

Chess



for

everybody

E D U C A
C H E S S



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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 7 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 the **learning material** will be available simultaneously in print, PDF and multimedia formats.

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

The multimedia material will be available at an interactive portal. All the exercises are programmed and designed in HTML 5, enabling access from any device with an Internet connection.

All parts of the learning material (book) will be available with a **teacher's guide** and complete with **answers**.

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.

LEARNING MATERIAL

BOOKS

The contents of each book are organized in ten units.

Each unit contains **three 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.

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

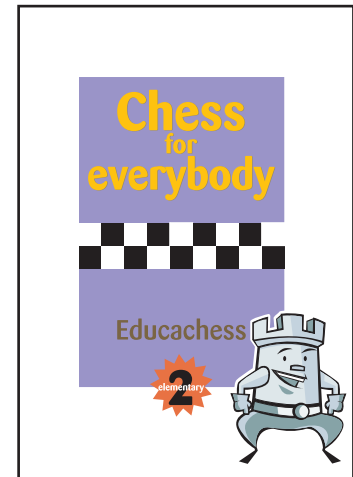
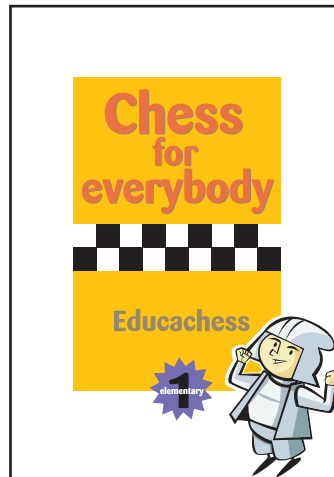
A4 format.

192 pages (8 for credits, index and introduction, and 184 for contents).

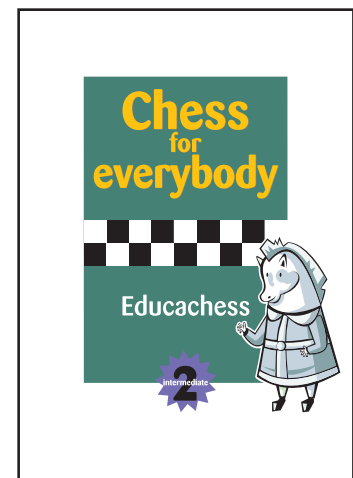
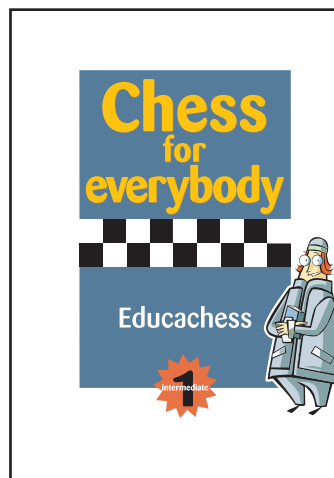
All the pages and illustrations are in colour.

Visually attractive design.

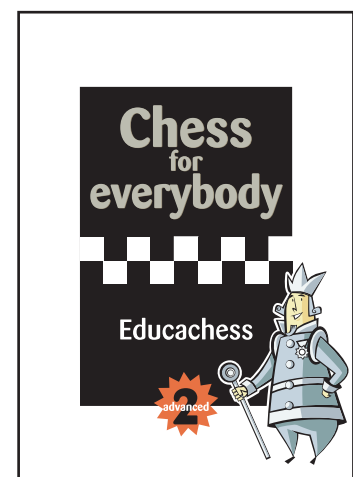
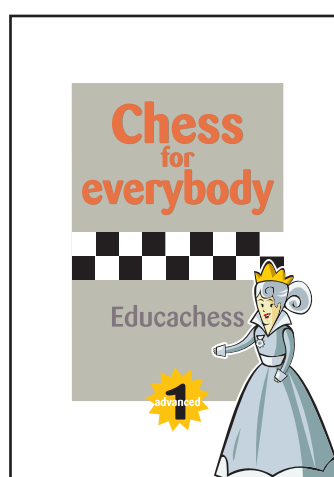
Elementary



Intermediate



Advanced



Title page

Unit 6

Check to the king

Check to the king

Responses to the check to the king:

Move the king

Interpose a piece

Capture the attacking piece

Checkmate

Mating patterns



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Summary of the contents of the unit

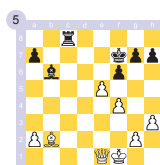
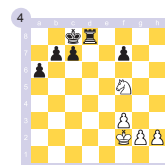
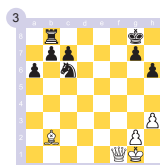
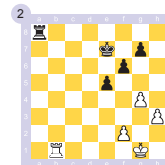
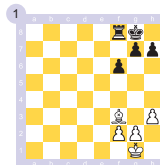
Number or letter of the exercise drills

Heading

Exercise

1

Show with an arrow the move that white makes in order to check the black king without losing material.



