

# 10<sup>th</sup> Lecture

## CHESS RACE!

- 4 Posts
- 4 Assignments
- 4 Cracking 3 code words
- 4 Prize ceremony

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<b>Previous lecture</b>	Revision of the previous lecture, and the ones before, is included in the chess race.
<b>Chess race</b>	Today's lecture is not like the previous 9, as the structure is broken up in regards to the previous lessons, and replaced by a chess race.
<b>The intention</b>	<b>Thoughts on the chess race:</b>
<b>A different kind of chess</b>	The chess race is a different way of learning chess. Students, that aren't strong chess players, but perhaps quick on their feet, now get a chance to retaliate.
<b>Use the chess race!</b>	As an instructor, the race will indicate to you whether the students have picked up on the material in the previous lectures.  The impression you get from the students and their strength in chess, will be the basis for the choices you will make for the next lesson, as it is a summary lecture, where potential flaws in the students' knowledge can be rectified.

<b>An assistant – please!</b>	It would be a clear advantage, if you could get an assistant for this day, as it will be difficult to ask questions and give assignments to two teams – at the same time!
<b>Younger students</b>	Younger students will definitely think that a chess race is an exciting event, and will participate with all their heart.
<b>Adult students</b>	If you are instructing a group of older players, you may want to change the activity a little. You can go ahead with the questions, but then, for instance, just give out the letters as you’ll probably find that adults don’t want to run around, collecting posts, which the younger students will be keen on doing.
<b>Sell the activity</b>	Sell the activity on positive grounds – as a different chess lesson, out of the ordinary in chess teachings.
<b>Teachings from lecture 1?</b>	Since it’s not certain that you started teaching the students from lecture 1, there’ll certainly be some questions that the students can’t answer immediately. But fundamentally they should be able to answer the questions, as the assignments are on the same levelstandards that the students are on – whether they have completed all lectures or not!
<b>Everyone should survive!</b>	The students mustn’t collide during the race, as the chess race should be completed with all students safe and well!

<b>The script</b>	It's time to introduce the script to the chess race, but keep in mind that this is only a recommendation for the chess race. If it's used on the same people more than once, you should for the sake of excitement, at least change the letters and code words.
<b>Before the race</b>	Before the lesson and the race commences, you must copy the letters (see the attached pages) and cut them out.
<b>Put up 6 posts</b>	Collect six plastic files, each with a black and a white letter. Put each up in a different place, e.g. in the school yard or relatively nearby places. The order of the letters is secondary.
<b>The white letters</b>	The white team gets: <b>V, T, R, K, A og K</b>
<b>The black letters</b>	The black team: <b>S, S, E, J, O og !</b>
<b>Make two teams</b>	Split the students into two equally big teams, so that the teams are equally strong physically, and in chess. The teams are called black and white. (If you prefer, you can call them something else!)
<b>The race begins</b>	The race starts with each team being given an assignment – white starts at post 1 and black at post 6. When a team has solved the given assignment, the reward is that you tell the location of the post, whereafter the whole team must run out and collect the post in question.

**Solution of post =  
letter**

When the team has found the letter, and returned the classroom,  
they are given a new assignment etc.

**Post 1**

**Assignment 1 = Post 1**

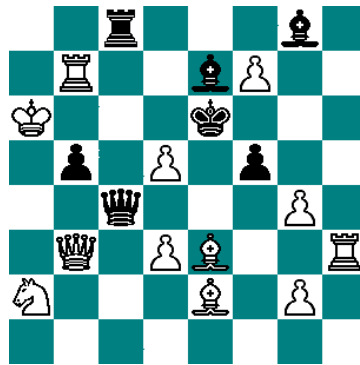
Put the pieces up on a chess board.

**Assignment**

**Question:**

How many points are the pieces worth?

**Diagram 10.1**



2 queens: 18 p.

3 rooks: 15 p.

4 bishops: 12 p.

1 knight: 3 p.

7 pawns: 7 p.

**Solution**

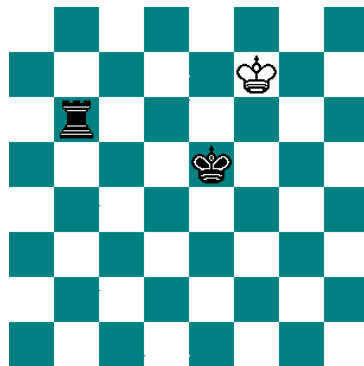
A total of **55 points**

**Post 2**

**Assignment 2 = Post 2**

The students are playing for black and must demonstrate that they understand the principles in playing K + R against K. Black to move – pay attention to the fact that black's first move should be a waiting move!

