

E D U C A
C H E S S



Chess for everybody

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CONTENTS

This collection comprises **six levels** of contents and exercises, grouped in **three blocks**: beginner, intermediate and advanced.

In each level of the collection, contents on **opening**, **middlegame** and **endgame** are explained.

Everybody can learn to play chess in a fun way.

This collection is recommended for 6 years old children and older.

It is not necessary to have any previous knowledge of chess, as everything is explained from the beginning.

After the last level of the collection, it is possible to continue learning chess with most of the specialized books on openings, endgames, in-depth tactics and strategy as well as the vast bibliography on openings and defences books on sale.

All **materials** will be available simultaneously in print, PDF, and interactive multimedia formats.

The material in PDF format can be visualized and printed with virtually any computer software (see free website downloadable material).

The multimedia materials will be presented on an interactive portal where exercises will be programmed and designed using Web 3.0, allowing access through any internet-connected device and benefiting from AI (Artificial Intelligence).

Each book includes a **solutions manual** in PDF format for consulting the answers.

The collection offers three **teaching guides** in PDF format to aid in the educational process of teaching chess. The first two teaching guides are specific to the two introductory books, and the third guide is comprehensive for the other four books in the collection.

Simultaneously, all of the learning material is available in any language which has been translated.

In the final part of this document, you can find lists of contents from all the books.

The first book in the collection has already been updated to incorporate the educational chess approach through supplementary materials. The second will be updated soon, followed by the others

LEARNING MATERIAL

BOOKS

The contents of each book are organized in ten units.

Each unit contains **four types of pages**:

1. The title page, which presents the summary of contents of the unit and an illustration.
2. Pages on theory, which contain basic definitions and examples with its explanations and comments. The concepts are presented through definitions and/or diagrams.
3. Exercise pages, which serve to practice and assimilate the concepts explained in the theory pages.
4. Pages with tasks specifically designed to work on chess metacognition.

Each theory page is accompanied by one or several pages of exercises in order to facilitate and practice the conceptual contents.

At the end of some unit pages, mixed exercises can be found on all the concepts of the specific unit (these exercise drills have a letter instead of a number).

Features

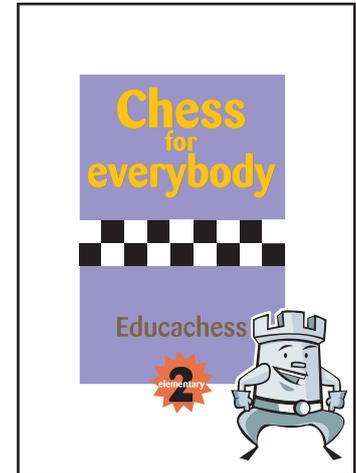
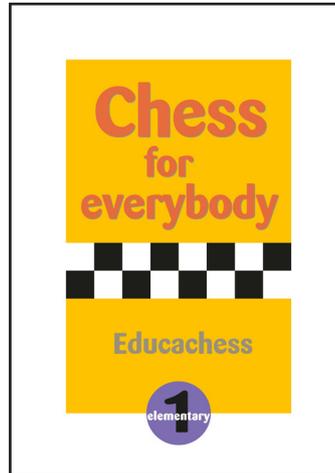
A4 format.

All the pages and illustrations are in colour.

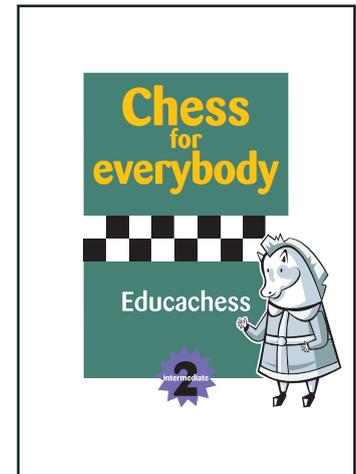
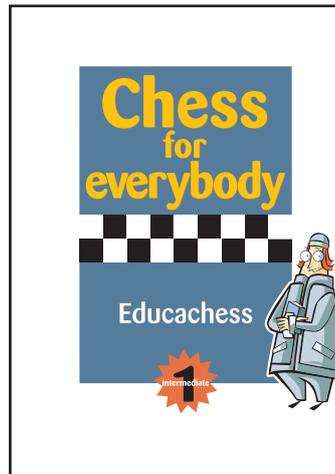
Visually attractive design.

