bayrak, simge, sembol, yazı tipi, logo içeren bir resim

Yapay zeka tarafından oluşturulmuş içerik yanlış olabilir. metin, ekran görüntüsü, yazı tipi, tasarım içeren bir resim

Yapay zeka tarafından oluşturulmuş içerik yanlış olabilir. amblem, logo, simge, sembol içeren bir resim

Yapay zeka tarafından oluşturulmuş içerik yanlış olabilir.

**Erasmus +Project “A School For Everyone”**

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| **Let's Play Chess** | | |
| SECTION A – IDENTIFICATION | | |
| Name of the organization/Institution  implementing practice | | 1.Hava İkmal Bakım Merkezi Primary School |
| Place of implementation | | Suitable for both mainstream and inclusive classrooms. |
| **SECTION B – DESCRIPTION** | | |
| Target group / Beneficiaries | | Students aged 7–10 (Grades 1–4), including students with diverse learning needs and language backgrounds. |
| The main objectives | | * Learns the method of checkmating with two rooks. * Succeeds in checkmating on the board in a practical way. * Enjoys playing chess in a multicultural environment. * They use technology effectively for learning purposes. * Students with different learning styles are included in the learning process. |
| Experts/staff | | Classroom Teacher |
| The description of the practice *(Up to 10 sentences)* | | Step 1: Introduction (5 minutes)  * The teacher shows the “king + two rooks vs king” situation on the chessboard. * The question “How is checkmate done in this situation?” is asked. * Students’ ideas are taken and interest in the lesson is aroused.   Step 2: Puzzle Actıvıty (20 minutes)   * Two Rooks Checkmate is explained step by step on the board: * It is shown how the rooks are placed in a row to squeeze the opponent's king. * It is explained step by step how to get to the checkmate position. * Students try this checkmate on their boards individually or in pairs.  If necessary, the teacher will do sample applications.Step 3: Vısual Support (10 minutes)  * Students form pairs of groups. * Students take turns practicing two goal mats. * The teacher guides and supports groups with deficiencies. Students from different countries in the class (Syrian, Afghan...) are told about their own countries and cultures. |
| Methodology/Didactic tools | | Step 4: Digital Game Activity (5 minutes)   * At the end of the lesson, the whole class goes out to the garden. * A “Chess Dance” is performed with rhythmic movements representing chess pieces. * Turkish and foreign students perform a pleasant closing event together with music. * The teacher summarizes the lesson and congratulates the students for their participation. |
| Additional materials /Equipment needed | | * Students from different countries will be physically involved in the lesson by explaining their countries. * Large print materials for students with learning disabilities * Icon-enhanced country cards for those who need language support * Learning supported by visual and auditory materials |
| **SECTION C – CONCLUCION** | | |
| Conclusion/ | * Ability to set up two goal mats * Teamwork during the game * Cultural adaptation and having fun together * Expressing oneself with dance moves suitable for chess pieces | |
| Recommendation and guidelines | * The teacher prepares three-dimensional models of chess pieces and pieces. * A chess game is opened digitally on a smart board. * The teacher shows the “king + two rooks vs. king” situation on the chess board. * The question “How is checkmate done in this case?” is asked. * The students’ ideas are received and interest in the lesson is aroused. * Two Rook Checkmate is explained step by step on the board: * How to get to the checkmate position is explained step by step. * Students try this checkmate on their boards individually or in pairs. * If necessary, the teacher does sample applications. * Students are formed into pairs. * Students practice two rook checkmates in turn. * The teacher guides and supports groups with deficiencies. * At the end of the lesson, the whole class goes out to the garden. * “Chess Dance” is performed with rhythmic movements representing chess figures. * An inclusive chess dance is performed with the participation of all students in costume, accompanied by music. * It is important that the lesson is taught using visuals, music and digital tools. | |