  

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

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| **Let's Play Chess** |
| SECTION A – IDENTIFICATION |
| Name of the organization/Institutionimplementing 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.
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| 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.
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| 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.
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| 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
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| **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
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| 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.
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