The books have 192 pages. The updated versions of the books will have no page limit; the new Initiation 1 book has been expanded to 234 pages.

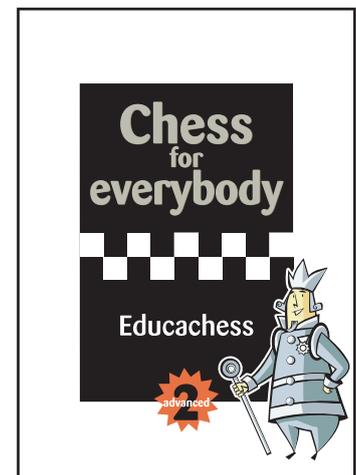
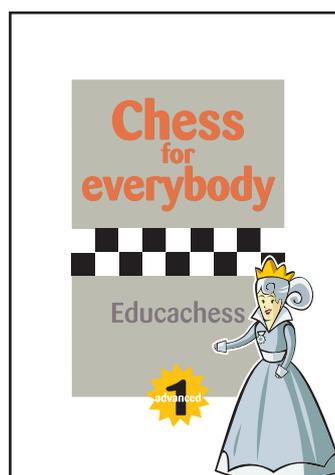
Elementary



Intermediate



Advanced



Title page

6

Check to the king

Check to the king

Counter-moves against the check to the king:

- Capturing the attacking piece
- Interposing a piece
- Moving the king

Checkmate

Mating patterns



135

Summary of the contents of the unit

Theory

Check to the king

The king is checked when an opponent's piece threatens it.
After a player makes a move, his/her king can't be under check because it would be an illegal move.

Examples



1

The white rook heads to row 8...



...and from square e8, it threatens the black king: it checks the king.



The black bishop moves to square d4...



...and from this square, it checks the king.

Space for the definition or diagram

Examples

Explanation of the position

Number or letter of the exercise drills

Exercises

Heading

Check to the king 6

1 With an arrow, show the move that white must make to check the black king without losing material.



1



2



3



4



5



6

137

Tasks

C **Eight Pieces on the attack**
Indicate with arrows all moves that checkmate the king. Use different colors for each piece.

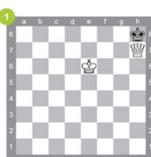


1



2

D **Retractor moves**
The last move made is undone, and another move is made to checkmate. If the move undone was a capture, the piece that is most beneficial to us is restored.



1

There was a black rook on h7.
Where was the white queen?



2

There was a white knight on g1.
Where was the black knight?

6

MULTIMEDIA

Multimedia version developed with HTML 5 technology. It presents all the content from the books in the same collection (theory, exercises, tasks, and games) in an interactive and guided format to facilitate personalized chess learning.

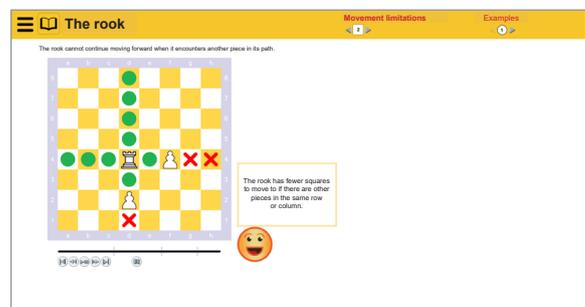
Additionally, other interactive activities related to the world of chess (history, competitions, champions, etc.) will be included.

