

CHECKMATES

AND

LIFE LESSONS

CONSEQUENTIAL THINKING & FUTURE BASED THINKING

“Creating Leaders for the Future”

Founder And Creator: Herbert Granados Calderon

CHECKMATES AND LIFE LESSONS

CONSEQUENTIAL THINKING & FUTURE BASED THINKING

“Creating Leaders for the Future”

Dear Facilitator,

First and foremost, Thank you. Your presence at Checkmates And Life Lessons is very much appreciated. I hope that by you joining the journey of facilitating in our Checkmates And Life Lessons Program means that you are whole-heartedly ready with the upmost intentions of being of service and of creating a positive impact within your immediate community and beyond. Throughout the course of the cycle your perception about yourself, about someone or about life might change. My suggestion to you, is that you embrace what propels you forward into becoming the best version of yourself. In my personal journey, Chess completely altered the way I view life. My incarceration taught me patience by its natural course, but Chess enlightened me with the power of patience. Discovering that I had a choice when to act and when not to act impulsively was a life changing experience for me. The process of Chess enabled me to identify my impulsive destructive behaviors that influence my erratic and irrational decision-making. Chess also has allowed me to process my life through the lens of value, strategizing to keep the little but most valuable that I have in my life. Ultimately, Chess has taught me to think beyond the moment and enabled me to gain insight into realizing that winning and losing is subjective. Most of my life I had made it about me, affecting those who loved me the most. With Chess, I have learned that the true essence of life is the experience and journey to obtaining wisdom, and living a life full of love and value. Chess might create a different experience and impact your life differently, but by you being here today as a facilitator, it shows that you are willing to teach and learn about chess and about the essence of life. I encourage you to expand on personal experiences that align with the lessons in this curriculum. Remember, that vulnerability creates trust, and trust creates community. I look forward to graduation day, as there is no better feeling than a shared moment of joy. Thank you for your commitment and for your time.

Sincerely,

Herbert Granados Calderon

"CHECKMATES AND LIFE LESSONS – Consequential Thinking & Future Based Thinking"

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Week #1 – Introduction / Lesson #1 - Building an Army of Values

*** Introduce yourself and welcome the participants to The Chess Club, notify the participants that this is not a parole board group or a preparation class for parole board hearings. This is a self-help group that correlates the game of chess with daily cognitive decision making, such as: Consequential Thinking, Future Based Thinking and other tools designed to improve awareness and assertive decision making. All participants are expected to participate in all exercises and class events. Inform the participants that this class will have homework and if they are not up for the challenge to notify facilitators at the end of the class. Advise all participants to be open minded and to be willing to learn from each other and the curriculum. ***

(Proceed to establish Ground Rules)

Class Expectations / Ground Rules:

Example.

- ✓ **No Cross Talking**
- ✓ **Be On Time**
- ✓ **Respect Each Other**
- ✓ **What is said in group, stays in group**

Participants Experience / Ice Breakers / Curriculum Introduction:

*The following are questions designed to break the ice with participants; they are also designed to educate on the game of chess and inform on the topics covered throughout this curriculum . **Two to four facilitators required for Introduction presentation (Handout #1 Glossary is distributed)**

What is Chess? - **Ex. Welcome to The Chess Club, does anybody here know what the game of chess is?*

Follow up Questions (optional) - What does Chess mean to you? Who in here thinks that they are good at the game of chess?

(Handout #1 is distributed)

What is Strategy? - **Ex. Does anyone know what strategy is?*

Follow up Questions (optional) – Who in here implements Strategy in their life? Who has been unsuccessful before when implementing a strategy to their lives? What lesson did you learn?

What is Consequential Thinking? - **Ex. Has anyone here ever heard of Consequential Thinking? What is Consequential Thinking?*

Follow up Questions (optional) – When was the last time that you used Consequential Thinking? Did you choose the course of action that you initially thought would be best? What were the results of applying Consequential Thinking?

What is Impulsivity? - **Ex. What does it mean to be Impulsive?*

Follow up Questions (optional) – When was the last time that you were Impulsive? Did you realize that you were being Impulsive? If it is ok, can you share what the results were from being Impulsive?

What is Future Based Thinking? - **Ex. Does anyone know what Future Based Thinking is? *

Follow up Questions (optional) – How many of us in here have goals? At what age do we usually start having goals? How many of us have goals that we failed to accomplished? Did we fail to break down the long-term goals in milestones? Was the goal unrealistic? Who in here has reflected on their shortcomings?

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What are the objectives in the game of Chess? - **Ex. Does anyone know what the objectives of chess are? Does a checkmate really mean that you have won? **

Follow up Questions (optional) – How many of us in here have felt like they have won at least once in their lives? At what age do we usually start becoming competitive? How many of us base our self-esteem on winning? What does a defeat mean to you? Who plays chess better today than when you 1st began playing? Is it fair to say that experience is also part of the game?

