Template for Training Tasks (v. 1.1)

1. Area: Chess Skills: Define squares, lines, rows and diagonals

2. Difficulty Level: Depends from teacher

3. Title of the task: Define squares, lines, rows and diagonals

4. Purpose, aim and objectives of the task:

- To learn how to identify the squares, lines, rows and diagonals

5. Materials and Instruments:

- Chess board

- 8 the same items (pawn or cork or horse-chesnut conker or etc)

6. Expected timing:

About 45 min.

7. Method:

Presentation of the chess squares, lines, rows and diagonals:
– on a computer screen,
– through a projector,
– or on a paper sheet.

On this stage teacher explains how to defaine lines, rows and diagonals (fig1):
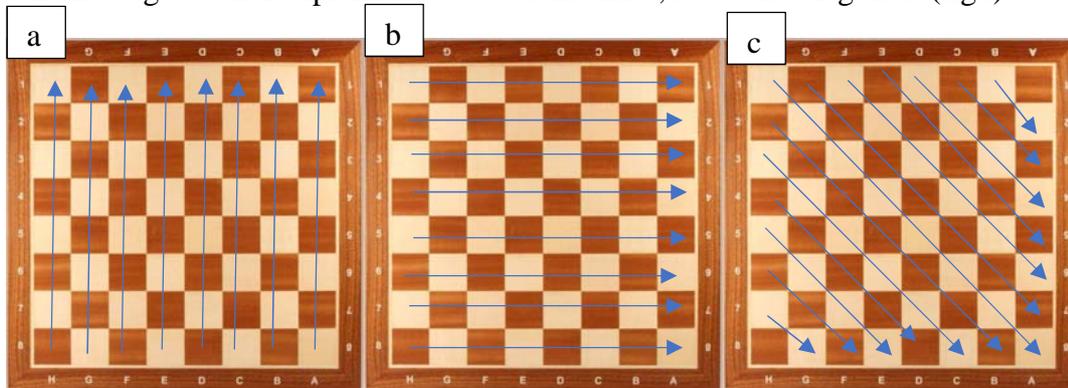
Fig 1. a-rows; b-lines, c-diagonals

8. Instructions of the task:

After explanations teacher ask the children to put the items on lines, rows, diagonals. Questions for example:

1. Please put the items on B row
2. Please put the items on 7 line
3. Find the diagonal from 4 white squares and put on it the items.

9. Risks and recommendations:

None

10. References related to the task:
Slavin. (1998). *Uchebnik zadachnik shahmat*. Pravda Severa , 315 p
V.A. Konotop, S. V. Konotop (2005). *Testy po taktike*. Mascow, 250 p

11. Pictures or online material related to the task:

None

12. Online materials related to resources and preparation of the task:

None

13. Elaborated by:

Vesta Matulaityte (VMU Team) with International chess Arbiter Donatas Vaznonis (FIDE Arbiter (2014); International Arbiter (2015); FIDE Trainer (2017))

14. Trainer's notes

Template for Training Tasks (v. 1.1)

1. Area: Chess Skills: Locate a chess piece in the board
2. Difficulty Level: Depends from teacher

3. Title of the task: Chess board coordination system

4. Purpose, aim and objectives of the task:

- To learn chess board coordination system

- **5. Materials and Instruments:**

- Chess board

6. Expected timing:

About 45 min.

7. Method:

Teacher explains that each squeres of chess board has exact adress. It could be compared with a home adress, in this case child needs to remember that rows (A, B, C etc) is like a street and lines (1, 2, 3 etc) is like a number of the house.

8. Instructions of the task:

After explanations teacher shows put figure on chess board and ask pupils to identify the square. Also, teacher can say the square coordinate and ask children to put the figure on that square.

9. Risks and recommendations:

The level of the task depends from teacher. Teacher can ask pupils to identify more than one figure in chess board.

10. References related to the task:
Slavin. (1998). *Uchebnik zadachnik shahmat*. Pravda Severa , 315 p
V.A. Konotop, S. V. Konotop (2005). *Testy po taktike*. Mascow, 250 p

11. Pictures or online material related to the task:

None

12. Online materials related to resources and preparation of the task:

None

13. Elaborated by:

Vesta Matulaityte (VMU Team) with International chess Arbiter Donatas Vaznonis (FIDE Arbiter (2014); International Arbiter (2015); FIDE Trainer (2017))

14. Trainer's notes

Template for Training Tasks (v. 1.1)

1. Area: Chess Skills: Repetition of a sequence of moves
2. Difficulty Level: Depends from teacher

3. Title of the task: Repeat the move

4. Purpose, aim and objectives of the task:

- To learn chess figure moves and the logic of chess game

- **5. Materials and Instruments:**

- Chess board

6. Expected timing:

About 45 min.

7. Method:

Teacher prepare the chess board from a initial stage. He shows a sequence of moves. In each step he explain why exact figure make exact move. After showing teacher ask children to repeat the sequence of moves.

8. Instructions of the task:

1. Repeat the sequence

White	Black
Nh3	Nc6
Ng5	f6
Rg1	h5

2. Repeat the sequence

White	Black
D4	D5
Nf3	Nf6
C4	E6

9. Risks and rrecommendations:

The level of the task depends from teacher. The difficulty depends from numbers of moves.

10. References related to the task:

Slavin. (1998). *Uchebnik zadachnik shahmat*. Pravda Severa , 315 p
V.A. Konotop, S. V. Konotop (2005). *Testy po taktike*. Mascow, 250 p

11. Pictures or online material related to the task:

None

12. Online materials related to resources and preparation of the task:

None

13. Elaborated by:

Vesta Matulaityte (VMU Team) with International chess Arbiter Donatas Vaznonis (FIDE Arbiter (2014); International Arbiter (2015); FIDE Trainer (2017))

14. Trainer's notes