrea Botez, and they have more than 1,000,000 followers.

Botez has publicly detailed her encounters with sexism and misogyny in tournament chess and has advocated for greater gender diversity.

Botez says, "It has taken very long to get to the point where we're starting to change the stereotype [to show] that women are not genetically inferior to men at playing chess."

## Jennifer Shahade



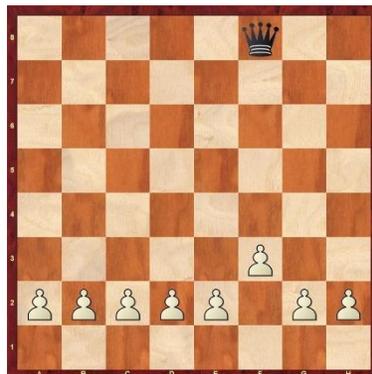
Jennifer is an American chess player, poker player, commentator and writer. She is a two-time United States Women's Champion and has the FIDE title of Woman Grandmaster and also the Women's Program Director at US Chess. She recently published a book “Chess Queens: The True Story of a Chess Champion and the Greatest Female Players of All Time”.

**Conclusion:** Explain to your students that if you know how to play chess you can become not only a chess player but also choose another chess-related role. Even if you chose another profession in life, chess can always remain your hobby or can become a hobby of your future children.

### ACTIVITY

Go to <https://www.chesskid.com/videos/the-queen> and play this video for students.

Hand out chess boards among students and tell them this time we play mini games Queen against 8 pawns, as the below diagram. If a pawn reaches to the end of the board, white wins. If queen capture all pawns, black wins.



When they finished their first game, allow them to play another mini chess as the below position:



The condition of the winning is same as the previous lessons, however; this time they shall use all their pieces.

## Lesson six: The Knight Move

### UNIT CHESS GOALS

To learn about the Knight, move and how it can capture. To play a mini chess game with all pieces except King.

### UNIT SOCIAL SKILL OBJECTS

Stress-management: Chess can develop skills around managing frustration and navigating challenges in a healthy way.

### PRIOR KNOWLEDGE

Students need to know about the chessboard, names of the squares, how to play with pawns rooks bishops and queen.

### EQUIPMENT

As in lesson 2

### OPENER

Ask students if they remember which piece is the strongest one on the chessboard. Do a general review about previous lessons and involve students by asking questions like:

- Where do we put white and black queens in the starting position?
- How a queen moves?
- Can bishops switch colours?
- How a pawn capture?
- Can rook jump over pieces?

Then show them a Knight and ask if they know what is the name of this piece. Explain that the name of this piece is “Knight” and they should not call it “horse” because it is a knight riding a horse into the competition. Tell them knight is the most special piece on the chessboard because it is the only piece which can jump over other pieces.

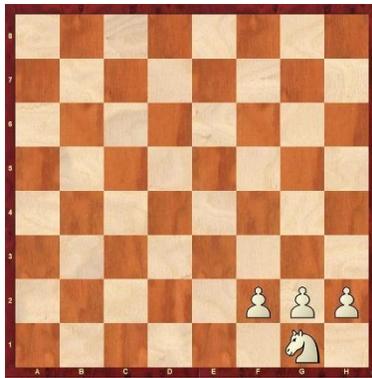
### CORE LESSON

Explain that each side (White & Black) has two knights and show them the location of the knights in the starting position (g1/b1/g8/b8). You can use <https://www.chess.com/analysis> for creating positions.

Show them the below position and explain that knight worth 3 points, it means a knight has the same value as a bishop. They move like an L shape and we call it “one-two-turn”, it means then can move two steps forward backward or sidewise and then they turn one step.



Then, illustrate the below position and explain how a knight can jump over other pieces.



Show them the below position and explain how a knight can even jump over the opponent's pieces.



Show them the below position and explain knight can only capture in the final square not during its jump.



## STRESS-MANAGEMENT

In many cases, refugees are forced to wait years for a decision on their asylum claims. During this process, they can face huge amount of stress and anxiety.

In their native countries many refugees have experienced considerable trauma. They have often been forced to flee their homes because of exposure war or combat and hence witnessed violence, torture, and losses of close family and friends.

Research has shown that playing chess can help to reduce stress and anxiety and help to balance the mind. Training your brain whilst helping your body to relax sounds like a win situation to us!

Chess is a powerful tool to help asylum seekers, so we need to teach our students how to control their stress with chess.

One of the ways to use chess to lower stress is solving puzzles.

You can also teach to your students how to create an account on chess.com and play online games, as well as playing over the board with their friends.

How to create account on chess.com: <https://support.chess.com/article/671-how-do-i-create-an-account>

The other available tool is to watch online chess lessons. There are many videos available on YouTube which they can watch for free.

Hand and Brain is another fun format of chess which you can teach to your students. The “brain” calls out a piece (for example, “knight”) and the “hand” has to decide which knight should move, and where. This is a very enjoyable variant of chess and can help a lot to refugees.

Playing chess can give the feelings of doing something very positive and the competitive side of chess can give a goal to asylum seekers which helps them to feel better and control their anxiety and stress.

It is time to ask your students how chess help them to control their stress.

Here are some feedbacks of Chess for Refugees in Kakuma Camp in Kenya:

Headteacher of Shambe Primary school

Chess has brought peace among the pupils who play it, I was surprised when I saw them greeting one another when starting or ending the game even if they lost the game.

Maker Panchol Alier (a Learner from Jebel Mara Boys Primary School)

Chess has made it easier for me to know bad and well.

It has boosted my thinking capacity whereby I have to analyse what my opponent is thinking. Therefore, boosting my decision-making too.

Through all these experiences from chess, my performance in the class has improved too

Atong Mach Nhial (a Learner from Shambe Primary School)

She says:

- 1.Chess brings gender equality, because I can play with a boy
- 2.Chess does not make boys or men superior to girls or women because it's just a game of mine that doesn't want power in the body but concentration. I played with a boy that was position 3 in the minichess-tournament and our game ended in a draw 1:1 so no superiority in chess against girls.

It's important to teach students how to deal with losing their games.

A loss can feel painful and disappointing. It is perfectly normal and there's probably no chess player who hasn't felt that way.

Quote: "You may learn much more from a game you lose than from a game you win. You will have to lose hundreds of games before becoming a good player."

Jose Raul Capablanca

Some tips:

-No matter what the outcome of the game was, don't forget to respect your opponent. Shake hands, share your thoughts about the game. Don't forget to put pieces back to their starting position.

- analyzing the game together can be a joy despite of the outcome. You can show the variations you were both looking at during the game and can learn new things by getting a different point of view on the same game;

- when you return to your home it would be nice to check the game again and analyse the mistakes on your own, with the help of an engine or your trainer. Analysing mistakes helps to improve and not to repeat them again.

- psychological recovery is very important after a lost game. You have to remember that the tournament isn't over and that you need to be in good shape the next game. Don't think again and again what you could have played; clear your head and concentrate on the rest of the games. Don't lose your confidence; remember that chess is just a game after all and you just need to enjoy it;

-If you have friends with you share your emotions with them to get some support and show your support in a similar situation if your friends need your help;

- Sometimes we are too focused on win and get upset when we don't achieve it. Stop playing for the result and just enjoy playing chess! You will be surprised that your game results can improve as well.

## RESILIENCE

Explain to your students that chess has many benefits and one of the significant ones is RESILIENCE, because in chess learning is more important than winning. There are many games that all players lose, then we realise that we need to learn from our losses to make ourselves stronger. In chess you learn that if you lose 1000 times, you need to stand up again and improve yourself, to make a better version of yourself.

Chess is actually about anticipation of a range of futures, the positions that you get in each chess game never happened before. The constant feedback loop after mistakes trains your brain and mental toughness and this ability helps chess players to face difficult situations in life, be resilient and keep improving their life.





### ACTIVITY

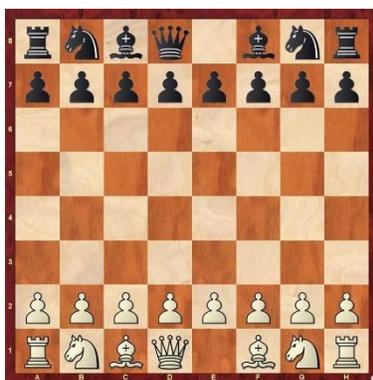
Go to <https://www.chesskid.com/videos/the-knight> and play this video for students. Put many pawns on the board and ask your students to capture all of them by using one knight.

Ask your students to move the knight from h1 to a8 squares, from b1 to g8 to make sure they learnt clearly how to move the knight.

Hand out chess boards among students and tell them to play mini game as the below position:



When they finished their first games, allow them to play with all pieces except king:



When they finished their first game, allow them to play another mini chess as the below position

The condition of the winning is same as the previous lessons, and you should encourage them to make move with all their pieces.

## Lesson seven: The King Move

### UNIT CHESS GOALS

To learn about the King, move and how it can capture. To play a chess with all pieces.

### UNIT SOCIAL SKILL OBJECTS

Introduce our positive vision and how to behave with others. Inspiring story about Tani Adewumi

### PRIOR KNOWLEDGE

Students need to know about the chessboard, names of the squares, how to play with pawns rooks, bishops, queen and knight.

### EQUIPMENT

As in lesson 2

### OPENER

Start with a general review about chessboard and movement of all pieces. Ask some questions about previous lesson. Then explain that we are going to learn about the most important piece in chess. Ask them if they can guess which piece, it is.

Explain that King's value is so much that we cannot give a number to it, because players are not allowed to capture the king.

### CORE LESSON

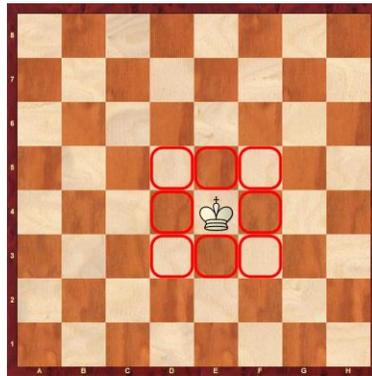
Explain that each side has one king and show them the location of the king in the starting position (e1/e8).



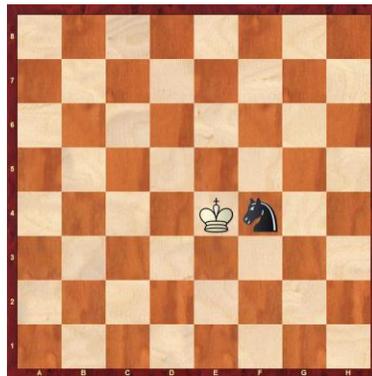
Mention that king stays next to the queen. You can use <https://www.chess.com/analysis> for creating positions.

Tell to your students that King move is so easy because it can only move one step but in any direction. Compare it with queen's move and mention king is like a mini queen because it moves like a queen but only one step.

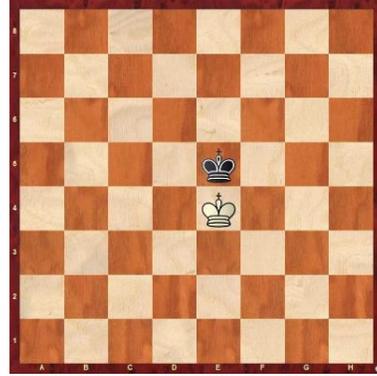
Show them the below position and explain the movement of the king. The king can move to all squares around itself.



Illustrate the below position and explain that king can capture the knight. Ask students what other squares are under the control of white's king.



Show them the below positions and explain that two kings cannot stand next to each other. You can compare it with “Social distancing” rule, and say kings must always follow social distancing and stay at least one step far from each other.



Now, set up the below position and explain the king cannot go to the squares which are under control of the black pieces.  
Ask which square is safe for the white King to move there.



They should be able to mention that white king can move to f1 but cannot move to d1, d2, e2 and f2.

**INTRODUCE OUR VISION TO THE STUDENTS:**

**Be safe!**

Keep ourselves safe and those around us safe with everything we say and do.

**Be respectful!**

Treat each other as we would like to be treated.

**Be kind!**

To ourselves and each other. Always. We will never regret it.

**Talk, talk and talk!**

Talk to each other and trust each other – being honest always.

**Listen, listen and listen!**

Listen carefully and be supportive to one another.

**Be ourselves!**

Be honest and true of ourselves and be proud of who we are.

**Accept one another!**

Show empathy, tolerance and understanding of our similarities and differences – be FAIR.

**Be a family!**

Together, we achieve more! When it goes wrong, we will be RESTORATIVE and seek to mend any differences so we are stronger together.

**Be our best!**

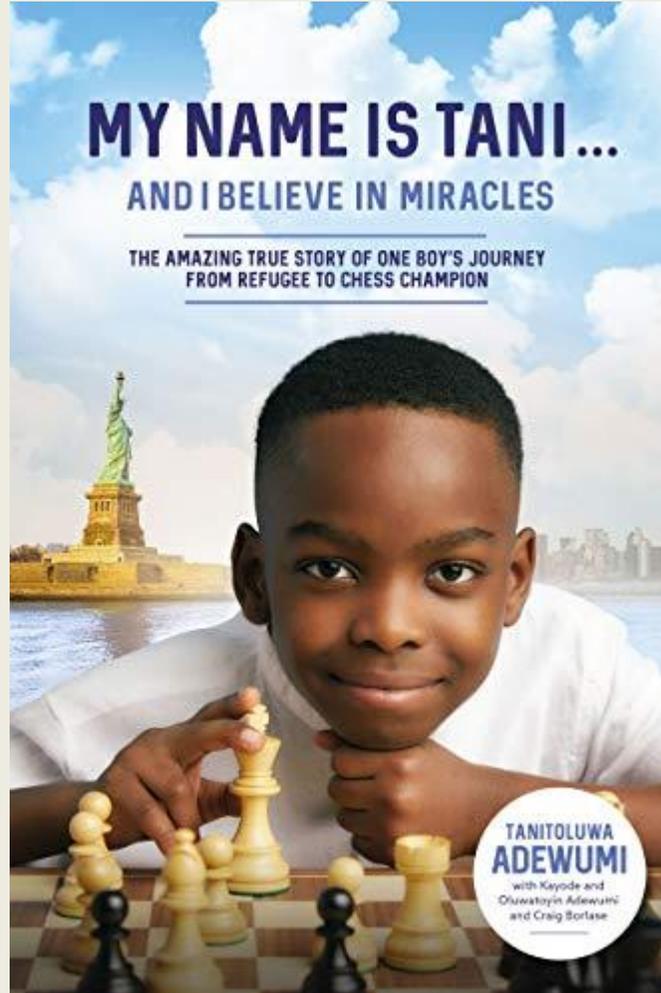
Be our best selves every day.