What is the standard set up in Chess?

Standard set up for Chess has 32 pieces on a 64 checker squared board. There is 16 pieces that are white and 16 pieces that are black. The 8 of the 16 white or black pieces belong on the Royal Line [(A1 –H1) or (A8-H8)] and the other 8 black or white pieces are on the Vanguard line [(A2-H2) or (A7-H7)]. The Royal Line consists of The King, The Queen, 2 Bishops, 2 Knights, 2 Rooks. The Vanguard Line consists of 8 Pawns. The objective in the game of Chess is to pin The King into no more possible moves, this is a Check Mate.

*Facilitator begins to explain the position and the virtues of each piece, along with the value of each piece in the game of chess. After each piece has been explained, then facilitator explains the objective of THE CHESS CLUB and what each piece can represent to participant. (Handout #2 is distributed)

What is the position and virtue of a King?

The King is positioned on the E-File on the 1st Rank and 8th Rank, the King moves one square at a time in any direction on the board. The King can only capture opponent's pieces that are unprotected.

What is the position and virtue of a Queen?

The Queen is positioned on the D-File on the 1st Rank and 8th Rank, the Queen moves forward and backwards on the board, side to side and diagonal. The Queen can capture any opponent's piece, regardless of it being protected or not the Queen can still capture. The Queen is worth 9 points.

What is the position and virtue of a Rook?

The Rooks are positioned on the A-File and H-File; both are on the 1st Rank and 8th Rank. The Rook moves forward and backwards on the board, as well for side to side. The Rook cannot jump or eliminate any of his own pieces, the rook captures only on the square it lands on. The Rook is worth 5 points.

What is the position and virtue of a Bishop?

The Bishops are positioned on the C-File and F-File; both are on the 1st Rank and 8th Rank. The Bishop moves diagonally on its designed color, the Bishop cannot jump or eliminate any of his own pieces it can only captures on the square it lands on. The Bishop is worth 3 points.

What is the position and virtue of a Knight?

The Knights are positioned on the B-File and G-File; both are on the 1st Rank and 8th Rank. The Knight moves Two squares in the same direction and One square to the side in any direction. The Knight moves in the form of the letter L, it only captures on the square it lands on. The Knight is worth 3 points.

What is the position and virtue of a Pawn?

The Pawns are positioned on the A-File, B-File, C-File, D-File, E-File F-File, G-File, and H-File on the 2nd and 7th Rank. The Pawn moves one square forward at a time and can only capture diagonally. When a pawn reaches the end the board it can be promoted to any piece on the board except the King. The Pawn is worth 1 point.

(Transition to Exercise) (Breakdown into groups and begin check-ins, also review presentation with the group and exercise)
(Exercise #1 is distributed)

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Week #1 – Introduction / Building Your Army of Values

In this exercise you will build an **Army of Values**, it can literally be anything that has value to you. There is no right or wrong answer, the objective is to build a foundation and to build from it. **This exercise will be referenced to throughout the cycle.**

Example: #1

Queen - My Mother

Why is this person/thing/place important to you?

My mother is very important to me because I now know how much she has sacrificed for me and how much she loves me. I want to honor her with my love and care.

Example: #2

Knight - My Brother

Why is this person/thing/place important to you?

My brother is the important to me because he is my best friend, we have grown together in so many ways; He always has my back, I love him.

Example: #3

Knight – Integrity

Why is this person/thing/place important to you?

My integrity is the foundation for my transformation and I value it daily

. Example: #4

King - Freedom

Why is this person/thing/place important to you?

My freedom is the most important to me; my physical freedom and psychological freedom

Assemble Your ARMY OF VALUES

King _____

Why is this person/thing/place important to you?

Queen _____

Why is this person/thing/place important to you?

“He found him in a desert land And in the wasteland, a howling wilderness; He encircled him, he instructed him, he kept him as the apple of His eyes.” - Deuteronomy 32:10

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Week #2 – Lesson #2 – Identifying the Army of Your Opponent

*** Introduce yourself and welcome the participants to The Chess Club, review the prior lesson and ask questions to evaluate the comprehension of the participants for the prior lesson. Remind the group that all participants are expected to participate in all group exercises and class events. Advise all participants to be open minded and to be willing to learn from each other and the curriculum. ***

(Proceed to Lesson #2)

The Mindset of the Victorious /An Opponent Worth Recognizing:

*The following are questions designed to break the ice with participants and get them engaged in the lesson at hand; they are also designed to educate on the game of chess and provoke critical thinking. **One to Three facilitators required for Lesson #2 presentation**

What is Strategy? - ** Ex. Does anyone know what strategy is? **

Follow up Questions (optional) – Who in here implements Strategy in their life? Who has been unsuccessful before when implementing a strategy to their lives? What lesson did you learn?