**The starting position in assignment 2.**



**Solution**

The team is black and has to checkmate white roughly in a sensible manner – including that the first move is a waiting move.

**Post 3**

**Assignments 3 + 4 = Post 3**

**Assignment 3**

**Question:**

When was the electric clock used for the first time?

- A) 1863
- B) 1883
- C) 1903

**Solution**

**B) 1883**

**Assignment 4**

**Question:**

Where was the chess clock first used?

- A) London
- B) Paris
- C) Stockholm

**Solution**

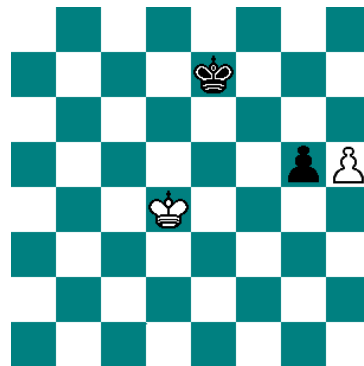
**A) London**

**Post 4**

**Assignments 5 + 6 = Post 4**

**Assignment on  
'en passant'**

**Diagram 10.2**



**Assignment 5**

**Question:**

White captures the pawn on g5 'en passant', how is this notated?

**Solution**

**hxg6 e.p. !**

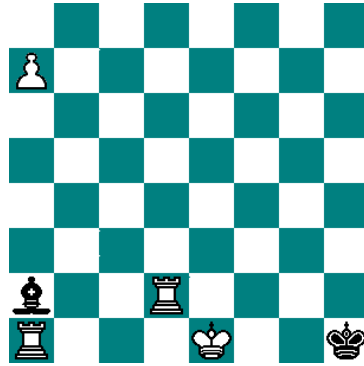
**Assignment 6**

**Question:**

Name at least 3 of the 5 first healthy rules of chess.

<b>Solution</b>	<ul style="list-style-type: none"> <li>- Control in the centre!</li> <li>- Quick development!</li> <li>- Active positioning of the officers!</li> <li>- Make sure to castle, and avoid hassle!</li> <li>- Capture towards the centre!</li> </ul>
<b>Post 5</b>	<p><b>Assignment 7 + 8 + 9 = Post 5</b></p> <p><b>Question:</b> Name the centre squares, and why is the centre important?</p>
<b>Solution</b>	<p>(To be solved without a board!) <b>d4, e4, d5, e5 &amp;</b> It is important to control the centre, since that is where you best can control the rhythm of the game from etc.</p>
<b>Assignment 8</b>	<p><b>Question:</b> What does it mean 'to see a ghost'?</p>
<b>Solution</b>	<p><b>Solution:</b> To see a ghost is when you, for instance, think there's something dangerous in the position, but there is nothing to worry about. So, it's only 'ghosts' you're seeing!</p>
<b>Assignment 9</b>	<p><b>Question:</b> How can white give checkmate in the quickest possible way? (1 move)</p>

**Diagram 10.3**



**Solution**

**The teams work together to solve the final shared assignment**

**0-0-0!** Even though there is a bishop on a2, white can castle, since he doesn't move his king over a threatened square!

When both teams have solved all assignments and collected the letters, they join forces in putting the letters together, so that they spell out something meaning ful:

From the white team:

**U, S, H, E** og **S**

**The code words**

From the black team:

**C, S, I, N** og **F**

The code words are:

**Chess is fun**

The winner is the team that first completed all the assignments and found the letters.

<b>The prize ceremony</b>	The prize can, for instance, be a plate of chocolate for each team to share amongst the members. Naturally, there must also be a prize for the the that comes 2nd. Suitably, it could be the same, as both teams participated in solving the riddle and cracking the code wordes.
<b>Applause!</b>	Make the teams give each other a round of applause during the prize ceremony!
<b>Next lecture</b>	The next lecture is a revision lecture, which you will put together based on the impression the students gave you of their chess knowledge, during and after the chess race.
<b>Subsequent activity</b>	<p>Now we play a round in the club tournament.</p> <p>We play with touched and released pieces. The players must give hand before the game, wishing the opponent good luck, and after the game, saying thank you for the game, and showing the opponent respect.</p>
<b>Runners</b>	Send a couple of students outside to collect the plastic files etc. (or collect them yourself later).