In this prototype, the functional design, server-side programming, databases, user access and maintenance, software for developing any exercise, activity, or game, and the interactive presentation of theoretical content were completed. Updates were paused at the time when content was being introduced into XML files in different languages, and other games and types of exercises were being designed.

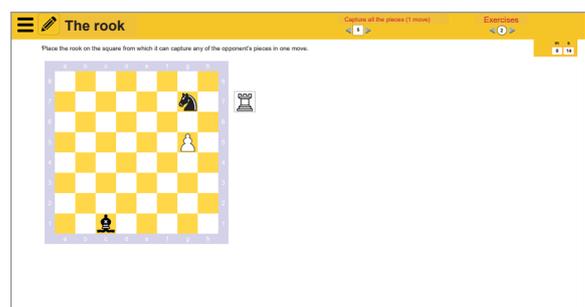
In the future, it is planned to update it by incorporating new Web 3 technologies (artificial intelligence, blockchain, etc.) to offer many more features.



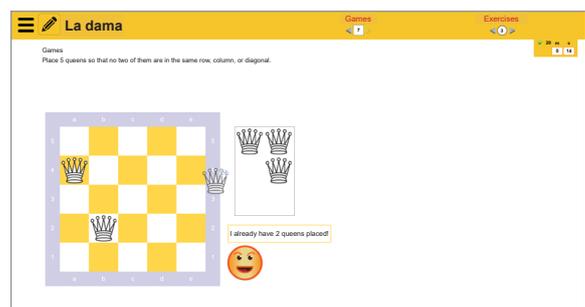
Interactive theory, exercise, and task cards on the units of the pieces corresponding to *Chess for Everybody, Initiation 1*.



One of the explanations of the rook's movement.



Exercise to practice capturing with the rook.



Task based on a typical *chess problem about piece distribution on a board*. It starts with a 4x4 board, gradually increasing in complexity until reaching an 8x8 board.

PROGRAMMING

OBJECTIVES

General objectives:

1. That all persons can learn to play chess, young people as well as adults.
2. Establishing an easy learning method that takes into account the different rhythms of learning.
3. Presenting a programme and structure of coherent and didactic contents.
4. To promote metacognitive learning in chess, with the aim of facilitating the transfer of cognitive skills developed through chess practice to other areas.
5. Creating learning material for teaching chess which fulfill the following requirements:
 - 5.1. Referential material to establish the courses (levels and contents) delivered by the instructors.
 - 5.2. Reference material for pupils.
 - 5.3. Material suitable for self-learning.
 - 5.4. Material that suits chess players as well as non-initiated people.
6. Promoting the habit of mental gymnastics through playing chess.

The EDUCACHESS project is an ideal tool for achieving our objective; **introducing chess into all European schools**, as it was issued in a Statement from the European Parliament on March 15th 2012.

The fact that teachers can teach the contents easily, in spite of not having previous knowledge of chess, creates awareness of chess in all schools without additional economic costs.

Chess objectives:

1. Acquiring the basic knowledge in order to be able to play a game of chess.
2. Being able to differentiate the three phases of a chess game: opening, middlegame and endgame.
3. Knowing the general principles of the opening, middlegame and endgame.
4. Knowing how to use tactical procedures in any phase of the game.
5. Learning the strategic principles that are used in playing a chess game.
6. Knowing how to assess a chess position and elaborate plans.
7. Knowing at an elementary level, what openings and defences are as well as their variations.
8. Learning how to keep score of a chess game and being able to reproduce it.

METHODOLOGY

The methodological aspects are to be explained in three levels: the general ones referred to the collection of books (in this section); those related with each specific volume, and finally those related to the specific unit within a book. The last two of them can be found in the didactic guide (PDF format) corresponding to each book (see page 3 of this document).

The general methodological aspects taken into account for the realization of the book collection *Chess for Everybody* are exposed here.