**Be proud!**

Hold our heads up high and love ourselves

“We are one family, Gens Una Sumus!”





*Photo from Amazon*

### **Tanitoluwa Adewumi**

An inspiring story about Tani, a refugee from Nigeria.

It's all started when a 7-year-old refugee Tanitoluwa Adewumi, known as Tani living in a homeless shelter sat down at a chess board in school and learned how to play. His school then agreed to his mom's plea to waive fees for him to join the chess club.

When suddenly Tani won the scholastic championship, a reporter from the New York Times wrote a story about an 8-year-old Nigerian refugee who was living with his family in a homeless shelter and just returned from the New York State Scholastic Chess Championship, in Saratoga Springs, NY, with a trophy "almost as big as he is".

Readers responded by donating more than \$250,000 to a GoFundMe campaign for Tani's family, along with a year of free housing.

In June 2017, parents of Tani left Nigeria for the United States and sought religious asylum. Philip Falayi, a pastor in Queens, New York, gave them temporary accommodation, and connected them with the New York City Department of Homeless Services.

His parents have decided that they will not spend a cent of the money from GoFundMe on themselves. They will take out a 10 percent tithe and donate it to their church, which helped them while they were homeless, and the rest will be channeled through a new Tanitoluwa Adewumi Foundation to help African immigrants who are struggling in the United States the way they were a week ago.

On May 1, 2021, at only 10 years old, Adewumi crossed the 2200 Elo rating threshold needed to achieve the official USCF title of National Master, making him the 28th-youngest chess player in history ever to do so.

In August, he won the under-12 division of the North American Youth Chess Championship with a score of 8/9. He became a FIDE Master, having surpassed a FIDE rating of 2100 in November 2021.

In April 2022, he scored 7.0/9 in the New York Spring Invitational Norm event, earning his first IM norm.

In 2020 the young boy published a book “My Name Is Tani . . . and I Believe in Miracles: The Amazing True Story of One Boy’s Journey from Refugee to Chess Champion”.

Inspiring video about Tani:

[https://www.youtube.com/watch?v=VerQIizQeDI&ab\\_channel=KSDKNews](https://www.youtube.com/watch?v=VerQIizQeDI&ab_channel=KSDKNews)

Tani sets quite challenging goals for himself: “I want to be the youngest grandmaster. I want to have it when I’m 11 or 12.” Grandmaster is the strongest possible title in chess and the youngest person ever to become a grandmaster is American player Abhimanyu Mishra, who achieved that honor at 12 years.

Quotes from Tani:

“I say to myself that I never lose, that I only learn, because when you lose, you have to make a mistake to lose that game. So you learn from that mistake, and so you learn [overall]. So losing is the way of winning for yourself.”

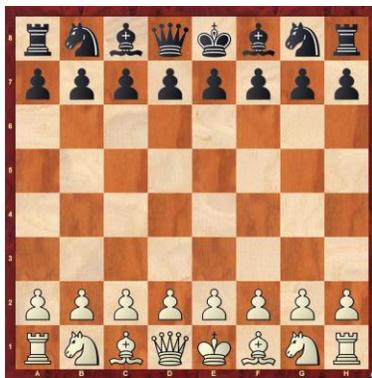
## ACTIVITY

Go to <https://www.chesskid.com/videos/the-king> and play this video for students.

Hand out chess boards among students and ask them to set up the below position on their boards and play it. If a pawn reaches to the end of the board or if a player captures all the opponent’s pieces, they win the game.



Then, allow them to play with all pieces. Explain that they will learn more about the king in the future lesson. For now, the conditions of winning are the same as previous lessons.



## Lesson eight: Check

### UNIT CHESS GOALS

To learn about check and how to get out of check

### UNIT SOCIAL SKILL OBJECTS

Critical thinking and problem solving

### PRIOR KNOWLEDGE

Students need to know about the chessboard, names of the squares, how to play with all pieces and how to set up the board.

### EQUIPMENT

As in lesson 2

### OPENER

Ask students if they remember how a king move. Then ask them more questions to make sure if they remember previous lessons. For example:

- The value of the pieces
- How to set up chess pieces correctly
- Review about move of all pieces

### CORE LESSON

Explain that today, we are going to learn about "Check". When a king is attacked, it is called check. Check can be viewed as saying "Watch out! Your king is in danger!" Remind your students that king cannot be captured. Show them the below examples:



Check with rook



Check with Bishop



Check with Knight

Explain that making a move that checks is sometimes called "giving check". Now set up the below positions and ask your students to give a check to the black King:



a



b



c

In the position a, mention that there are two different checks and help them to find checks in b2 and h7.

In the position b, explain that the only available check is Bc5.

In the position c, explain that with queen there are many checks available. Help them to find all of them g2, c2, d3, g5, d6.

Then ask them if Qg5 is a good check or a bad one. Mention that it is not a strong move because black king can capture your queen.

Now, explain that when you are in check you must escape check. The ways to get out of check are to move the king, protect the check with another piece or to capture the checking piece. We call them CPR.

C for Capture P for Protect and R for run away.

Now show them the below positions and ask them to get out of the check by CAPTURE:



a



b



c

Then explain:

In the position a, black can capture the queen by Bd3.

In the position b, Rook can capture the queen by Rh5.

In the position c, black can capture the queen by king.

Illustrate the below position on the board and ask pupils to get out of the check by PROTECT:



Explain that c6 is the way to protect black king from the check. PROTECT the check only works if the checking piece is a queen, rook, or bishop and there is at least one empty square in the line between the checking piece and the checked king. Blocking a check is done by moving a piece to one such empty square.

Set up the below position on the board and tell the pupils, it is time to escape from check by RUN AWAY.



Ask them to move king to a safe square. And help them to find Kg7.

## CRITICAL THINKING & PROBLEM SOLVING

Explain to your students that one of the benefits of playing chess is critical thinking and problem solving.

In general, critical thinking is the analysis of available facts, evidence, observations, and arguments to form a judgment.

To defeat an opponent, a chess player should take into consideration many facts in order to make the right decisions. During each game, they need to imagine what will happen with each possible move on the board and then quickly come up with new strategies on the fly. A chess player also analyzes his/her games afterwards and can change his/her mind about certain decisions, which can help him to improve and not to do the same mistakes. Learning how to use creative thinking skills in real-world scenarios helps students become better problem solvers in their everyday life.

In order to "solve" a chess game, players must use problem-solving skills to decide which pieces they should move to yield the best results on the board. As players advance and start playing timed games, chess teaches students how to solve problems on-the-fly.

In fact, one study conducted amongst school-aged children found that students who participated in chess instruction over a week-long period significantly improved their problem-solving abilities.

Why Is Problem Solving Important?

Life will always have problems to overcome, from figuring out how to find a book to make your homework, how to solve problems with your friends to how to deal with some difficult circumstances in your life (where to live, how to find a job etc).

Building problem solving skills in general life will help you to:

- Evaluate situations and information and break them down into manageable chunks
- See problems in a new light, as possible solutions not impossible challenges
- Build your decision-making skills as you make decisions based on information and logic not pure gut feeling
- Discover strengths and skills in yourself that you might never have known about yourself before
- Learn and grow over time with each problem you've overcome
- Show employers that you are practical, creative, flexible and can be relied upon.

Employers want to know how you deal with problems, because they want you to see a problem as a challenge that can be overcome if you deal with it in a logical way.

Some graduate careers revolve around finding solutions – for example, engineering, management consulting, scientific research and technology. Graduates in other careers, meanwhile, will be expected to solve problems that crop up in the course of their jobs: for example, trainee managers should deal with operational problems (such as delays in the supply chain) or resolve conflict between team members.

In fact, the ability to solve problems is an essential part of any employee's skill set, even if it isn't specified on the job description.

<https://targetjobs.co.uk/careers-advice/skills-for-getting-a-job/problem-solving-mark-independent-employee>

If you want to learn more about this topic read the book “How Life Imitates Chess: Making the Right Moves, from the Board to the Boardroom” by Garry Kasparov.

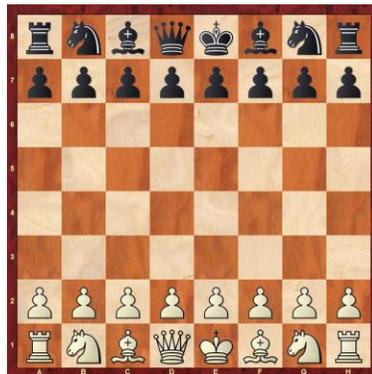


*Photo by Anastasiya Karlovich*

Garry Kasparov was the highest-rated chess player in the world for over twenty years and is widely considered the greatest player that ever lived. In *How Life Imitates Chess* Kasparov distills the lessons he learned over a lifetime as a Grandmaster to offer a primer on successful decision-making: how to evaluate opportunities, anticipate the future, devise winning strategies. He relates in a lively, original way all the fundamentals, from the nuts and bolts of strategy, evaluation, and preparation to the subtler, more human arts of developing a personal style and using memory, intuition, imagination and even fantasy. Kasparov takes us through the great matches of his career, including legendary duels against both man (Grandmaster Anatoly Karpov) and machine (IBM chess supercomputer Deep Blue), enhancing the lessons of his many experiences with examples from politics, literature, sports and military history.

#### ACTIVITY

Go to <https://www.chesskid.com/videos/check2> and play this video for students. Hand out chess boards among students and allow them to play with all pieces. Explain that during the game they can give check to their opponent or if they are in check, they need to get out of check.



## Lesson nine: Checkmate

### UNIT CHESS GOALS

To learn about checkmate and how to win in chess

### UNIT SOCIAL SKILL OBJECTS

Setting goals and reflecting on the opponents' goals

### PRIOR KNOWLEDGE

Students need to know about the chessboard, names of the squares, how to play with all pieces, check and how to set up the board.

### EQUIPMENT

As in lesson 2

### OPENER

Ask students if they remember about the previous lesson. Ask them to explain:

- What is check?
- What shall we do when we are in check?

Remind them about CPR (CAPTURE, PROTECT, RUN AWAY).

### CORE LESSON

Explain that today we are going to learn about “Checkmate”, and it is how we win a chess game.

Show the below positions to your students and ask them to find a way to get out of the check:



Capture with Bishop



Protect (Bf8)



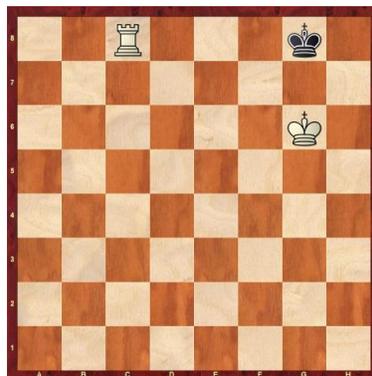
Run away (Kg7)

The set up the below position and ask them how black can get out of the check:



Explain that it is impossible to do CPR (CAPTURE, PROTECT, RUN AWAY) which means you cannot get out of the check. When you cannot get out of the check, it is CHECKMATE and this ends the game.

Show them the below position and ask if it is check or checkmate:



Explain that it a checkmate because two kings must always stay one square away from each other and white's rook is attacking the black king. Black cannot capture, protect or run away so it is a checkmate.

Then, set up the below position and ask them if it is a check or a checkmate.



Explain that black cannot capture the Queen because two kings cannot stand next to each other. Black king has nowhere to run, and it cannot protect as well, so it is a checkmate.

#### **SETTING GOALS AND REFLECTING ON THE OPPONENTS' GOALS.**

Sport can highlight the importance of setting goals and help to improve motivation. Setting goals and creating plans to reach those goal can help young people realize their own value and develop a growth-mindset.

Chess helps a lot not only to set realistic, achievable, and appropriate goals, but also can help students to focus on opponents' goals and make reflections. Following this fact, it's important to focusing on these two aspects of teaching and learning chess: setting goals and reflecting on the opponents' goals.

What goals can we have in chess?

There are so many of them. You can come out with quite a big goal: I want to become a world champion, I want to be become the strongest player, I want to become a Grandmaster. It can be also a realistic goal: I want to improve my level, I want to learn a new opening, I want to solve 20 puzzles per day, I want to be the best in my club etc.

During the chess game the goals may also vary. The objective or goal for any player in a game of chess is to give a checkmate to your opponent's king or force your opponent into resignation. An obvious goal in chess can be to capture more of your opponent's material than you lose yourself, especially in terms of the more valuable pieces. A mini-goal would be not hang (leave undefended) any material of your own unless part of a greater strategic move. The problem is that your opponent can have the similar goals 😊.

Inspirational story:

**Bibisara Assaubayeva, 2021 FIDE World Women's Blitz Champion**

Bibisara is a Kazakh chess player. She has been world girls' champion in her age category. Assaubayeva holds the titles of International Master and Woman Grandmaster. She is the Women's Blitz World champion, the youngest in history to earn the title.

She played her first chess game at the age of four. She won her first city championship when she was six years old. She achieved the title of Woman FIDE Master in 2011, at the age of 7, when she won the World Youth Championships in Caldas Novas, Brazil in the Girls U8 section. Assaubayeva also competed in artistic gymnastics being a champion of Astana several times. Assaubayeva won a gold medal at the World Cadets Championships

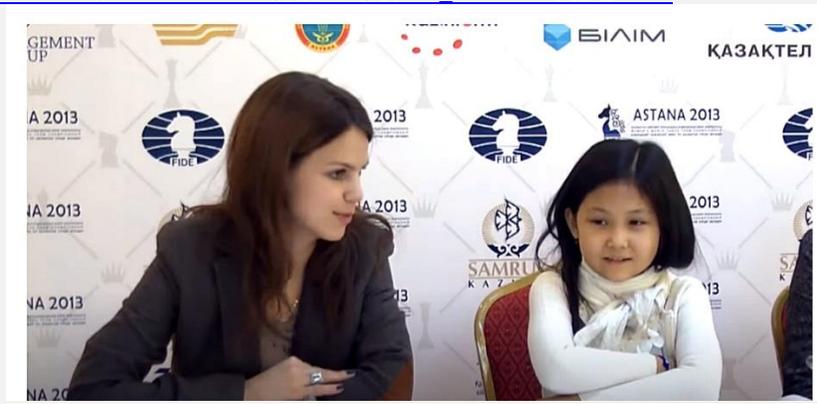
in Batumi, Georgia in the Girls U12 category, she won a silver in the Girls U14 division in Montevideo, Uruguay.

two interviews with Bibisara. The first one was made in 2012, she was just 8 years old but back then she had a goal to become the World Champion. Almost 10 years later she became the Women's World Champion in Blitz and gave an interview once again to the same journalist Anastasiya Karlovich.