What does Mindset mean? - **Ex. Welcome to The Chess Club, does anybody here know what a mindset is?**

Follow up Questions (optional) - What does Growth mindset mean to you? Who in here thinks that they have a growth mindset?
(Handout #2 is distributed)

What is a Fixed Mindset? - **Ex. Has anyone here ever heard of a Fixed Mindset? Who is a person with a Fixed Mindset?**

Follow up Questions (optional) – When was the last time that you recognized a Fixed Mindset within yourself? How do you react to people with a fixed mindset? How do you conflict resolute with someone who has a Fixed Mindset?

What is a Growth Mindset? - **Ex. What does a Growth Mindset mean?*

Follow up Questions (optional) – What do men have trouble outgrowing? Is the process of obtaining a Growth Mindset just changing perspective? How do we obtain a Growth Mindset?

What is a Bias Perspective? - **Ex. Does anyone know what a Bias Perspective is? **

Follow up Questions (optional) – How many of us have had stereotypes towards someone or a group of people? At what age do we usually start developing stereotypes? How do we feel when we are stereotyped by a group of people or a person? Do we get defensive? Do we start becoming violent? Do we develop options of response immediately or after the fact? Does this affect the way we treat other people and ourselves?

The Black and White Perspective:

What do the Black pieces on the chessboard mean to you? What do the White pieces on the chessboard mean to you? What is a Victim Mindset?

The following are examples of common versus/competitive attitudes

US vs. THEM	<i>A group that an individual belongs to versus another group</i>
YOU vs. YOU	<i>Shifting Blame to another individual, or instigating a conflict between 2 individuals</i>
THEM vs. ME	<i>A group of people versus an individual (can be associated w/ victim mindset)</i>
I vs. ME	<i>Implication of an internal conflict within an individual</i>
ME vs. THEM	<i>An individual versus a group of people (associated w/ combative/victim mindset)</i>
WE vs. YOU	<i>A group of people that an individual belongs to against someone individually</i>
I vs. YOU	<i>A personal conflict between individuals</i>
THEM vs. THEM	<i>A group of people versus another group of people, that a particular individual has no affiliations with either group</i>

****Engage with participants and create a list of common quotes/sayings/beliefs that are competitive but irrational****

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Example-

- ✓ **"Me Against The World"**
- ✓ **"Can't Trust No Bi****"**
- ✓ **"Don't Trust No one"**
- ✓ **"I Am My Worst Enemy"**
- ✓ **You Ain't Got Nothing On Us"**
- ✓ **"F**k Them"**
- ✓ **"I Don't Need You"**
- ✓ **"I Don't Need Them"**

****After engaging with participants associate the attitudes discussed and relate them to current life choices and limiting beliefs identified by participants. ****

Ex. So, Mr. Jones if it is ok with you, can you share with us what the "Me Against The World" attitude has brought into your life?

**** After engaging with participants, clarify that our mission statement is to create leaders by trusting the process. ****

There is a healthy relationship between competitiveness and the self, the idea of THE CHESS CLUB is to direct and identify these competitive attitudes and develop them into productive and assertive decision-making. Ultimately, enabling personal growth and enhancing the Growth Mindset.

The Opponent Within:

What is Poor Decision Making? – **Ex. What does Poor Decision Making mean to you? **

Follow up Questions (optional) – How many of us have encountered a challenge of the same characteristics more than once? Who in here thinks that they are assertive at their decision making? (Handout #3 is distributed)

What is being Indifferent? – **Ex. What does it mean to be indifferent? How many of us have been indifferent towards someone or something? **

Follow up Questions (optional) – What is the root of indifference? Does being indifferent pertain to our ego? What lesson have you learned from being indifferent?

What are common phrases or sayings that indicate being indifferent? (Engage w/ participants, the following are examples)

- **"Shit Happens"**
- **"Not Meant To Be"**
- **"I Didn't Know"**
- **"That's Life"**
- **"I Stay Fuck**ng Up"**
- **"Could Have, Should Have"**

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What does it mean to be Defensive? - **Ex. Has anyone here ever been defensive before? What does it mean to be Defensive?**

Follow up Questions (optional) – When was the last time that you were Defensive? What were you protecting? Why were you triggered to become defensive? What were the results of being Defensive?

Why do we Attack? - **Ex. What does it mean to be in Attack mode? When we attack what do we gain?**

Follow up Questions (optional) – When was the last time that you attacked someone verbally/emotionally or physically? Was this attack a response or a reaction? If it is ok, can you share what the results were from attacking someone? Was this person someone you care about?