This collection's books feature a very visual and attractive design (with the minimal quantity of indispensable text), the concepts are presented in a progressive way and exercises of gradual difficulty are set out for each explained concept in order to favour its learning.

Concepts

Each concept is introduced at the adequate moment, relating it to the contents previously explained and, at the same time, it serves as an introduction to other concepts that show up at a later time, either in chapters of the same book or the following books of the collection.

When a new concept is explained, the pupil already knows all previous necessary contents for a good understanding of the new one. With this type of comprehensive learning it is possible to acquire a global view of chess because the assimilated contents are related to each other; otherwise, learning isolated contents makes it difficult to develop creative capacities and it supposes a bigger intellectual effort in the learning process.

The chess contents are shown distributed and structured in six books for the pupil to have a progressive, coherent learning and, at the same time, to understand and relate concepts, and not only memorize them. Normally, the general courses on chess are concentrated in one or two books at the most.

Each concept is presented in a theory lesson that contains a brief definition, several commented examples and some notes; each theory lesson is accompanied with one or more exercise drills.

Sometimes, a theory lesson slightly introduces some concepts that will be elaborated on in further units of the same book or the following books of the same collection; this is done when necessary due to the direct relationship with the other concepts of the unit.

Exercises

In every one of these exercise drills, the pupil will work and will be able to write the solution of each exercise.

There are two types of exercise drills:

1. Specific exercises that serve to facilitate the understanding of the explained concept and to strengthen mental agility, be it visual recognition or mental analysis.
2. Global exercises which serve to interrelate the various contents explained in the unit.

In order to differentiate them from the other ones, letters are used instead of numbers to designate them.

Some exercises have been designed with more than one solution, in order to favour:

1. The participation and the pupils' motivation to find other solutions.
2. The attention and the analysis of the position to improve the assimilation of the concepts.
3. The reflection of outstanding pupils on other issues related with the exercise.

Occasionally, some exercises are presented at the end of some drills, which can be used to introduce some comments on concepts to be dealt with in further units.

Another of the important aspects is that in each book the three phases of the game, opening, middle game and endgame are dealt with. That is, strategical and tactical contents for each phase of the chess game are introduced, while at the same time, these three phases of the game get related with one another.

Notes

As this collection is aimed at the general public, the two first books explain the basics of the game of chess, dedicating a lot of units to explaining elementary concepts and rules of the game. The first book is useful for introducing chess to people who do not have previous knowledge about chess and the second book for the ones who already know how to play a chess game at a very elementary level. People who basically know how to move the pieces, can begin from unit 5 of the first book.

We also want to point out that in the six volumes of the collection, the theory of chess openings is not explained in the traditional sense of developing the different openings and defences with their most important variations, an approach where memorization is mainly favoured. One of the objectives of this collection is that at the end of the six volume course, the apprentice should be capable of undertaking the study of the ample bibliography on openings and defences, while also looking closer at different aspects of endings and positional analysis.

To achieve this, throughout the collection the apprentice can find names of openings in some examples, strategic concepts, some ambushes, explanation about what is an opening system and its variations, etc., in order for him/her to be able to play an opening system with correct judgement, even if he/she has not learned it in depth.

Another of the important methodological aspects is that the concepts are presented gradually and with different approaches, for rendering it possible to acquire a global vision of each subject being dealt with.

For instance, when explicitly teaching the attack to the castling, mating combinations, combinations and sacrifices have been explained previously, to make it possible to use all of these tactical resources. The attack to the castling is also analysed with diverse and complementary approaches; for instance, the attack through lines (columns, diagonals and rows) and the attack over the different points in the vicinity of the castling (h7, h8, g7, g8, f7, f8, etc.).