[https://www.youtube.com/watch?v=MYNtp7YtpRY&t=11s&ab\\_channel=BibisaraAssaubayeva](https://www.youtube.com/watch?v=MYNtp7YtpRY&t=11s&ab_channel=BibisaraAssaubayeva)

[https://www.youtube.com/watch?v=sV8OAH63-OY&ab\\_channel=FIDEchess](https://www.youtube.com/watch?v=sV8OAH63-OY&ab_channel=FIDEchess)



*Interview with Bibisara Assaubayeva 2012- From Youtube*

#### **ACTIVITY**

Go to <https://www.chesskid.com/videos/checkmate3> and play this video for students.

Provide some checkmate in one move puzzles and ask your students to solve them. Ask your students to find all possible checks in the positions and come to the conclusion which one of them is the checkmate.

You can find number of puzzles on ChessKid, chess.com and lichess.org websites.

Then handout chessboards and allow them to play with all pieces, it still might be difficult for the students to find a strategy to checkmate each other, so the teacher has to watch all games and provide necessary assists.

## **Lesson ten: Types of DRAWS and Stalemate**

### **UNIT CHESS GOALS**

The students should get to know the draw as a typical result in chess. As in other sports (e.g., soccer, boxing), there are rules for the draw that a chess player must know and be able to integrate into his game.

### **UNIT SOCIAL SKILL OBJECTS**

Fairness & Fair Play. No Cheating in Chess!

### **PRIOR KNOWLEDGE**

Students should know basic rules, how pieces move and what checkmate is.

### **EQUIPMENT**

As in lesson 2

### **OPENER**

Repeat with your students, when a game is won (after checkmate, resignation of opponent or timeout).

Ask your students: How many points do you get for winning a game? (Normally you get a full point).

But when does a game end in a draw? For a draw you only get half a point. This can be too less if your position is won and it can be more then you could expect when your position is bad or lost. The draw is what we want to deal with today.

### **CORE LESSON**

Tell your students all ways to draw a game:

1. three times repetition of moves or position
2. perpetual check
3. applying 50-moves rule
4. insufficient material for checkmate (example: bishop or knight and king against naked king)
5. agreement
6. stalemate

In this lesson, we explain every drawing situation and go deeper into the aspects of Stalemate.

1. Three times repetition
2. Perpetual Check

Show your students the following position because it teaches both ways to draw in once:



N.N. – Skogvall 2022  
White to move

Black gave a piece for the attack but has not more than perpetual check/three times repetition with Queen checks on f4 and h2. Ask your students: Why doesn't white's king go to f1? (because of Qh1#).

3. applying 50-moves rule

Show your students as an example the following game and explain how the position is a draw because of the 50-moves rule:

<https://www.chessmail.de/game/e2dcedda6d944691>

4. insufficient material for checkmate (bishop or rook and king against naked king)



White to move



Black to move

5. Agreement

Players can agree with each other to a draw. The player whose turn it is makes

his/her move and says: "I offer a draw" and hit the clock. The opponent can then decide whether to accept the offer or not.

(Dear teachers: For beginners, it is advisable not allow draw agreements in your training. Students should acquire playing practice, expose themselves to different game situations. They must learn to exploit advantages and defend difficult positions. That's why you should motivate your students to play out any positions.)

## 6. Stalemate

Ask your students: What is stalemate?

Stalemate is a kind of draw that happens when one side has no legal moves to make. If the king is not in check, but no piece can be moved without putting the king in check, then the game will end with a stalemate draw.

Show your students the following typical stalemate positions (just a few examples):



White to move



White to move



White to move



White to move



White to move



White to move

Stalemate is sometimes used as a trap or to finish a game of, if one player wants to force a draw. Here is an example:



Aronian – Firouzja 2022

White to move

The position is drawn (black can't hide from checks) but still dangerous for white, because black threatens to promote the pawn and to get a new queen. White finds an astonishing way to end the game immediately: Qxb2+!!

This is a check, and the black queen is attacked. That's why black must take the queen on b2.

Ask your students: What do we have now? Stalemate! Why is this a stalemate?

For repetition, show your students the following video:

<https://www.chesskid.com/videos/ways-to-draw>

## FAIRNESS & FAIR PLAY

Respect for our opponents, and, especially, learning to play by the rules are very important components of any sport and chess is not an exception.

It's very important to explain to students that they must not cheat in any way because no one can improve by cheating.

Discussing honesty and integrity is a great starting point for any teacher. Even though your students may have already learned these concepts, it's a good idea to discuss them in relation to your class specifically.

In chess, the "touch-move" rule states that if a player (whose turn it is to move) touches one of his pieces, it must be moved if it has a legal move. In addition, if a piece is picked up and released on another square, the move must stand if it is a legal move. If an opponent's piece is touched, it must be captured if it is legal to do so. These rules are often difficult to enforce when the only witnesses are the two players themselves. Nevertheless, violations of these rules are considered to be cheating.

Famous examples Kosteniuk-Carlsen game from 6min:

[https://www.youtube.com/watch?v=WeyXKTVYenA&ab\\_channel=ChessQueen](https://www.youtube.com/watch?v=WeyXKTVYenA&ab_channel=ChessQueen)

Rules are the same for everyone and it's also forbidden to make an illegal move and to hope that opponent does not notice. The rules of chess have had differing penalties for making an illegal move over time, varying from outright loss of the game on the spot to backing the game up and adding additional time to the other player's clock, but they only apply when the illegal move is noticed. Normally, illegal moves are simple mistakes from time pressure, but if made intentionally are considered cheating.

Talk about online platforms as well and explain that when they play online, they must only play their own moves and not to use any engine or help of other friends.

Explain that it is important to practice together, learn from each other, but play individually, because it helps them to build their self-confidence, and for strong people: there is no failure, you either win or learn how to win!

Examples:

-In the 2010 FIDE Olympiad Tournament at Khanty-Mansiysk, three French players were caught in a scheme to use a computer program to decide moves. Their plan involved one player, Cyril Marzolo, following the tournament at home and using the computer program to decide the best moves. He would send the moves by SMS to the team coach, Arnaud Hauchard, who would then stand or sit at various tables as a signal to the player, Sébastien Feller, to make a certain move. Sébastien Feller was given a two-year and nine months suspension, Cyril Marzolo was given a one-year and six-month suspension, and Arnaud Hauchard was given a three-year suspension by the FIDE Ethics Commission.

-In April 2015, Georgian grandmaster Gaoz Nigalidze was banned from the Dubai Open Chess Tournament after officials discovered him consulting a smartphone with chess software in the washroom during a game. He was later stripped of his grandmaster title and banned from competition for three years, though he was allowed to keep his International Master title.

**ACTIVITY**

Ask your students to create stalemate positions (in groups or in the auditory). Then let them all show their positions and discuss these positions.

Go to <https://www.chesskid.com/workouts/back-row-army-vs-lone-king>

Chesskid and chess.com websites have a number of workouts. You can use one of them to show how to checkmate the king with all pieces on the board. Invite your students to play vs computer couch, so one can play and the other can watch the game. If you have a lesson through a zoom call, then share your screen and give the access to the student to your screen, so he/she can play the moves on the board. Propose your students to play the same game between each other changing the sides of the board. This workout can help them to repeat how pieces are moving and learn how to give a checkmate and avoid stalemate.

## Lesson eleven: The promotion

### UNIT CHESS GOALS

To learn about promotion, a very special chess rule, a special opportunity for the weakest piece.

### UNIT SOCIAL SKILL OBJECTS

Inspiring story about choices and opportunities in life - African Cinderella - 'Queen of Katwe.'

### PRIOR KNOWLEDGE

Students should know how a pawn moves: options for first pawn moves, pawns cannot move backwards, how a pawn captures (the En-passant rule will be taught later).

### EQUIPMENT

As in lesson 2

### OPENER

Ask students if they remember what they know about pawns. Ask them some questions, for example:

- How do pawns move?
- What options do they have on their first move?
- Can pawns move backwards?
- How can pawns capture?
- Important repetition: How many points are the pieces worth?

Then tell them, that another special ability of a pawn now will be explained: a pawn can promote into every other piece. This is something that only a pawn can do!



## CORE LESSON

When a pawn reaches the last rank, it promotes into another piece. The player has to decide what piece it will be.



Ask your students: What piece would you like to choose, generally? Why? (Queen, strongest piece, right). That's why we very often say "The pawn can queen."

This will normally change the balance of forces on board immediately.

How does a pawn promotion work? If it is your turn, you move your pawn to the last row, remove it from there, take the piece you want to convert to (usually the queen) and place it on the square.

Explain that when a pawn reaches to the end of the board, we can magically exchange it for a queen, rook, bishop or knight.

Show them how they should put the pawn in the furthest rank and then remove it from the chess board and put the new piece from same color there.



*Photography: David Llada - Chess & Photography*

## **INSPIRING STORY ABOUT CHOICES AND OPPORTUNITIES IN LIFE - AFRICAN CINDERELLA - 'QUEEN OF KATWE.'**

Phiona Mutesi, 'Queen of Katwe,' The story of her life became a modern-day Cinderella story, a fairy tale of a young girl from the slums who defied odds to become a Hollywood story. From a small pawn she managed to get promoted and became a Queen.

Interesting facts of her biography:

- She was born in 1996 in Katwe, the largest slum of Kampala, Uganda
- She is one of the first titled female players in Ugandan chess history
- At age 9 she had to drop out of school due to financial reasons
- At age 9 her brother led her to the SOM Chess Academy, where she learned to play chess
- She won the Uganda women's junior championship in Sudan in 2009
- In 2012 she became the first female player to win the open category of the Ugandan National Junior Chess Championship
- She has represented Uganda in 5 World Chess Olympiad (the biggest event in the chess world with participation of national teams from all over the world).
- In 2012 a book was published about Phiona titled "The Queen of Katwe: A Story of Life, Chess, and One Extraordinary Girl's Dream of Becoming a Grandmaster", authored by Tim Crothers
- From the proceeds of the book's publication, she managed to buy a house for her mom
- In 2016 Walt Disney Pictures released "Queen of Katwe", a film about Phiona's journey, starring Lupita Nyong'o, David Oyelowo and Madina Nalwanga
- She was offered a scholarship at the Northwest University in Kirkland, Washington; she began attending in 2017 and graduated in 2021 with a bachelor's degree in Business Administration and Management
- In 2019, Phiona Mutesi traveled the world sharing her story to thousands and serving as an inspiration that one can find a beacon of light in the darkest of circumstances.
- Since July 2021 she has worked as a Business Strategy Analyst for Microsoft

The Cinderella story teaches us that we can make good choices when faced with tough circumstances and unfair treatment.

We all know that life is not always fair, and difficult circumstances befall good people. The story of Phiona teaches powerful lessons about human character traits and enables people to develop deeper perception, a skill that will serve them well in real life.

The story teaches us to maintain a cheerful attitude and cleanliness of heart. Even though Phiona was forced to live in poverty but she was still able to enjoy simple pleasures, she was trying to be happy and optimistic.

She shows initiative and resourcefulness by trying to improve in chess and helping her teammates.

The story teaches us that we have choices. When treated unkindly, it doesn't mean we have to copy bad behaviour and act in the same fashion. The story teaches us that friendship and comfort can be found if one chooses to look for them. Friendship is very important in the life of Phiona. She finds true friends who support her at every stage of her life and give her strength not to give up playing and feel confident.

Children are often concerned about how they look to others. Phiona demonstrates that no matter what the exterior looks like, inner beauty will always shine through.

The story also shows that chess is a fair game and it doesn't matter if you are poor or rich, young or old, what is your gender or nationality when you start playing a game. What

matters is who is a better player, who is the better fighter. Everyone who plays chess has an equal opportunity to be a winner of the game. The rules are the same for everyone! It depends on us how much we would like to improve, if we are ready to study hard to understand the game better, if we enjoy playing and practicing to get better every day.

Trailer of the movie: [https://www.youtube.com/watch?v=z4l3-\\_yub5A](https://www.youtube.com/watch?v=z4l3-_yub5A)

Ask you students some questions:

Do you think you could be as brave as Phiona?

Do you think chess and other activities can help to find new friends?

If you were treated unkindly, how would you react?

What's the best way to approach chores?

If you were poor, what could you do to make your life more enjoyable?

Why is inner beauty more important than outer beauty?

Why is it important to hope?

Why is it important to dream?

Was Phiona rewarded immediately for putting so much effort to improve in chess?

Why did Phiona try harder when she was faced with challenging circumstances?

Even the weakest piece on the board can promote into something stronger or the strongest. Let's consider a parallel between chess and life:

1. Don't underestimate the weakest. They might have a good plan and might work hard for their goals.
2. Trust in yourself: If you believe in your goals and work hard for them, you will get a strong and precious part of society.

## ACTIVITY

Show your students the following video until 2:40 min:

<https://www.chesskid.com/videos/special-pawn-moves2>

When both players can queen it is very important what position emerges after promotion and what the players can do with their new queens next. It is normally a very big advantage to queen first! (option for a subsequent topic here: ending Queen against Pawn on 7<sup>th</sup> rank)

If one player can promote and give check with the new queen this can be decisive for the result of the game. Example:



If it's white's turn both players will get a new queen and if they play without mistakes the game should end in a draw.

Ask your students: If it's black's turn – how can he/she win? (it also works with underpromotion into a rook).

Reasons to underpromote (very rarely):

- to give check
- to protect a piece with the new material
- to prevent stalemate if you have a better or winning position

Example:



White to move. Can white win this position? Yes, but he/she must be very careful.

Ask your students: What do we have after promotion into queen? Into a rook? What is a draw for white in this position (a bad result)? So, what to do?

Promotion into a bishop leads to a draw (two bishops of same colour), promotion to a knight works generally, but you need to know how to give checkmate with knight and bishop (we will learn this later). What is the easiest way here to win?

Bh5! Forces black's king to move – all the same where it moves to, next move will be e8=Q with mate within the next moves (let the students play out this).

By the way: See how easy it is to make a tempo with a bishop in the endgame!

Final input:

Go to <https://www.chesskid.com/videos/underpromotion> and play this video for your students. Stop at 1:20 to let the students answer the question.

Then handout chessboards and allow pupils to play with all pieces, tell them when their pawn reaches the end of the board, they need to promote it to a new piece. Watch games and help your students to learn about their mistakes.

## Lesson twelve: Castling

### UNIT CHESS GOALS

To learn about Castling, a special move which is made by king and one rook. You solve two problems in one step: bringing the king to safety and developing a rook from corner to a more central line.