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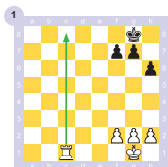
Theory

Chess for everybody. Elementary 1

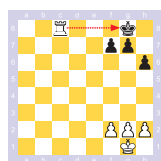
Check to the king

The king is checked when a piece threatens the king. After a player makes a move, his king cannot be under check, because it would be an illegal move.

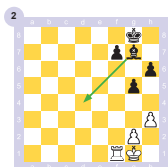
Examples



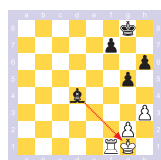
The white rook heads to row 8...



...and from the square c8 it threatens the black king: it checks the king.



The black bishop moves to the square d4...



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

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Space for the definition or diagram

Examples

Explanation of the position

MULTIMEDIA

All the contents of the books from the homonymous collection are presented (theory, exercises and games) in an interactive tutorial, making the process of learning chess easier.

Moreover, other interactive quizzes on chess related subjects are added (history of chess, chess competitions, chess champions, etc.).

This multimedia is suited for people of all ages.

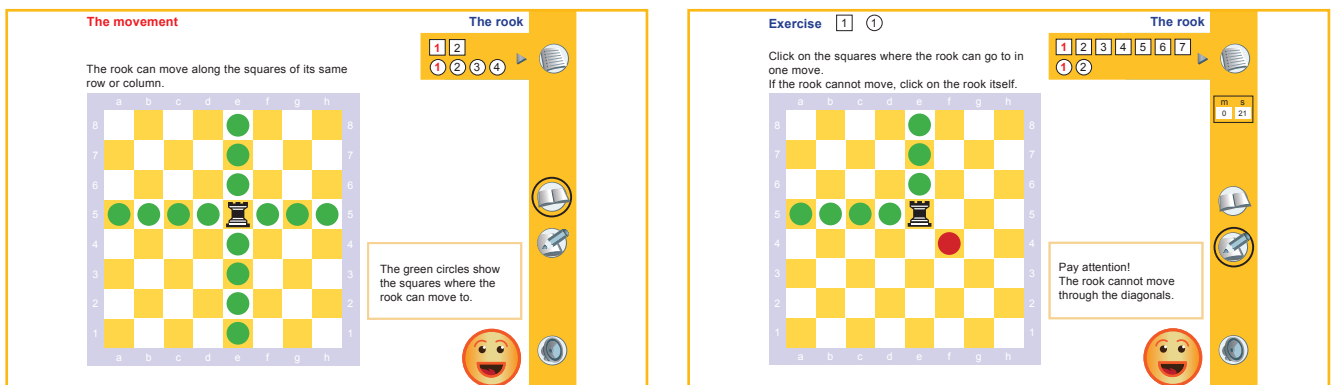


Software features:

1. Helps the user when he/she makes mistakes or gets stuck in the middle of an exercise.
2. Enables the user to choose the contents and the difficulty level of the exercises.
3. Keeps the history of the exercise results and the mistakes made by each user.
4. Offers the possibility of adding new exercises, examples and contents by teachers are readily available for all users.

Examples of prototypes of interactive presentation.

Page on theory (left) and exercises (right).



The website's functional design, server programming and databases, user access and maintenance software to carry out any exercise, activity or game and the interactive presentation of text pages has been completed. Currently, contents in xml files are being added and other games and exercises are being designed.

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. Creating learning material for teaching chess which fulfill the following requirements:
 - 4.1. Referential material to establish the courses (levels and contents) delivered by the instructors.
 - 4.2. Reference material for pupils.
 - 4.3. Material suitable for self-learning.
 - 4.4. Material that suits chess players as well as non-initiated people.
5. 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

Summary

Elementary 1

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2 The pawn

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8 Mating combinations II

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Intermediate 1

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Advanced 2

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