In short, the same criteria used for book design, planning, structuring and realization, in subjects pertaining to the compulsory curriculum of educational centres, has been used in this case applied to chess; with the advantage of having been developed by teaching professionals. In this way, the result has been producing materials which are apt for being used by a very general public, and not only by chess fans. Offering the general public a basic formation in chess is the aim, for them to benefit from the advantages, educational and intellectual, of practicing chess.

From there on, people who might want to continue their chess education will already be sufficiently prepared and motivated to improve with the very ample chess bibliography already in existence. In the same way as it happens with music; many people receive a basic musical formation in a conservatory because it contributes to the personal global education, but few of them decide to continue a professional musical formation.

APPLICATION

The learning material can be used in the stages of primary and secondary school, in extracurricular activities, as an optative subject in secondary school, as learning material in chess clubs, or in civic and leisure centres for the ludic education of youngsters or adult people.

The collection enables chess learning in extracurricular activities during six school courses, or in less time if the weekly hours are increased, as it is the case of courses delivered in chess clubs.

For a better use, it is recommended to use the material from the age of 7, because at this age children can already read. To begin with younger children, it is recommended to use the books of the *Play and learn* collection.

For people using the material for self-learning, for parents teaching their children, or for instructors that devote themselves to chess teaching, it is recommended to consult the didactic guides, as they contain the objectives, necessary previously explained contents, the methodology used in each unit, important notes, most frequently encountered difficulties, suggestions, aims and characteristics of each exercise, etc.

The **advantages** of using this methodology and of the structuring of the contents of this collection are the following:

For the pupils:

1. They allow the pupil to learn how to play chess, understanding strategic and tactical concepts first, and then memorizing the theory of openings and the concrete tactical and strategic procedures of the various phases of a game. This approach is important, as what is memorized without being well understood, is easily forgotten.
2. They allow creating images or mental patterns, which improve the capacity to combine or relate to the various explained contents.
3. They stimulate critical thought, mental agility, the capacity of analysis of variations, the assessment of positions and decision-making.
4. Allows for easy revision of the explanations of the instructor in class with the book. It is important for the pupil to consolidate what was learned in class, through personal work with the book.

For the instructors:

1. They have at their disposal a pedagogic, didactic, complete, global, universal and officially approved curricular design.
2. They improve planning, coordination, follow-up and evaluation of the classes delivered by a group of instructors of a club, federation, etc.
3. They add quality to the extracurricular activity of chess, towards the parents and the educational centres (see the educational and sports projects in the WEB page).

In order for results to be optimal, each pupil should have a book; this facilitates the realization of the exercises as well as reviewing the contents already given.

CONTENTS

Elementary 1

1 The board

The board and the squares
The rows and columns
The diagonals
The pieces
The flanks and the sides

2 The pieces

The king
The rook
 Check to the king
 Checkmate
The bishop
The queen
The knight

3 The pawn

Its movement
Capturing
Promotion
Capturing “en passant”

4 The value of the pieces

Value of the pieces
Equivalences

5 Let's play...

The threat
Types of moves
 Attacking moves
 Wrong moves
 Defensive moves
 Illegal moves
Defence from an attack
Description of a move: step by step
Exchanges

6 Check to the king

Check to the king
Counter-moves against the check to the king
 Capturing the attacking piece
 Interposing a piece
 Moving the king
Checkmate
Mating patterns

7 Castling

Castling
Types of castling
Requirements for castling

8 The result of a game

The result of a game
Types of Draw
Stalemate

9 Basic mates

Mating with two rooks
Mating with one rook
Mating with the queen

10 Combinations

Double attack
Skewer
The pin
Discovered attack
Destruction of defences
The X-Ray attack
Defending Against an attack
 Avoiding the double attack
 Avoiding the skewer
 Avoiding the pin
 Avoiding the discovered attack
 X-ray as a defensive resource
Preventing an attack

Elementary 2

1 Notation

Identification of squares and pieces
 Notation of a movement
 Notation of a capture
 Confusing moves
 Special moves
 Evaluations
 Rates of play. Clocks