### UNIT SOCIAL SKILL OBJECTS

Chess for protection. Safety is important in chess and in life. Help yourself and others.

### PRIOR KNOWLEDGE

Students should know how king and rook move. They should know something about development of pieces and that king's safety is important.

### EQUIPMENT

As in lesson 2

### OPENER

Ask students if they remember what they know about development of pieces. Ask them some questions, for example:

- Important repetition: How do king and rook move?
- Which pieces do you develop first?
- Which pieces do you develop last and why? (Queen: might be attacked by developing pieces of opponent, Rooks: difficult to develop, no open lines yet to make them effective, normally not very useful if all other pieces are not yet developed)
- What about the kings when you and your opponent develop pieces? (it becomes more and more dangerous for them staying in the center)

Tell them that Castling is a solution for both problems: bringing the king into safety and developing one of the two rooks.

Why is the king so unsafe in the center?

The center is usually the part of the board that opens up first. Since both players are fighting for control of the center, the center pawns often get exchanged – which opens up lines in the middle of the board. When the center opens up you don't want your king to be the next piece in the line of fire! In the center the king can be attacked from any direction. A castled king is much safer on the side of the board.

## CORE LESSON

How does castling work? It's quite simple, but you have to meet some requirements:

- The king and the rook involved must not have moved yet.
- The king may not castle when it is in check.
- There must be no pieces between the king and the rook.
- The king may not move across a threatened square, nor may it move into a chess bid. (The rook, however, may move over a threatened square, this happens rarely.)
- Castling is possible into two directions: Towards the a-rook and towards the h-rook.

You can see on the diagrams: There is so called “long castling” (towards the queen’s side) and “short castling” (towards the king’s side).

How to castle your king? First you take your king and move it two steps towards the rook. Then you place the rook right to your king, on the square the king “jumped” over.



Ask your students: Can you imagine, why you have to touch your king first? Especially, if you play online chess, if you move your rook first it will be considered as a rook move. You need to start castling with your king first.

## SAFETY MEASURES IN LIFE AND IN CHESS

We have spoken a lot about the king safety in chess. As we all know if we don't care about our king's safety, we can lose the game because of checkmate. A few important rules help us to keep our king out of immediate danger. There are many different methods and tricks how to take care of king's safety: get your king out of the center by castling early (something we have learnt today), don't unnecessary push the pawns in front of your castled king. There are also a few recommendations which can help you later when you start to play chess more and more:

- take control over the center,
- keep your opponent under constant pressure with threats which will make it hard for him to attack you,
- neutralize enemy pieces that threaten your king by exchanging them, blocking them or chasing them away.

In chess we are taught to take care of the safety of our pieces especially the king and we even learn to take some preventive measures not to get into trouble from the very start of the game. The same applies to our own safety.

The sad reality is that we live in an increasingly violent world in which the fear of crime is ever-present. Personal safety has become an issue of importance for everyone, but especially for girls.

-Practice awareness as true self-defence begins long before any actual problems appear. The first, and probably most important, component in self-defence is awareness: awareness of yourself, your surroundings, and your potential problems. For example, if you are aware that drugs and alcohol are not your best friends and can cause damage to your body and your life, you will never take them and will avoid the situation and companies where it's normal to use it. If you are aware that the area you would like to go for a walk is not safe, you will not go there. In chess if you are aware that moving your king to the center at the start of the game is not a good idea you will just not do it.

-Your intuition is a powerful subconscious insight into situations and people. All of us, have this gift, but very few of us pay attention to it. Learn to trust this power and use it to your full advantage. Avoid a person or a situation that does not "feel" safe as you're probably right about it. In chess we also use our intuition and can feel sometimes that situation on the board is getting dangerous for our king. As a result, we decide to take some measures and help our king.

-You have a right to fight and defend yourself. Whether or not you have self-defense training, and no matter what your age or physical condition, it is important to understand that you can and should defend yourself. You have both the moral and legal right to do so. In chess as in life if you just stand and wait and don't defend your king and pieces, your opponent will just capture all of them and win the game. We have learnt how to defend against checks (CPR: capture, protect and run away), we will also learn many other different methods how to use defense to protect your pieces and your king's safety.

-Although the Internet is educational and entertaining and you can use many chess websites to play chess, it can also be dangerous if one isn't careful. When communicating online, use a nickname and keep your personal information such as home address and phone number confidential.

There are many other recommendations which you can hear from your family members, teachers and friends, just please get used to take care of your safety, use your brain, use awareness and stay happy and healthy.

## ACTIVITY

Give examples for long and short Castling.

1. White before and after short Castling:



Ask your students: What is the result of castling? (king is safe, rook is developed)

2. Black and White before and after castling:



Who castles queens-side (long) and who castles kings-side (short)?

Is it possible to do both castles? Repeat the rules for castling.

Ask your students: How does your position feel before and after castling? Repeat the advantages of having castled. In position 6: Look, where the rook arrived (guarding the knight, already putting pressure on the d6-file)!

Tell them: Normally the development is not completed before castling. Castling is a move that happens in the majority of games of strong players.

Show your students the following positions and ask them: Can black castle the next move? Why not?



Can White castle long or short in the diagram?

To repeat the reasons for castling show your students the following film: <https://www.chesskid.com/videos/he-shouldve-castled-early-on---part-12>

Tell your students: Castling changes the position a lot. Make sure that your king is really safe in his new position. Use the following example:



Black to move. Ask your students questions like:

- Can black castle, generally?
- Why it is not a good idea to castle kings-side as well as queens-side the next move?  
(answer: because of checkmate if you castle short and because of Nf7 with a fork if you castle long)
- How would you play to prepare castling?

Show/Suggest your students the following video, if they show special interest:

<https://www.chesskid.com/videos/opposite-sides-castling>

Encourage your students to create some positions where they can or cannot castle and propose them to ask each other if it's possible to castle or not.

## Lesson thirteen: Checkmates in one move

### UNIT CHESS GOALS

Students repeat the definition of checkmate and learn how to solve puzzles with typical patterns. The concept of stalemate will be repeated, and students compare the features of stalemate and checkmate.

### UNIT SOCIAL SKILL OBJECTS

The consequence of our actions.

### PRIOR KNOWLEDGE

Students should know how all pieces move.

### EQUIPMENT

As in lesson 2

### OPENER

Ask your students: How do you win a game? (opponent gives up, opponent loses on time, you give checkmate). But what to do, when your opponent doesn't give up and doesn't loses on time?

That's why you need to know how to mate your opponent. Winning material is not enough.

### CORE LESSON

Show your students the following video: <https://www.chesskid.com/videos/checkmate3>

Ask your students: What does checkmate mean? (the king is in check and cannot avert the check).

Repeat with your students: How can one get rid of a check?

Remind them about CPR – capture, protect and run away. In this case the king, cannot run away, cannot capture the attacking piece, the player cannot protect the king – cannot place a piece in between. The game ends immediately with a win for the attacking side.

Ask them: Do you remember what a stalemate is?

Tell them: Giving mate means you win while a stalemate makes the game end in a draw.

Here are four positions. Ask your students to check every position and answer the question: Is it checkmate or stalemate? In all positions it is black to move.



Position 1



Position 2



Position 3



Position 4

How to find checkmates? Of course, we need to look for all possible checks first of all. One of the checks can suddenly be a checkmate.

### THE CONSEQUENCE OF OUR ACTIONS

“Chess Is Played with The Mind and Not with The Hands!”

Chess Quote by Renaud and Kahn

One of the most profound lessons we learn through chess is understanding the consequence of our actions. From an early age we are taught in chess that our choices have consequences—both good and bad.

Thinking your moves through and trying to play the best move that you can is rewarding while playing too quickly and rushing your decisions can have negative results. In chess you will face all possible situations: you will miss victories, you will blunder pieces and miss checkmates, you will go into traps etc. Step by step you will be able to learn at which moment it’s better to stop and take some time to go into position deeper and when you can play relatively fast.

Chess is such a game where 1 move can completely change the evaluation and there are only a few positions which are not possible to lose. The lesson we learn – we have to remember that each move has consequences and have to stay focused until the end of the

game. We also have to accept the fact that we may lose a game because of our not correct decisions and remember that we take full responsibility for the result and our actions.

The same applies to our lives, even though life is more complicated than the game of chess. We have to remember about the consequences of our actions and chess can help us develop the skill of thinking a few moves ahead, when we are trying to realize which choices we have and what might happen afterwards.

Inspiring story:

Robert James Fischer (1943 - 2008) was an American chess grandmaster and the eleventh World Chess Champion. A chess prodigy, at age 14 he won the 1958 U.S. Championship. In 1964, he won the same tournament with a perfect score (11 wins). Qualifying for the 1972 World Championship, Fischer swept matches with Mark Taimanov and Bent Larsen by 6–0 scores. After another qualifying match against Tigran Petrosian, Fischer won the title match against Boris Spassky of the USSR, in Reykjavík, Iceland.

In 1975, Fischer refused to defend his title when an agreement could not be reached with FIDE, chess's international governing body, over the match conditions. As a result, the Soviet challenger Anatoly Karpov was named World Champion by default. Fischer lost his title of the World Champion and subsequently disappeared from the public eye after that.

In 1992, he reemerged to win an unofficial rematch against Spassky. It was held in Yugoslavia, which was under a United Nations embargo at the time. His participation led to a conflict with the US government, which warned Fischer that his participation in the match would violate an executive order imposing US sanctions on Yugoslavia. Fischer easily defeated Spassky, who was no longer a top player, earned over \$3 million of the purse, and incurred the wrath of the US government. Bobby Fischer publicly spats on the the US Treasury letter warning him of the consequences of participating in the match. The consequences of his actions made Fischer an émigré, he could not come back to US anymore.

In 2004, he was arrested in Japan and held for several months for using a passport that the US government had revoked. Eventually, he was granted an Icelandic passport and citizenship by a special act of the Icelandic Althing, allowing him to live there until his death in 2008.

Ask your students different questions about Bobby Fisher's life and consequences of his actions:

Why do you think Fisher decided not to play in the match against Karpov? Could he realize he would lose his title?

Why Bobby Fisher decided to play the match against Spassky? Which consequences he had to face after the end of the match? Which consequences were positive? Which consequences were negative for him?

## ACTIVITY

Ask your students to create mating positions on their own boards, by painting or on demo board.

Tell them: Now you learn how to mate your opponent in one move, if the position allows it. Here are a few typical mate positions.

See the next typical mating positions (positions 5 to 9) and not so typical mating position 10 and ask questions like:

- Which one is the mating piece?
- You won't get mated without essential weaknesses (despite of less material in our examples). What was the decisive weakness of the losing side / what was the advantage of the winning side leading to mate in positions 6 and 8? (explain words like "misplaced pieces", "initiative", "calculation", "attention" and others)
- There are many more mating positions and you will learn many of them step by step. Check for more checkmate patterns here:

[https://en.wikipedia.org/wiki/Checkmate\\_pattern](https://en.wikipedia.org/wiki/Checkmate_pattern)

### 1. Back-rank mate



Position 5



Position 6

Show your students the following video: <https://www.chesskid.com/videos/back-rank-checkmate-2-the-doubled-heavies>

### 2. Mate with two bishops or two rooks



Position 7



Position 8

3. Mate patterns with queen



Position 9



Position 10

One last position to solve for your students: Sometimes it is important, who is to move. What moves do you suggest for white/black to move?



Position 11

## Lesson fourteen: En-passant

### UNIT CHESS GOALS

Students learn the en passant rule as a special way to capture a pawn with a pawn which has to be taken into consideration all game long. They learn to take care of en passant in all phases of the chess game, even in the endgame.

### UNIT SOCIAL SKILL OBJECTS

Use all your chances! En passant = in passing which can also mean in the figurative sense opportunity, occasion, chance. The message for chess and life in general could be: Use all your chances!

### PRIOR KNOWLEDGE

Students should know how pieces and especially how pawns move: options for first pawn move, pawns can't move backwards, promotion of pawns, how a pawn captures. The topic en passant is the last special move a pawn can make for your students to learn. Then they will know every rule about pawns!

### EQUIPMENT

As in lesson 2

### OPENER

Ask your students the following questions:

- How do the pieces capture? Right: They can capture a piece of the opponent on every square they can reach.
- How can pawns capture? Repeat it with your students:

The pawn captures diagonally: To do this, it may move to a square occupied by an opponent's piece diagonally in front of it on an adjacent line by capturing the piece.



## CORE LESSON

Show your students the following video: <https://www.chesskid.com/videos/the-language-of-chess-en-passant>

Let your students to repeat the En-passant rule like described in the video and show the positions below.

If a pawn moves two squares forward from its starting position (double step), it can be captured in the next move by an opponent's pawn that is horizontally adjacent to it on a neighboring row. The right to capture exists only in the next move and expires afterwards! The capturing pawn is placed on the square which was jumped over by the opponent's pawn.

This rule is called "En-passant" which means "in passing".

This could help to understand: The pawn is captured just as if it had moved only one step.



Position 1



Position 2

The white pawn on b5 controls the a6 and the c6 square which means: Black's king cannot go there and if the black pawn goes to c6 it can be captured.

If now black instead moves 1. c7-c5 (see position 2) then white can capture as if the black pawn would have gone just to c6.

If white wants to capture En-passant he/she must do it the next move. Later capturing en passant is not possible anymore. This is the rule.

Consider: White is not forced to take the pawn En-passant. It is just an option. Ask your students what other options white has after 1. c7-c5. How does this game end and why?

(Don't hesitate confronting your students with endgames in early stage of learning chess. It will help them in all phases of the game.)

## USE YOUR CHANCES!

En passant = in passing which can also mean in the figurative sense opportunity, occasion, chance. The message for chess and life in general could be: use all your chances! Chances are everywhere and you need to be ready to use them! When you play a chess game you will notice soon or later how many chances you are passing by. Chances to get better position, chances to win a material (pawn or pieces), chances to give a checkmate, chances to survive when you have a bad position. When you are in trouble during the game chess teaches you to keep looking for your chances and help you to succeed in certain situations if you keep looking for them.

Inspiring quotes:

“You have to have the fighting spirit. You have to force moves and take chances”, Bobby Fischer.

“In Chess, as it is played by masters, chance is practically eliminated”, Emanuel Lasker.

"No one ever won a game by resigning", Savielly Tartakower. (He wanted to state that unless and until you continue playing the game till the very end, you would never know that you ultimately won or lost.)

Ask your students what do they think about those quotes. Which chances they have already missed in their games? Which chances they gave to their opponents? Have they ever managed to survive in the lost position? Which chances in their life have they used? Is it important to fight for their chances?

God's Lottery Advice (A Joke):

There was a man who was so poor that he prayed to God, "Please, let me win the lotto. I can't do anything else and I have no business skills by which to make my living." He kept praying like this for thirty years!

Finally, he got fed up with God, and said, "God! This is the last time I'll pray to you to win the lotto. If you don't let me win the lotto this time, I'll give up my faith! I'll never believe in You again! Give me a break!"

So God said, "Okay, you also give me a break!"

The man said, "What do You mean, give You a break?"

God said, "During these thirty years, you've only prayed and talked and talked, but you've never gone out and bought a lotto ticket!"

This joke just shows that it's important to look for your chances, to do something to get your chances in chess and in life.

At the same time, it's nice to remember that everyone who plays chess has an equal opportunity to be a winner of the game, everyone will have the exact same rules. Don't forget to think before you make any decisions.

## ACTIVITY

Show your students the below position:



Black to move wants to come up with his extra pawn on b7. The idea: promoting a pawn on the queen's side.

Ask them the following questions:

- Is 1. b7 – b5 a good move?
- Why / why not?
- What should Black do first to prepare b7 – b5 ?

Propose your students to play a few games with all pawns only. Ask them not to forget the En-passant rule. The first one who promotes the pawn wins the game. Keep checking their games to make sure they use En-passant rule properly.

Show your students the following video:

<https://www.chesskid.com/videos/having-fun-with-en-passant>

## Lesson fifteen: Center and development of pieces

### UNIT CHESS GOALS

Students learn about the phases of a chess game. This lesson is particularly concerned with the opening. Concrete opening variations are overrated for beginners. When you students start learning chess it is more important that they learn good game layout through knowledge of basic opening principles.

### UNIT SOCIAL SKILL OBJECTS

The ability to learn and improve.

### PRIOR KNOWLEDGE

Students should know how pieces and especially how pawns move. They should know castling (kingside and queenside) and should already have played a few games so they have a little experience.

### EQUIPMENT

As in lesson 2

### OPENER

Tell your students, that normally a chess game consists of

- opening
- middle game and
- endgame,

depending on how long the game lasts.

Show your students the following video: <https://www.chesskid.com/videos/phases-of-the-game>

As they just have heard, the opening is every time part of the game. The opening seems to be complex, but you can learn a prospective set-up to start the game.

### CORE LESSON

Ask your students:

- What is the task of the first phase of the game, the opening? (developing your pieces quickly and bringing your king into safety)

- Why to develop quickly? Because your opponent does the same. You need to have your whole team on the playground, as soon as possible! Compare the opening situation of a chess game to a football game.

Name the following 6 principles:

1. First develop the pawns in the center, then knights and bishops.
2. Fight for the center! The center squares are d4, d5, e4 and e5.



3. Castle early.
4. Move every piece only once.
5. Don't bring the queen too early into the game.
6. Don't make too many pawns moves.



Now ask your students to look at the position above. This diagram shows what a dream development plan might be, as White's pieces are controlling the most important area of the board: the center!

A lead in development means that you have more pieces taking part in the game than your opponent. If a player is behind in development, that means he/she has less pieces developed and might have problems later in the game.

Look at this position: Who is in the lead/behind in development? Why?



### THE ABILITY TO LEARN AND IMPROVE

Whenever you deal with something new, there is one experience (in chess as in life in general): learn the basics, learn the ideas! Later, you understand many more details that build on the principles. At the beginning it is little effort, later it is fun, fun, fun! Once you learn how to learn, you can learn anything. Even learning this course for the beginners will help you in the end to play chess on a decent level. Be sure if you decided to learn more and study chess every day regularly you will definitely become a better player. It is important to train the ability to learn from the early age. Nowadays the ability to learn is also the key to Technology.

As technology continues to develop, all workers need to know how to keep up. Gone are the days where you can learn a process and then continue to use that same process over the course of your work life. What is great about chess is that you can keep learning the game all your life and improve as much as you wish, train your brain muscles and discover new ideas every day. Learning something new gives to any human being a joy. In chess you can also see the results as normally your strengths will grow together with your knowledge.

You need to remember that your brain has no limit to what it can learn. Your brain is always changing. If you stay in your comfort zone, you limit your ability learn, grow, and perform. When you struggle with something new or challenging and make mistakes along the way, you strengthen learning by focusing on solving problems. Learning is simply more engaging and fun when you do it with others. Team members can provide meaningful feedback and support one another as they learn new skills together.

It's great to study chess in the classroom. It's also fun to play numerous games with your friends and learn a lot from practicing and your common experience, analysing games together. It's also possible to study chess by reading books, using special chess programs and watching special courses and videos etc.

Quote:

Blaise Pascal: "Chess is the gymnasium of the mind."

Vladimir Kramnik: "Chess is like body-building. If you train every day, you stay in top shape. It is the same with your brain - chess is a matter of daily training."

Daniil Dubov: "I could miss the end of the world while analysing the Italian opening."

## An inspiring story:

“Geniuses are made, not born,” Laszlo Polgar.

Judit Polgár and her two older sisters, Grandmaster and Women’s World Champion Susan and International Master Sofia, were part of an educational experiment carried out by their father, László Polgár, in an attempt to prove that children could make exceptional achievements if trained in a specialist subject from a very early age. He and his wife Klára educated their three daughters at home, with chess as the specialist subject.

Susan, the oldest, began playing chess when she was four years old. Within six months, she was defeating adults. She was Women's World Champion from 1996 to 1999. On the FIDE rating list of July 1984, at the age of 15, she became the top-ranked female player in the world. In 1991 she became the third woman to be awarded the title of Grandmaster by FIDE. She won twelve medals at the Women's Chess Olympiad (5 gold, 4 silver and 3 bronze).

Sofia, holds the FIDE titles of International Master and Woman Grandmaster and is the middle sister of Grandmasters Susan and Judit Polgár. As a member of the national team, she won a gold medal in the 1988, 1990 and 1994 Chess Olympiads.

Judit, the youngest, was the best of all. She became the strongest female chess player of all time. In 1991, Polgár achieved the title of Grandmaster at the age of 15 years and 4 months, at the time the youngest to have done so, breaking the record previously held by former World Champion Bobby Fischer. She was the youngest player ever to break into the FIDE top 100 players rating list, ranking No. 55 in the January 1989 rating list, at the age of 12.

Three sisters played for the same national women’s team of Hungary and twice won gold medals together in 1988 and 1990.

[https://www.youtube.com/watch?v=CZiSxfCmOZY&ab\\_channel=BetterThanYesterday](https://www.youtube.com/watch?v=CZiSxfCmOZY&ab_channel=BetterThanYesterday)



<https://chessdailynews.com/>

## ACTIVITY

Discuss each of the above principles. Why is it important, what is the idea behind it?  
Show your students the following four position, and ask them:

- to suggest strong opening moves (a few, at least two strong opening moves)
- how the game could continue and let them make suggestions.



White to move



Black to move



Black to move



White to move

Mention the following during the lesson (without going into it yet):

- pay attention to the safety of your king
- take care of your material
- good pawn structure (advantages) / bad pawn structure (disadvantages)
- weakness of the squares f2 and f7

Concerning breaking rules in the opening tell your students the following:

Sometimes it is good to break the rules. The more experience you have with following the rules the more you will know when there is the right moment to break them.

Ask your students:

In which situations we can break the opening rules? (For example: direct promising actions against the opponent's king, winning material).

## **Lesson sixteen: The two-rook checkmate**

### **UNIT CHESS GOALS**

The students learn the principle how to mate with two rooks (and additionally with two bishops). They learn to realize a mating plan, to prevent stalemate and then to secure a full point. It is also important to understand how the pieces work together.

### **UNIT SOCIAL SKILL OBJECTS**

Tournament rules and sportsmanship.

### **PRIOR KNOWLEDGE**

Students should know how pieces move. They know that only mating the opponent is an active way to win a game. Mating your opponent is fun and secures you the full point.

### **EQUIPMENT**

As in lesson 2

### **OPENER**

Ask students questions for repetition:

- What is checkmate?
- What is stalemate?
- How many points do you get for giving checkmating or finishing the game with a stalemate?
- For whom can stalemate be a good result?

### **CORE LESSON**

Ask your students to set up mating positions with two rooks and king against king.

Cognitions:

- It is possible to mate a king with two rooks alone, no other pieces needed.
- The king of the opponent must be driven to the edge of the board. In the end one rook keeps the king there, the other rook gives mate. This is real teamwork!
- How does it work in general? One rook limits the space for the opponent's king, the other rook gives check to drive it to the edge of the board.).

Let your students set up the position 1 and then let them mate each other. Where will the opponent's king be mated? (on the edge)



Position 1



Position 2

Tell your students that it is not important how many moves they will need. Just win! (a general principle in the endgame: take your time.)

Let your students repeat: What happens? The rook on g2 confines the king to the edge of the board and the other rook delivers checkmate.

Is there anybody among your students who finds the staircase method himself? If so, let him/her explain it for the other students. If not: Show your students how it works.

How do the rooks work together? They are placed far away of your opponent's king and driving it towards the edge of the board, line by line / rank by rank. Take care that you don't lose a rook on your way to mate. (Mate with one rook is still possible but more difficult.)

Use the staircase method also to checkmate a lonely King when you have 2 queens or rook + queen. Push the enemy King towards the side of the board by taking away a file each move. If the King attacks your Rook, swing it to the opposite side of the board and continue.

Now we apply with two bishops what we just learned with two rooks.

Ask your students to set up mating positions with two bishops and king against king.

Cognitions:

- An active king is needed for mating.
- Check your opponent only if it is useful for your goal: mating his king in the corner.
- Be careful because of stalemate!
- Bishops can gain tempo while just moving on their diagonal.



Position 3

This is one possible position we want to reach as white.

### **TOURNAMENT RULES AND SPORTSMANSHIP**

Chess is a sport and thus subject to the rules of sporting behavior and fairness. When your students gather in the class-room the atmosphere can be relaxed and not so strict. At the same time, it's very useful to help them to learn the basic tournament rules and good behavior from the very beginning. Make some training tournaments after they learn how to play chess, so they can feel the atmosphere of the tournament in a friendly environment and get used to it.

There are some rules, which can help your students to feel more confident during the tournaments. You can find all laws of chess in FIDE (World Chess Federation) handbook if you have any doubts: <https://www.fide.com/FIDE/handbook/LawsOfChess.pdf>

1. Don't be late for the game. If you're late, your opponent may begin the game and start the clock at the beginning of the round and you will lose some time and can even lost the game if you overstand the limits for being late.

2. A handshake rule.

At the start of every game, without exception, you greet your opponent with a handshake. When you lose, you congratulate your opponent with a handshake. If you don't follow this rule, it not only shows bad manners but also breaks the FIDE rules. You can be penalized for breaking this rule. Please kindly note that due to the covid-19 pandemic this rule can be changed sometimes and normally an arbiter or a tournament director should notify players. After your game, be a good winner or loser. If you win, do not celebrate in front of your opponent, nor belittle your opponent. If you lose, consider your loss a learning opportunity and think about what you might have done differently.

3. You have to move the piece you touch.

This is otherwise known as the touch move rule. According to this rule, you will have to move the piece you actually touch. This is a very important rule, especially for beginners. So be careful which piece you touch as you will need to move it.

You are not required to move a piece if you touched it accidentally. If you think that you need to adjust a certain piece because it is not placed correctly on the board, you may do so by saying, "I adjust" before touching the piece. If you removed your hand from the piece, it means you completed your move and cannot change your mind anymore.

4. It's not allowed to speak to your opponent when it is his/her move.

You cannot also disturb your opponent by talking with someone close to the board, by eating or drinking loudly (normally you can eat or drink elsewhere where it will not disturb others). There are some exceptions as sometimes this rule is not taken quite so seriously during children's events.

5. You cannot offer a draw to your opponent several times in a row.

If you wish to offer a draw, first make your move, then simply say "I offer a draw" and hit your clock. Do not extend your hand unless your opponent extends his/hers and accepts the draw. Do not pressure your opponent to accept a draw offer.

For example, if you offered a draw and your opponent didn't agree, from this moment only your opponent can offer you a draw. If later in the same game he offered a draw and you refused, you get back the right to offer a draw from now on.

6. Do not interfere.

Players who finished their games are usually permitted to walk around and observe how the other games are going. Remember that you are just an observer, you cannot interfere in the game at any point of time, no matter what the reason is. Only the arbiter can do so. It's also forbidden to offer suggestions or tips to any player. You cannot help any player when the game is going on. Be careful - you may even get disqualified from the tournament for doing so.

7. Record the moves.

This is another common rule in most of tournaments and a very few tournaments do not have this regulation. Players are expected to write down their moves in most competitions. If you write the game, it means you have a written record of what happened during the course of the game. Learn how to write moves down.

8. Record your result

As soon as the game is over, make sure you write the result of the game. It is the duty of both players to record the result of the game and sign the scoresheets.

If you or your opponent announces checkmate, make sure both of you agree before resetting the board and going to the scorer's table

9. Don't bring your mobile phones or other electronic devices.

Without the permission of the arbiter a player is forbidden to have a mobile phone or other electronic means of communication in the playing venue, unless they are completely switched off. If any such device produces a sound, the player shall lose the game.

Consequently, ensure that you turn off your phone before the tournament begins or leave it home or in the special boxes provided by the organizer of the event.

10. Learn to use the chess clock.

Did you know there's more than one way to win a chess game! Not only can you checkmate, you can win a game if the other player runs out of time. In most of the tournaments you will need to use chess clocks while playing your games.

The chess clock adds an interesting dynamic to the game. Both players have the same time to start. Balancing and monitoring your time closely is crucial. Hit the clock as soon as you have made your move as this is to ensure that you do not waste your limited time over nothing. Remember that you have to hit the clock with the same hand you use to move the pieces.

It's very important to play a few games with chess clock and use different time controls before you take part in the tournament. You will feel more confident about it.

We checked some basic rules but some tournaments have additional rules. Make sure you are familiar with the different regulations of the tournament before it begins. Encourage your students to ask questions, so they feel confident before the tournament.

Some tips: let your students know where the toilets, areas with water or food are, where are you going to meet them after the rounds are over, to make sure they are not disturbed with those and similar questions during their games.

### ACTIVITY

Now ask your students to give checkmate one each other with 2 rooks, with a rook plus a queen, with 2 bishops. Let them afterwards explain their experiences.



White to move  
Possible position for practice.

## **Lesson seventeen: King and Queen checkmate**

### **UNIT CHESS GOALS**

The students learn the principle how to mate with king and queen. They learn to realize a mating plan. They will understand that preventing stalemate is important to prevent losing half a point. The students will get to know the 50 moves rule.