2 Opening

Phases of a game
 Control of the centre
 Basic rules of the opening

3 Errors in the opening

Time losses:
 Moving too many pawns
 Moving the same piece unnecessarily
 Minor pieces threatened
 Moving the queen incorrectly
 Weak pawns:
 Double pawn
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 Backward pawn
 Pawn too advanced

4 Short games

Fool's mate
 Absent-minded mate
 Scholar's mate
 Légal's trap

5 Exchange

Pressure - Defence
 Piece exchanges
 Simplification
 Counter-attack

6 Combinations

Combination and tactics
 Double attack
 Skewer
 Pin
 Discovered attack
 X-ray

7 Mating combinations I

Mates with queen
 Mates with rook

8 Mating combinations II

Mates with pawn
 Mates with bishop
 Mates with knight

9 Pawn endgames

Rule of the square
 Rule of the opposition
 King and pawn against king
 Endgames with two pawns

10 Endgames with pawns and minor piece

Pawn and knight
 Pawn and bishop
 Knight against pawn
 Bishop against pawn
 Knight against two pawns
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Intermediate 1

1 Strategy in the opening

Space
 Pawn structures
 Minor piece coordination
 Schemes

2 Traps and gambits

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 Gambit

3 Major pieces

Rooks and columns
 Rooks and ranks
 Centralized queen

4 Minor pieces

Good and bad bishops:
 - of different colour
 - of the same colour
 Bishops and knights:
 Bishop vs. knight
 Bishops vs. knights

5 Let's think...

Tactical themes:
 Piece with little mobility
 undefended piece
 Pinned piece
 Poorly defended king
 Strategic themes:
 Improving the king's position
 Expelling an active piece
 Improving the position of pieces
 Gaining space

6 Mating combinations

Introduction
 Mates with queen
 Mates with rook
 Mates with minor pieces

7 Sacrifices

Sacrifice
 Transposition
 Attack to the defending piece:
 Deflection
 Destruction of the defence
 Interference
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 Attraction of the king
 Clearing of a line or square
 Tactical blockade

8 Attack to the castled king

Introduction
 Types of attack:
 Through columns
 Through diagonals
 Through rows
 Other attacks

9 Endgames with pawns

Triangulation
 Correspondent squares
 Blockade of pawns
 Passed pawns
 Creation of passed pawns
 Pawn promotion
 Rook against pawn
 Queen against pawn

10 Endgames without pawns

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 Mate with bishop and knight
 Queen vs. rook

Intermediate 2

1 Opening and initiative

Principles of the opening
Active and passive pieces
The initiative
Openings and their variations

2 Types of centre

The centre
Types of centre:
Classical mobile centre
Open centre
Closed centre
The little centre
Fixed centre
Centre under tension
Other types of centre

3 Use of the lines

Diagonals:
Clearing of diagonals
Obstruction of diagonals
Defence against diagonal pressure
Columns:
Clearing of columns
Obstruction of columns
Positional opening of columns
Rows:
Clearing of rows
Tactical obstruction of rows
Manoeuvring through rows

4 Assessment of positions

General comments
King safety
Material balance
Development and space
The centre and the outpost
Passed pawns and their blockade
Damaged pawn structure
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Control of diagonals and other rows
Poor position of a piece

5 Let's think...

Notions on analysis of variations
The tree of analysis
Intermediate move
Order of moves
Attack with maximum of forces
Flank attack and central reaction

6 Attacking the king

Attack on the castled king (h7)
Attack on the castled king (g7)
Attack on the castled king (f7)
Attack on the uncastled king:
With queens on the board
Without queens on the board
Attack on the castled king with
"fianchetto"

7 Drawing combinations

Perpetual check
Continuous attack
Reduction of material
Stalemate

8 Pawn endgames

Distant opposition
Reserve tempo
Passed pawns: Outside, protected,
two isolated pawns
Double aim manoeuvres
Active king
Pawn sacrifices