### **UNIT SOCIAL SKILL OBJECTS**

Don't underestimate your opponent.

### **PRIOR KNOWLEDGE**

As in lesson 16

### **EQUIPMENT**

As in lesson 2

### **OPENER**

As in lesson 16

### **CORE LESSON**

Ask your students to set up mating positions with queen and king against king.

Cognitions:

- The king of the opponent must be driven to the edge of the board, sometimes into a corner.
- Use a knight's distance when looking for sufficient queen moves in order to reduce the squares for your opponent's king.
- In order to cut squares of the opponent's king giving check is rarely helpful.
- The queen alone is not able to mate, she needs help of her king.

### **ACTIVITY**

Let your students set up the position 1 or 2 and then let them mate each other.

Ask them questions like:

- Position 1: What black move cuts most of white's king's squares?
- Position 2: How should black proceed? While driving the opponent's king to the edge, the queen should be placed a knight's distance away from the opponent's king.
- Ask your students for the first move (1. ... Qc3!).

- Where will white's king be mated? (on the edge or in the corner)



Black to move



Black to move



White to move

Show your students one of the following videos which concludes all main aspects of mating with queen and king:

<https://www.youtube.com/watch?v=WUEgprkpi10> (for kids)

<https://www.chesskid.com/videos/checkmate-queen-vs-king> (for older students)

Now your students should practice the technique how queen and king work together. Let them play Position 1 or 2 against each other, until the lonely king is on the edge of the board.

It is important to address and repeat the risk of stalemate (when the opponent's king is in the corner, a knight's distance of the queen is not a good idea!).

Show your students typical stalemate positions (Black to move):



Position 4



Position 5

Then show your students the following positions and ask them to give mate in one move (show in the end all possibilities if there are a few).



Position 6 (Black to move)



Position 7 (White to move)

Now show your students position 8 and ask them: How many moves has black to mate his opponent next move?



Black to move

Tell your students: Normally mating the opponent's king with king and queen doesn't take longer than 10-15 moves. But sometimes, if you make mistakes or play not very precise, it takes longer. No matter! You have 50 moves. (Explain the 50 moves rule to your students.)

A game is drawn after

- 50 moves without moving a pawn
- 50 moves without capturing a piece

If your opponent's king escapes, we have at least two more chances to mate him within 50 moves, but your students should learn to do it within one try because it is logical and not difficult.

### **DON'T UNDERESTIMATE YOUR OPPONENT**

Chess is a board game played between two players. From the very beginning you should quickly realize that you are not playing alone, that normally you cannot do anything you want, you normally cannot take into account your plans and your moves only if you want to succeed. When you start paying attention on your opponent's moves, when you start asking yourself a question "what does my opponent want?" you will be surprised to notice how quickly you can progress in chess.

Always assume that your opponent is smart and will find the best moves. Never count on your opponent's stupidity! You are smart yourself and do not need this. Outplaying your opponent is generally the better strategy and in a long-term more satisfactory attitude.

At the same time don't feel sad if your opponent is stronger for the moment and has better knowledge. Remember the famous advice: "The Only Way to Get Smarter is by Playing a Smarter Opponent." What does it mean? It means you can still learn from a more experienced player and take your defeats with gratitude because you always learn from stronger players.

And here we remember that chess develops the ability to see from someone else's perspective. Skilled chess players learn to anticipate an opponent's next moves. To predict what another person will do next, a player must develop the ability to adopt another person's perspective and infer what action they are likely to take.

Behavioural scientists call this this ability to see from another viewpoint the "theory of mind." It's an ability that is essential to exercising empathy and building healthy social relationships. A 2019 study Trusted Source found that chess develops this perspective-taking ability in children who practice the game.

The ability to "read mind" of your opponents can help you to develop this skill in everyday life. Try to predict the moves or ideas of your opponents to calculate better the variations and sometimes prevent them. The correct reading of people's minds will make you feel like a magician!



*Picture by Anatasiya Karlovich*

### **GM Maurice Ashley plays chess with children in a local school of St. Louis (USA)**

Inspiring story:

**Maurice Ashley** is a Jamaican American chess player who was the first African American to earn an International Grandmaster chess title.

For 10 years, Ashley was raised primarily by his grandmother on the island of Jamaica while his mother was working in US. He was 12 when he and his two siblings joined his mother in New York.

“We lived in poverty in Jamaica, but it was just different here. The drugs, the violence on the streets, that was just obvious. It made for a very difficult transition from Jamaica to here. But within a couple of years, I was lucky enough to find chess.”

He claims to have lost his lunch money in school countless times while playing chess with older experienced players. His persistence with the game later paid off since Ashley later became the national chess champion at the age of 20.

Despite being a student at City College, Maurice Ashley doubled up as a chess coach in the institution. His team won the 1991 national championship.

Two years after he left coaching, Maurice Ashley became the International Grandmaster, becoming the first African American to win the trophy.

The US Chess Federation named Maurice Ashley and Susan Polgar as Grandmaster of the Year in 2003.

He wrote a book *Chess for Success* explaining the positive aspects of chess and his success in the game.

In 2007, Ashley returned to his birth country of Jamaica and became the first GM to ever participate in a tournament there. The tournament was the Frederick Cameron Open.

Ashley was a frequent television and Internet chess commentator, reporting on the Garry Kasparov v. Nigel Short world championship match (1993), Kasparov v. IBM Deep Blue matches (1996 and 1997), and Kasparov v. X3D Fritz (2003), Carlsen -Nepomniachtchi World match in 2021 among other chess events. Ashley has worked, and currently is working, as a chess commentator covering many events, including those of the Grand Chess Tour.

His success in the game saw him inducted to the US Chess Hall of Fame on 13th April 2016.

Inspiring quote:

Maurice Ashley was asked during an interview: What did you learn from chess?

M.A. That the other person is more important than you are. Because we get inside of our heads. We got our own opinions. This is me; this is my best ideas... When you play chess, you realize the other person has valid points and you I've got to really get inside their head more than anything else. It's not my best idea that counts, it's your best idea and how am I going to beat you is by really studying what you want. And that's where the deep strategy comes to the game."

[https://www.youtube.com/watch?v=r0hPfbn2DE&ab\\_channel=TheDailyShowwithTrevorNoah](https://www.youtube.com/watch?v=r0hPfbn2DE&ab_channel=TheDailyShowwithTrevorNoah)

#### **ACTIVITY:**

Keep showing to your students about different positions with check, checkmate, and stalemate on the board. Ask them where is the stalemate and where is a checkmate. Encourage them to create their own positions with stalemate ideas. The easiest solution will involve a king in the corner and a queen a knight's jump away.

If you give lessons through zoom let your students practice with bots on <https://www.chesskid.com/workouts> they will enjoy practicing with robots.

## Lesson eighteen: Scholars Mate and other traps

### UNIT CHESS GOALS

Students analyze the famous Scholars Mate which exists in a few variations. In this context they draw their attention again to the opening principles. Then they learn basic facts about traps and how to avoid falling into traps (in the opening) and when it is useful to set a trap.

### UNIT SOCIAL SKILL OBJECTS

Emotional intelligence and self-control

### PRIOR KNOWLEDGE

Students should already be able to play a complete game and have some experience with practical play.

### EQUIPMENT

As in lesson 2

### OPENER

Repeat together with your students the following 6 opening principles:

7. First develop the pawns in the center, then knights and bishops.
8. Fight for the center! The center squares are d4, d5, e4 and e5.



9. Castle early.
10. Move every piece only once.
11. Don't bring the queen too early into the game.
12. Don't make too many pawns moves.

## CORE LESSON

The Scholar's Mate is one of the most well-known checkmating patterns among chess players. It ends the game after only four moves by attacking the weak f-pawn with a bishop and a queen. The f7-pawn is considered weak because it is defended only by the king, and for this reason it is a common target in many opening traps.

It is one of the fastest ways a player can checkmate their opponent in chess. The Scholar's Mate is common among beginners, and most players have fallen for it or won a game with it at one point in their lives.



The Scholar's Mate is on the board!

It's very important to recognize the threat and also know how to defend against the checkmate.

Ask your students: Have you ever had this or a similar position with white or black?



Black to move

The last move of white was 3. Qf3.

Ask your students:

- What is the intention of white? Name the general problem of the squares f2 and f7 (only controlled by the king).
- Which move will help you to defend against Qf7 threat? (right answers Qf6, Qe7, Kf6, f6, Kh6).
- Which of them is the best move considering the opening principles (Kf6)?

- Is 3. Qf3 a good move?

No! White assumes that Black does not see the trap. If black sees or knows it, he finds the good opening and defending move (both functions in one move) Kf6 and has then a (very little) advantage.

Show your students the following position as well.



Black to move

Ask your students:

- What does the different position of the white queen mean to the defence of f7? (3. ... Nf6 is not sufficient, additionally the pawn on e5 is under attack).
- Students may suggest 3. ... g6 ?? as a defence, but then Qxe5+ and the rook on h8 will be gone.
- How should the game continue? (3. ... Qe7!, 4. Nc3 Nf6, 5. Qe2 O-O, see position below)
- How do you evaluate the position (black has a little opening advantage)
- How did white receive the corresponding opening disadvantage? (moving the queen two times while black developed a knight driving away white's queen.)



This means that white is punished for setting the trap just because his/her opponent was careful (saw the threat) and while defending he/she followed the opening principles.

## EMOTIONAL INTELLIGENCE AND SELF-CONTROL

Emotional intelligence is the ability to understand and manage your own emotions, and those of the people around you. People with a high degree of emotional intelligence know what they're feeling, what their emotions mean, and how these emotions can affect other people.

- Self-control, assertiveness, improved concentration, focus, ability to process difficult emotions (anger, fear), non-violent resolution of conflict.

It's very important to provide access to emotionally safe places for students: where young people can express those feelings, emotions and fears in healthy and positive ways, fostering emotional growth and development. Chess clubs with experienced trainers are good places for children to feel comfortable, to express their emotions, share their emotions with tutors and teammates and learn how to recognize and control their emotions.

Children can be unaware of how to express their feelings, how to be healthy mentally and how to behave properly in society. The major reason behind it is no one told them how to deal with these situations! Chess helps to express, to understand, and to take care of emotions. Playing chess offers an opportunity to discuss feelings. For example: "I lost a game, I made a mistake". Identifying that a mistake has been made, recognizing the feeling which followed (anger, sadness) and learning how to deal with those feelings are important part of chess education. Children learn how to accept mistake along with people they trust and feel comfortable.

The whole process of the game keeps kids expressive. They learn how to express their feelings which in turn help people around them to understand how children are feeling, what's going on with them.

It's also well-known that playing chess can help kids relieve stress and anxiety. When you play chess, you normally think about nothing but the game. You think about your next move, ideas of your opponent. You forget everything that is happening in your life and your brain can be focused on one thing. It's very important for children, who had to go through difficult periods in their life, to switch their attention and forget about all troubles at least for some time.

Self-control.

"Stop. Think. Act. In a society that lacks impulse control, most people do the reverse."  
– Maurice Ashley

In short, the game of chess gives you the opportunity to introduce your child to very important skills that they need to succeed in their lives – to think before you make a move. Children learn self-control and they are more likely to think before they make any decisions.

(The strongest women player in the history of chess Judit Polgár was trained, starting out in chess, to sit on her hands and think the position over before moving.) You learn quickly

that uncontrolled impulsive decisions often lead to mistakes which can be crucial. In opposite, you can improve your level of chess by learning self-control.

It's also important to understand the emotions of others and learn how to behave in different situation. For example, if your friend or opponent lost a game it's great to be kind and show your sympathy and respect.

An intense game of chess where your time is running low, and you still have to make critical decisions teaches us to remain calm under pressure. You have to be focused, while at the same time remaining calm so that your brain can work to its maximum. All of us have exams, presentations, deadlines, and tests throughout our lives. Same as in a chess game, we have to remain confident and calm to perform our best.

1) [https://www.youtube.com/watch?v=eIfkDt1IRw&ab\\_channel=Anti-Chess24](https://www.youtube.com/watch?v=eIfkDt1IRw&ab_channel=Anti-Chess24)

Polish National Team Member rages falling off his Chair.

It's a funny video which shows to the students that chess is a very emotional sport. Explain to your students what happened in the game and why did Polish GM was so emotional? What did his opponent Tigran Petrosian do when he saw him on the floor? Why did the Polish player shake hands at the end?

2)

[https://www.youtube.com/watch?v=3OXRR9Ql7kI&t=31s&ab\\_channel=SzachowyZapiecek](https://www.youtube.com/watch?v=3OXRR9Ql7kI&t=31s&ab_channel=SzachowyZapiecek)

A very emotional video about rapid match Karpov - Kasparov New York,2002.

Ask your students who won and who lost the match judging from behavior and emotions only. Which emotions did they see? How do you they react when they lose the game of chess? Is it necessary to hide their emotions or show them?

3) [https://www.youtube.com/watch?v=fNOjXHjRkNO&ab\\_channel=littlestz](https://www.youtube.com/watch?v=fNOjXHjRkNO&ab_channel=littlestz)

May 22, 2008 Irina Krush and Anna Zatonskih tie for the 2008 US Women's Chess Champion title. After two 15min/30second playoff games Two 5min/3second playoff games with the results ending in a tie an Armageddon Match Decided the Title.

Watch the video with your students and explain them the consequences of the Match and why this match was so stressful and the result was so important for both players. Ask your students which emotions both players have during the match and after the end of the game? Why Irina Krush threw her pieces, why was she so disappointed? Why didn't she shake hands with her opponent?

You can also share some views of other people on this story from the article

<https://en.chessbase.com/post/us-women-s-armageddon-reactions-from-our-readers>

4) [https://www.youtube.com/watch?v=WjEmquJhSas&ab\\_channel=ArkhamNoir](https://www.youtube.com/watch?v=WjEmquJhSas&ab_channel=ArkhamNoir)

Small future World Champion Magnus Carlsen plays against the strongest player in the World Garry Kasparov. Pay attention how both of them behave during the game. Which emotions can you see? Why do you think Kasparov was nervous?

## ACTIVITY

Show your students the following video:

<https://www.chesskid.com/videos/opening-traps-more-scholars-mate>

Older students might like this video more:

<https://www.chess.com/terms/scholars-mate-chess>

Ask your students after watching the video:

- What is a trap?
- How can you prevent stepping into a trap?
- How can the opening principles prevent you from stepping into a trap?
- How can the opening principles help you not to set “bad” traps?

A few insights from dealing with traps:

- Traps should only be set if you do not have to accept a positional disadvantage yourself.
- Traps rely on the opponent making a mistake: he/she falls into the trap. The trapper therefore expects that the opponent will not find the best move as an answer.
- As the opponent: Be careful all game long, a general recommendation!
- Traps can be set as (last) chance, if you need to save your position somehow (example: stalemate trap)



Black to move

Tschigorin – Schlechter, played in Ostende 1905

Black is lost. But sees a little chance. Obviously white does not suspect evil. Black plays 1. ... Qc7+

Good responses would be 2. b5 – b6 or 2. Kb4 and white will promote at least one of his pawns (repeat “Promotion” and why it is the right plan for white to win).

But white wanted to win quickly and gave the in between check 2. Qb6+ ??  
White expected exchange of queens and would be winning in that case.  
But... 2. ... Ka8 !!

Ask your students: What happens if white now plays 3. Qxc7 – what is it?  
(Black saved a draw out of a losing position because of stalemate). But even if  
White reacts differently: It's difficult to win with white now anyway. Try this out  
on your own board!

- Setting traps can help you bringing your opponent into time trouble. On the other hand, setting traps is more successful when the opponent is already in time trouble.

## **Lesson nineteen: King and Rook checkmate**

### **UNIT CHESS GOALS**

The students learn to mate their opponents with rook and king using the step-by-step method of systematically pushing the enemy king to the edge of the board where it will be mated. They learn to realize a simple mating plan. They will see that preventing stalemate is not as difficult as checkmating with king and queen.

### **UNIT SOCIAL SKILL OBJECTS**

Chess fears

### **PRIOR KNOWLEDGE**

As in lesson 16

### **EQUIPMENT**

As in lesson 2

### **OPENER**

Explain that checkmating your opponent – here with rook and king – is the last job to do before getting the full point. Be careful, patient and straightforward!

Ask your students: What can prevent you from success when you have rook and king against king? (losing the rook, stalemate, 50 moves rule). Today you learn a safe way how to mate with rook and king.

(Experienced player normally give up when they have a lone king against rook and king. But if your opponent doesn't give up, you need to know how to win!)

### **CORE LESSON**

Explain to your students that mating with a rook and king is very similar to mating with a queen and king (in fact, I find it easier because there is much less risk of a stalemate.).

Ask your students to set up mating positions with rook and king against king. Check and discuss these positions.

First cognitions:

- The king of the opponent must be driven toward the edge and finally/mostly to the corner of the board.

- Note: A rook can be attacked by the lone king, as a queen cannot be attacked by a lone king. Make sure, that the rook is protected when it stands close to the opponent's king.
- Your rook alone is not able to mate, it needs help of your king.

### ACTIVITY

Let your students set up the position 1 or 2 and then let them checkmate each other.



Black to move



Black to move

Ask them questions like:

- Position 1: What is your first idea? (black should cut most of white's king's squares).
- Ask your students for the first move (1. ... Rh7, another good move is 1. ... Rb2)
- Position 2: How should black proceed?
- Where will white's king be mated? (definitely on the edge, mostly but not necessarily in the corner)

The Step-by-step plan

- Make a fence around the opponent's king.
- Subsequently try to make this box smaller, step by step. If this is possible with the rook – do it directly. If not improve the position of your king.
- Don't give checks with one exception: when kings are in opposition. (we will see what opposition is).
- This whole process takes time but works safely.

Show your students the following video, where the whole process is shown and another idea, the “knight-move trick”, is explained:

<https://www.chesskid.com/videos/closing-the-box-checkmate-with-king-and-rook-against-king>



White to move

Here you can see an opposition: The kings face each other with one square between them. We speak about opposition when the amount of squares between the kings is odd. (This we will need later.)

It might happen that you reach position 3 (or a similar one). What can white to move do now? White should make a rook move along the 6<sup>th</sup> rank. Why? The right or obligation to make a move passes from white to black. This brings black into “Zugzwang”. This is a situation when one doesn’t want to move (because he/she has only “bad” moves) but has to move.

This method is called “losing a tempo” or “bringing your opponent into Zugzwang” and is a common idea even in Endgames.

Ask your students to set up the following positions that must be avoided:



Black to move

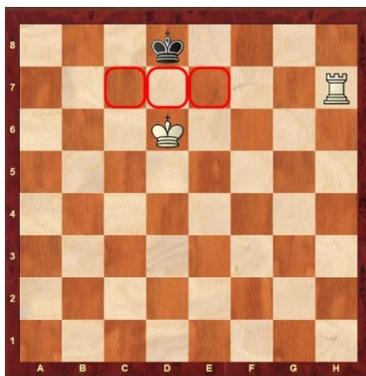


White to move

Ask your students: Why should white resp. black avoid these positions?

(If necessary: Repeat, what stalemate is.)

Then show your students the following position and ask them to give mate in one move.



White to move

(Explain again the term "opposition", and why the opposition of the kings makes the checkmate on the 8th row possible.)



How will black win in two moves? (Remember!)

Black to move

In the following position there are 2 ways to mate in 2 moves and one way to stalemate in one move. Do you find them all?



White to move

Winning moves: 1. Kg6 Kg8, followed by 2. Rb8#. Alternatively, you have following rook moves: Rb5, Rb4, Rb3, Rb2 and Rb1 with following move giving checkmate on the h-file.

## **CHESS FEARS**

Some fears which everyone has soon or later when they play chess.

Fear of the opponent. One can think that his opponent is simply stronger, much higher-rated, he is a titled player, while you are not, better prepared. One can have bad experience with some players and that they have always defeated them before and can do it again.

When you play vs stronger opponent take it as a challenge. Even try to find better opponents than you.

You learn more from being defeated by a good opponent than constantly winning against weak ones. So, you have nothing to lose! No matter what the result of the game will be you will learn something about the game of chess and about yourself.

Watch the video with Magnus Carlsen playing Garry Kasparov:

[https://www.youtube.com/watch?v=WjEmquJhSas&ab\\_channel=ArkhamNoir](https://www.youtube.com/watch?v=WjEmquJhSas&ab_channel=ArkhamNoir)

Fear that something might go wrong during the game. What if I do a mistake, what if I blunder a piece or checkmate, what if I forget my preparation.

Check this article to learn that even the world champions make blunders.

<https://www.chess.com/article/view/the-7-most-shocking-world-championship-blunders>

Remember that we are all humans and we make mistakes. Don't be too harsh with yourself, allow yourself to be a human who makes mistakes. Keep analysing your mistakes after the game with your trainer, friends and opponents to understand them better and improve. If you keep making some specific mistakes ask your trainer to help you to get some puzzles which will help you to improve your skills. (for example, if you keep missing forks or pins, try to solve more puzzles on this topics).

Fear of losing a game.

Think of a losing a game as an opportunity to learn from your mistake. Remember that losing a game is one of the possible results in any chess game in any sport and no one even the best ones cannot avoid losing their games. Keep playing, keep learning, improve every day, focus more on the move and the game than on the result.

Watch the videos of best players in the world who lose their games and matches and try to understand what emotions they go through., how do they cope with their emotions.

Inspirational quote from the interview of the Women's World Champion Hou Yifan:

How do you mentally prepare yourself for the games and for the World championship match?

Of course, I considered this match a very important event, but it's not the most important thing in my life. For me it's more important to be healthy, to be a happy person in my daily life. I will try to explain another way. Health and happiness mean number "1" for me. Achievements, victories are the "zeros". So, I would add those zeros to the number "1". The total can be 10, 100, 1000, 10000, but without the number "1" it's nothing. I think my attitude helped me to enjoy the match and feel good. I try not to make it a tragedy if I lose a game. As long as the match is not over, I would just focus on following games. In general, when you win it doesn't mean something crazy, if you lose it's not the end of the world.

Too many of us are not living our dreams because we are living our fears." –Les Brown

## **ACTIVITY**

Play simultaneously against your students or have them play against each other. They need to practice how to give checkmates with King and Rook. They also need to try to defend in order to understand which chances for a draw they have (stalemate ideas).

If you have online lesson let them practice those checkmates with bots on chess platforms.

## Lesson twenty: Simple tactics

### UNIT CHESS GOALS

Now we enter the field of combinations, where we apply everything, we have learned so far and give room to our own creativity. We will learn some simple tactics and how they work together. Let's have fun!

### UNIT SOCIAL SKILL OBJECTS

Self-confidence and fears

### PRIOR KNOWLEDGE

Students should know how pieces move, and they should already feel pretty safe in using all chess rules. They should be able to safely apply the opening principles.

### EQUIPMENT

As in lesson 2

### OPENER

Repetition: What is the value of pieces? (Queen 8-9, Rook 5, Bishop and Knight 3, Pawn 1). Repeat also that this is a general evaluation but can differ in certain situations.

### CORE LESSON

Now show your students some different tactical motifs:

- a) The Pin and the Skewer



Position 1 after white's 7. Bg5

7.Bg5 is the most important move of white in this variation of the Sicilian Defense (the Sveshnikov system, named after its inventor). White pins the black knight.

Ask your students: Why is such a move called a "pin"? (because the knight cannot move, otherwise the queen would be captured by the bishop, which means that Black would lose material because a queen is more valuable than a bishop).

This is called "relative pin". Relative, because it is black's decision to protect (or to lose) his/her queen. Losing material without compensation is not against the rules but a mistake.

And now let your students look at this diagram:



Position 2 after 3. ... Bb4

Here we see another example of a pin, by the way this opening is named "Nimzoindian defense" (named after Aron Nimzovich, its inventor). Again, a bishop pins a knight. But this time the knight can definitely not move, because it is against the rules. Ask your students: Why would moving the knight be against the rules?

This kind of pin is called "absolute pin" because there is no alternative to keeping the knight where it is.

Ask your students for their ideas on what to do against a pin in general

- move a piece between the pinned piece and the king or queen (in position 2 the move would be 4. Bd2)
- move the king or queen out of the diagonal, row or rank (but this is usually not necessary, especially in the opening.)
- attack the pinned piece (in position 2 with 4. a3)

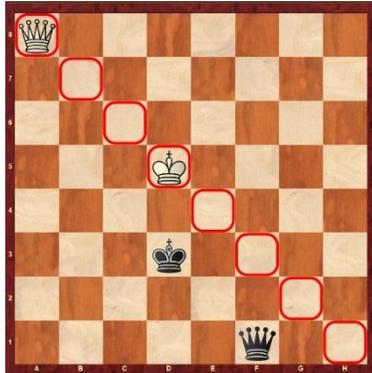
Point out to your students that while a pin is a tactical motif, it is not a reason to resort to inappropriate means (e.g., king's move in the opening).

What is a so-called skewer? A skewer is somehow a reversed pin. The difference is that the most valuable piece is under direct attack

Look at these positions:

Position 3: What should black do? What is the motif here? (queen and king on one diagonal). How many moves has black to win the queen?

Position 4: Same motif – how can white to move immediately win material?



Black to move



White to move

Show your students the following videos:

<https://www.chesskid.com/videos/the-piercing-pin-1>

<https://www.chesskid.com/videos/tactics-the-skewer>

b) discovered check, double check



Position 5 -White to move



Position 6-Black to move

Double check, discovered check and fork in one example! (Explain the terms to your students with Position 5).

Ask your students: What moves will lead to double checks? (Kd6++ and Kf6++). Which move is better and why?

Note: After a double check, the king must always move.

Position 2: What moves does Black have after Kd6++? Try it out: For example, you might think to move the knight to e7 to protect against Re1 check, but there is another check to defend against. Therefore, the king must run away after a double check.

In our case, after each move of the king, the black queen is captured by the knight, because of the fork, which is a double attack to queen and king.

A double check gives the active side an extra move. A double check normally accelerates the attack!

Finally show your students the following video:

<https://www.chesskid.com/videos/double-check>

Stop the video after every example to repeat what we have learned from it.

We have a similar situation (but usually not as dangerous) with the double attack against pieces: the opponent's pieces are overloaded.

c) Occurs very often: the fork



Position 7-White to move

Black's pawn d5 forks Bishop on c4 and the Knight on e4. White can only move one of the attacked pieces and will lose the other one.

d) Double attack. The most effective one when you give a check and attack a piece at the same move



Position 8-Black to move



Position 9-White to move

Ask your students: How can black win a piece in one move? Use the term “a hanging piece” (a piece which is not protected). This is every time a motif! When you see the Kg5 hanging it is quite easy to find Qa5+ (position 5).

e) Another way of winning a piece: Remove the defender!



Position 10-Black to move

White's knight on b5 is defended only by its rook on f5. How can black win white's knight? (1. ... g6!). The rook must leave 5<sup>th</sup> rank and now the knight is unprotected and will be captured.

### SELF-CONFIDENCE AND SELF-ESTEEM

"I learned that courage was not the absence of fear but the triumph over it. The brave man is not he who does not feel afraid, but he who conquers that fear."

Nelson Mandela

We all know that confidence is a big part of becoming successful. With confidence, you feel like a Superman/Superwoman who can achieve anything.

A few ways how to help your students to improve their self-confidence:

1. Show confidence yourself

When you students seeing you tackle new tasks with optimism and lots of preparation, it's a good example for them. That doesn't mean you have to pretend to be perfect. You can

even show them your anxiety, but don't focus on it—focus on the positive things you are doing to solve your task.

2. Don't get upset about mistakes and allow your students to fail.

Help your students to understand that everyone makes mistakes and the important thing is to learn from them, not dwell on them. Trial and error are how we all learn, and falling short on a goal helps kids find out that it's not fatal.

3. Encourage your students to try new things

Instead of focusing all their energy on what they already good at, it's better for them to learn something new. Getting new knowledge and skills makes everyone feel capable and confident.

4. Praise perseverance

Learning not to give up at the first frustration or mistake is an important life skill. Confidence and self-esteem are not about succeeding at everything all the time, they're about being resilient enough to keep trying, and not being distressed if you're not the best.

5. Help kids find their passion

Try to make students passionate about chess or anything else in life which can help children develop an interest to what they are doing, a sense of identity. Motivate them! When you do anything with passion you forget about problems with self-confidence you just keep doing what you like.

6. Set goals

Articulating goals, large and small, and achieving them can make your students feel strong. Help your students to put some real goals by encouraging them to think of what they would like to achieve or ask them to write a list of things they'd like to accomplish. It would be nice to practice breaking down longer-term goals into realistic steps. Like in the game of chess, we can have a long-term goal and we can also have small different plans and steps to achieve our goals. We learn how to create plans, how to think strategically which can help anyone to use this skill in life and feel more confident about future plans and the way to achieve them.