9 Rook endgames

Rook vs. rook
Rook vs rook and pawn
Philidor's defensive position
Position with active defensive king
and passive defensive rook
Lucena position
Defending king cut-off two columns
Rook pawn case

10 Minor piece against minor piece+pawn

Knight and pawn vs. knight
Knight and pawn vs. bishop
Bishop and pawn vs. knight
Bishop and pawn vs. bishop (bishops of
the same colour)

Advanced 1

1 Types of openings

Classification
 Openings with 1.e4
 Openings with 1.d4
 Openings without 1.e4 or 1.d4

2 Variations of an opening

Variations and sub-variations
 Character of the variations
 Tree of variations
 Evolution in time
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Replies to a gambit
 Gambits with white pieces
 Gambits with black pieces

4 Assessments and plans

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 Opening of the position
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 Adapting the plan
 Formulating initial plans
 The plan and the pawn structure

5 Defence

Active and passive defence
 Economy in defence
 Simplification
 Exchange of the most dangerous attacking piece
 Strengthening weaknesses
 Counterplay
 The defensive sacrifice
 Countersacrifice
 Closing or controlling the lines of attack
 Central reaction against flank attack
 The intermediate move
 Various defensive themes

6 Sacrifices

Introduction
 Pawn sacrifices
 Knight sacrifices
 Bishop sacrifices
 Rook sacrifices
 Queen sacrifices

7 Attack to the king with opposite castling

Introduction
 Whoever arrives first, wins
 Attack with pawn avalanche
 Breaking pawn blockade through piece sacrifice
 Breaking with pawn sacrifice
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8 Pawn endgame

Stalemate as defensive resource
 Freeing space to manoeuvre
 Transformation of the advantage
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 A pawn that stops two pawns

9 Rook Endgames

Rook vs. two connected pawns
 Rook vs. two isolated pawns
 Rook vs. rook and pawn (in 7th rank)
 Rook vs rook and pawn (in 6th rank)

10 Endgames without pawns

Rook vs. bishop
 Rook vs. knight
 Rook and bishop vs. rook
 Rook and knight vs. rook
 Queen vs. minor piece
 Queen vs. two knights
 Queen vs. bishop and knight
 Queen vs. two rooks
 Two minor pieces vs. one minor piece

Advanced 2

1 General ideas in the opening

General concepts
Types of threats
Types of gameplay
The open game
The closed game
Universal openings
Openings with white pieces
Openings with black pieces

2 Study of an opening

Scottish opening
Main lines
The Mieses variation
Other variations

3 Styles of gameplay and other ideas

Repertoire of openings
Style and choice of openings
The romantic school
The modern school
The hyper-modern school
Contemporary chess
General principals of the opening and specific threats
Objectives in the middle-game

4 Pawn structure

General concept
Principal pawn formations
Typical structures in the openings

5 Traps

General concepts
The ambush during the phases of the match
The hidden trap
The intermediate movement
The difference between an ambush and a combination of famous ambushes

6 Strategic themes

Minor attack
Defence from a minor attack
Pair of bishops in the end
Steinitz's restrictive method
Other methods
Beginning of two weaknesses

7 Positional sacrifices

Introduction
Pawn sacrifices
Quality sacrifices
Sacrifices of minor pieces
Sacrifices of major pieces

8 Finals with minor pieces and pawns

General concepts
Knight vs knight
Bishops of the same colour
Bishops of a different colour
Bishop vs. knight. Superior bishop.
Bishop vs. knight. Superior knight.

9 Rook endgames

Rook and pawn vs rook and pawn in 5th rank
Rook and pawn's rook vs rook.
Vancura's defensive method
Typical endgames with a larger number of pawns

10 Queen endgames

Queen vs queen and pawn
General concepts
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Rook's pawn or knight
Bishop's pawn or central
With a larger number of pawns.