One of the ways is also to study biographies of those people who achieved something. It's important to give examples to students and show them the stories of their life and career to inspire them. It's also a good idea to show your student real role-models and invite for your lessons chess players or people connected to chess and let your students to ask them some questions and learn their stories.

7. Celebrate effort

Let your students know you value the work they're doing you are proud of them, whether they're just learnt how to play chess or solved a difficult puzzle.

8. Embrace imperfection

Explain to your students that the world is not so perfect as it looks. The idea that others are always happy, successful, and perfectly dressed is a fantasy, and a destructive one. Instead, remind them that being less than perfect is human and totally okay.

Explain them that in every sport it's not possible to be always a successful winner. Give some examples to students what people sometimes need to go through to be successful, show them both sides of success.

#### 11. Set them up for success

Try to create to your students some opportunities where they can be sure to find success. Help them get involved with activities that make him feel comfortable and confident enough to tackle a bigger challenge. Let you students to play with each other but try to balance and give them the opportunity to play sometimes with weaker or stronger opponents. If some of them play all the time with too strong players their self-confidence and motivation will go down.

Check this very nice article to learn more how to help your students to bring their self-confidence back.

<https://thechessworld.com/articles/healthpsychology/7-instant-chess-confidence-boosters/>

It's a very good idea to propose your students to help teaching chess ideas to a weaker player. "Teaching an opening or a simple chess concept to a lower rated player will not only help both of you to understand the concept better, but also will increase your own confidence level as a chess player."

Inspiring quotes:

"Self-confidence is very important. If you don't think you can win, you will take cowardly decisions in the crucial moments, out of sheer respect for your opponent. You see the opportunity but also greater limitations than you should. I have always believed in what I do on the chessboard, even when I had no objective reason to. It is better to overestimate your prospects than underestimate them." Magnus Carlsen, World Champion

"Confidence is very important – even pretending to be confident. If you make a mistake but do not let your opponent see what you are thinking then he may overlook the mistake."  
– Viswanathan Anand, Former World Champion.

#### ACTIVITY

Play simultaneously against your students or have them play against each other. Keep an eye on all games, and if a tactical motif appears, stop the games and show the motif to the students. Let the students first think for themselves what move they would suggest. Also consider together how the defender could have had the foresight to avoid the tactical motif. Try to solve as many as possible puzzles with your students, it will help them to improve their tactical skills.

You can find many puzzles in Internet by just searching them according to a motif. There are also many puzzles on ChessKid, chess.com, lichess.org and many other chess websites.

## **International Master Salome Melia on the program Chess for Refugees**

Social project for refugee girls is a real discovery for me and I'm very glad to participate in it. FIDE and UNHCR set many-sided goals and objectives which are significant and beneficial for youth.

Chess is an intellectual sport, which supports the process of integration of young generation into society, establishment of new friendships, obtaining team building skills, development of analytical skills, etc.

It's noteworthy that via studying chess a person may become not only a chess player and grandmaster but also sports journalist, commentator, photographer, coach, etc.

I believe that it was a valuable experience of engaging two coaches in learning process, which led to successful results.

In addition, it's crucial to run joint games, which involve all students and let them make moves one by one to engage every student in the process.

The practical experience showed it's important to make online lessons interesting and not only explaining chess-related topics. Instead, it was crucial to find the way to communicate with students, ask them questions, share various stories with them, show videos, pictures, invite different famous persons to lessons and of course to get feedback from our students etc.

I would like to thank the creators of this excellent project and wish many successes to authors of the program and to each student, who have already become members of our large chess family.

In my opinion, the results and feedback of this project are valuable. I am really glad to be a part of this activity and to be given an opportunity to work with these wonderful girls and to play even a little role in their future development. I tried to do my best in teaching them chess skills, giving examples how I am working as a professional chess player and increasing their motivation.

FIDE's slogan - "Gens Una Sumus! We are one family!" is unique one and the feeling that I belong to chess family makes me be more confident all the time.

Sincerely, WGM Salome Melia

## **Woman Grand Master Anastasiya Karlovich Personal Experience**

When Chess for Protection project for refugees started in September 2021, I had no idea it would become such an important part of my life. The goals were challenging and interesting at the same time. Salome Melia and I had to find our own way to the hearts of refugee girls in three schools in Kakuma and teach our new students how to play chess. We were doing lessons online, we needed to find a way to handle the lessons together with local trainers, who were in the schools.

Before we started our lessons, I read numerous resources of psychologists with explanations and recommendations on how to communicate with refugee children and tried to understand better what they had to go through. We came to the conclusion that while teaching chess we should focus on the social benefits of chess, and on the socialization of refugees with the help of chess, we decided to show girls that chess is an interesting and fun game to play.

We agreed not to put pressure on them, not to make their life more stressful. We would cheer them up every time they proposed any move or an idea, and encouraged them to answer our questions and be active during the lessons.

We also decided to show how the chess world functions by using our own examples and experience, as well as invite some interesting guests who will be a role models for our students. Salome Melia is a professional chess player and organizer; thus, she was telling stories about her chess career, and training routine, she would also show some pictures from the events she organized, and from training camps or tournaments, she was attending. As a member of the Georgian national chess team, she was explaining to girls about team spirit, friendship, her training process, and encouraging our students to help each other, to study and play chess together.

As a chess journalist, I'm travelling a lot and I was telling our students what it means to be a chess journalist, a player, or a photographer. I would show them pictures and videos from the top events and tell them chess news and inspiring stories about different chess players. We had different guests, including FIDE Vice President and the founder of the program Anastasia Sorokina, chess singer Juga. We all shared stories of our childhood, our first steps in chess, our emotions, fears, failures and achievements. We were explaining what chess gave to all of us, and what it can give to our students.

I believe we managed to create a very friendly atmosphere and could feel feedback from girls who also started to ask questions and told us their stories and experiences they had. It was such a pleasure to see how their level was growing, and to hear the first emotions they had during local chess tournaments.

This program for refugees is based on the experience we got this year and our main goal is to help the trainers who will teach refugees, provide them with proper chess lessons for

beginners and give them guidance on how to use chess for social progress and develop positive motivation in children while learning how to play chess.

The format of the program should help teachers to use the collection of videos which could be shown during online and offline lessons. It's easy to find the links to many short videos with chesskid lessons, inspirational stories, short movies and even chess songs in lessons of the program. Some pictures which I took during my trips to chess events are also included and can be shown to students. We hope every trainer will find her/his own way how to make lessons interesting and inspiring.

While I working on this program, the war in Ukraine started and suddenly my relatives, my friends as well as 7 mln Ukrainians became refugees. During those months I understood that the chess community is strong, united and helpful. Numerous chess fundraising events, simultaneous exhibitions, tournaments, friendly matches, and streams were organized to collect money for refugees. It became clear once again that chess is an international language which brings kids together even if they don't speak the language of their new countries. Anyone who plays chess can quickly find chess clubs or friends, who know the game of chess.

I would like to express my gratitude to all people from FIDE, the UNHCR, Lutheran World Federation (LWF), Kenya Chess Federation and Kakuma Chess Club for launching a Chess for Protection project. I would like to thank ECU and FIDE for supporting the idea on creating the Chess Curriculum for Refugees. And last but not least, I would like to thank girls in Kakuma for being my inspiration and motivation for this project.



## **Chess scientific research institute, Armenian State Pedagogical University after Kh.Abovyan**

### **RECOMMENDATIONS FOR USING THE CHESS LEARNING PROGRAM TO SUPPORT REFUGEE ADOLESCENCES**

1. Taking into consideration that some students have been involved in stressful situations it could contain risks for their mental health like post-traumatic stress disorders (PTSD). Thus, there is a number of research devoted to chess therapy. One of the key ideas of those papers is the concept of the right level of difficulty in the study program which can be recommended method for the treatment.

2. Chess helps a lot not only to set realistic, achievable, and appropriate goals, but also can help students to focus on opponents' goals and make reflections. Following this fact, we recommend focusing on these two aspects of teaching and learning chess: setting goals and reflecting on the opponents' goals.

3. Chess study program should take into account students' attitudes to chess and their learning preferences. It would be an effective strategy to use not only competitive (recording the progress, having a rating scale, playing with each other, etc.) but also collaborative strategies (group working, team working, and solving the puzzles together).

Taking into account students' attitudes will help to promote their motivation. The following activities will be effective for that purpose:

- a. Take the time to talk with students and explain why a learning activity is important;
- b. Provide students with opportunities to make choices that are meaningful to them.
- c. Encourage students in goal-setting is to guide them in developing personal goals about desired and undesired future circumstances;
- d. Work to spark student interest, enjoyment, and a sense of challenge.
- e. Be attentive to students' feelings when they are being asked to do something they don't want to do.
- f. Manage the classroom effectively, in a way that lets students make personal choices.

4. In order to promote collaborative aspects of acquiring chess knowledge it would be nice to communicate to students the goal of their understanding the material, rather than performing well or winning. Sometimes setting right and realistic, achievable, and appropriate goals can help to understand each student's learning needs. Fostering a non-competitive environment is also might be helpful when students compete with one another, social comparison is inevitable, thus making performance goals more likely.

5. To the question "what did you feel when you lose the game", the majority of participants' answers were negative like bad, angry etc. Therefore, we are suggesting taking some additional time and resources for discussing the benefits of analysing the mistakes they have done and how to avoid them in the future. Actually, the fact, that losing games

makes people unhappy, is a normal reaction, but losing can help students to understand their cognitive strategies. Teachers must take time and make efforts to solve this problem and provide additional support to benefit from losing (although winning is preferable, learning from the mistakes is also a good strategy, especially during the learning). Psychological assistance might be necessary for this kind of program.

6. The absolute majority of participants (15 students) mentioned chess as a way for their future development, but many of them have some thoughts related to applying chess skills to other aspects of their careers. Thus, we recommend trying to link chess skills to life skills, e.g., social skills, etc. Within this context, it would be effective to design a study program to communicate with the participants on the subject of how can chess improve their decision-making, responsibility, communication, etc. For instance, they can take part in the two-player teams where they help each other develop their skills through practice and cooperation. They can also discover that everyone who plays chess has an equal opportunity to be a winner of the game. They also learn to play the game by the rules and they know that everyone will have the exact same rules. They can also learn self-control and they are more likely to think before they make any decisions.

7. Equally challenging is the task of rebuilding the child's sense of self-worth. Low self-esteem is of course a frequent problem of children who have been persistently abused and exploited. Children who have been released by the forces seem oversensitive to anything that could be taken as a further threat to failing self-esteem. Teachers must take this fact into consideration while designing the program based on games or competition. Certainly, knowing the context of each child's social and psychological situation will highlight many problems. Chess knowledge can play a very important role in increasing children's self-esteem, self-efficacy and self-confidence as well. On the other hand, they are very sensitive to these psychological aspects. We suppose that these things could be analysed deeply and seriously. From an educational point of view, students motivated to protect self-worth and avoid failure often engage in one or more of these ineffective strategies: non-performance, procrastination, or setting unreachable goals. These students likely need guidance in setting challenging but realistic goals, need the link between their effort and self-worth strengthened, and benefit from developing positive beliefs about their abilities.

## **Review of Chess program for adolescent refugees "Curriculum Chess for Refugees"**

Provider: International Chess Federation (FIDE).

Authors:

- Anastasiya Karlovich, a Woman Grandmaster, chess journalist from Ukraine, chess coach currently actively involved in teaching refugees in Kakuma, Kenya.

- Skogvall Martina, a Women FIDE Master and a chess coach from Germany with 10 years of experience.

General description:

The Program is created to support adolescent refugees and takes into account age and psychological features, the level of their knowledge and skills, and local conditions local conditions. The Program is implemented in educational and social adaptation frameworks. Program duration is 1 year and consists of 20 topics. The age of children and adolescents to whom the Program is applicable is from 10 to 18 years. The number of children and adolescents in one group is from 10 to 50 people and may vary according to the level of their progress. Classes are held once a week, lasting up to 60 minutes. They are based on group, team and individual activities, and include theoretical, practical and cognitive parts. The applicability and novelty of the Program are determined by its focus on the full or partial socialization of adolescent refugees with the help of chess, the elimination of mental health risks such as post-traumatic stress disorder (PTSD), considering that some children and adolescents experienced stressful situations.

The Program improves working efficiency of coaches, chess teachers and rehabilitation counselors in the social sphere, as well as develop positive motivation in children and adolescents while learning chess.

The Program focuses on two aspects of teaching and learning chess: setting own goals and understanding the opponent's goals, as chess not only assist to set realistic, achievable and adequate aims, but can also help children and adolescents to focus on the opponent's goals and reflect on them.

One of the key ideas of "Curriculum Chess for Refugees" is the concept of the right level of complexity for teaching material. The plan of study involves a gradual complication of the educational material at each stage of training. The concentric structure of the Program

allows children and adolescents to gain new knowledge based on what they have already learned. A big part of it is given to independent work. The effective strategy is to use not only competitive (fixing progress, rating scale, playing with each other, etc.), but also collaborative strategies (group work, teamwork and cooperative problem solving, puzzles).

The benefits of the Program are based on its objectives:

- Explain to students why learning activities are important.
- Give students the opportunity to decide on what makes sense to them.
- Encourage students to set goals: guide them in developing personal goals in relation to desired and undesirable future circumstances.
- Arouse interest, pleasure and challenge.
- Recover self-respect, self-esteem and self-confidence.

The Program corresponds to the specifics of adaptive learning:

- Stimulates cognitive processes
- Improves communication skills
- Creates social and cultural environment for communication
- Maintains the desire for independent practical activities
- Stimulates creative use of life experience.

To achieve their objectives, the authors use the following methods:

- Practical methods (exercises, assignments, independent work, playing mini-positions)
- Visual methods (video materials, work on a demonstration board, subject and plot images)
- Verbal methods (stories, explanation, conversation).

The Program is integral, has a clear structure and scopes in each of the 20 topics. The goals and objectives, general requirements for knowledge, skills, assessment criteria, achievements, and further prospects for the development of the Program are fully aligned.

The style of presentation is clear, concise, demonstrative, and logical. The content of the Program is applicative and corresponds to the best practices. All classes are appropriately distributed according to the types and areas of educational and adaptive activities and labor intensity in hours for each topic.

Conclusion:

The Program is created at a high professional level, deserves a positive assessment and can be recommended for use by coaches, chess teachers and rehabilitation counselors in the social sphere to organize and conduct chess classes with adolescent refugees.

REVIEWER:

Natalija Popova

Woman International Master

FIDE Trainer

Co-author “Methodological guide for teachers to conduct chess classes when working with children with autism spectrum disorder”.