What does it mean to Check Your Purpose? - **Ex. Does anyone know what Checking Your Purpose means? **

Follow up Questions (optional) – How many of us have done things just to do them without a specific purpose or goal? At what age do we usually start making decisions without checking the purpose of our words and actions? How many of us have goals that we failed to accomplish because we did not check our purpose? Is there anyone or anything to blame because we did not check our purpose? How do we start Checking Our Purpose? How many of us know what we have to do to be successful but yet have not initiated a plan?

(Breakdown into groups and begin check-ins, also review presentation with the group)

*Facilitator begins to explain the group assignment. After each piece has been explained, then facilitator explains the objective of THE CHESS CLUB and what each piece can represent to participant. (Exercise #2 is distributed)

Week #2 – Identifying the Army of Your Opponent

*In this exercise you will build an **Army of Your Opponent**, it can literally be anything that can jeopardize losing what you value the most. There is no right or wrong answer, the objective is to identify vices/people/places/beliefs/things that can potentially lead you to losing what you value the most. **This exercise will be referenced to throughout the cycle.***

Example: #1 - My Opponent's Queen - Alcoholism

Why are these vices/people/places/beliefs/things of high risk to you?

I have battled with alcoholism since I was a teenager; I always end up choosing alcohol and its euphoric moments over my family and loved ones.

Example: #2 - My Opponent's Knight - Reputation

Why are these vices/people/places/beliefs/things of high risk to you?

My reputation is all I have ever cared about since I was a teenager, I have to protect who I am even when I am not personally involved.

Example: #3 - My Opponent's Knight – Fast Money

Why are these vices/people/places/beliefs/things of high risk to you?

Fast money enables me to provide for myself and my family, its what I know how to do best.

. Example: #4 - My Opponent's King – The Hood

Why are these vices/people/places/beliefs/things of high risk to you?

In the hood I am somebody, my homies know what I'm about. I can get high, come up and do it over and over until I or a homie gets busted. Then we hide out and do it again, it's an endless cycle.

“The opportunity for victory is provided by the Enemy” – Sun Tzu in the Art Of War

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Week #3 – Lesson #3 – Casting a Victorious Vision

*** Introduce yourself and welcome the participants to The Chess Club, review the prior lesson and ask questions to evaluate the comprehension of the participants for the prior lesson. Remind the group that all participants are expected to participate in all group exercises and class events. Advise all participants to be open minded and to be willing to learn from each other and the curriculum. ** One or Two facilitators required for Lesson #3 presentation*

(Proceed to Lesson #3)

Casting a Victorious Vision:

What does it mean to Visualize? - ****Ex.** Has anyone here visualized something before? Did the outcome of this vision become predictable?******

Follow up Questions (optional) – When was the last time that you visualized something and obtained it? Was there any obstacles that you failed to identify when you casted a vision ? Was this vision unrealistic? How do you engage in the state of visualization?

What is Meditation? - **** Ex.** Who knows what meditation is? What is meditation intended to do, what is the purpose of meditating? ******

Follow up Questions (optional) – When was the last time that you meditated? Did you discover anything? Is prayer a form of meditation? Do answers appear when we meditate? How do we gain clarity after meditation?

***** This lesson will require total group engagement, as it is a meditation focused class exercise. Ask participants to join in by closing their eyes and taking regular breaths. Introduce the exercise and its objectives, inform the participants that this is a form of visualization and that some participants might have difficulties but to not be hindered by such obstacles. Remind the participants that this exercise will be focused driven, and to please respect each other by not making noise or creating distractions. *****

-Objectives-

1. *To visualize events*
2. *To discover discernment*
3. *To create an ethical roadmap*
4. *To create a victorious roadmap to success*
5. *To enable visualization and purpose driven endeavors*

(Proceed to Initiate the Class Exercise)

If your eyes are not closed, please close them now.

Breathe nice and slow, listen to the silence in the room.

(Give 30 seconds for silence to be felt)

Focus on my voice, nod your heads if you can locate my voice with your mind.

(Pace around the room for participants to focus on your voice)

Now, Picture yourself in this room, be here right now, take 3 deep breaths.

(Give 10 seconds for participants to inhale and exhale 3 times)

Try to see yourself from an aerial view, look at yourself sitting down right now in that chair your sitting at.

(Give 10 seconds for participants to visualize)

Now expand that view and see the whole class, picture yourself in the middle of the class, and your neighbors sitting next to you.

(Give 10 seconds for participants to visualize)

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Can you see yourself? Do you feel in the present moment? Nod your head if your present.

(Give 10 seconds for participants to visualize)

Now, let's cast a vision. Where do you see yourself in 10 years from now?

(Give 20 seconds for participants to visualize)

What does this vision look like? Is there anyone that you recognize in this vision?

Is it your children? Your parents? Friends? Wife?

(Give 20 seconds for participants to visualize)

Can you sense the feeling that your feeling right now when cast this vision?

Is it happiness? Is it success? Is it Joy? Love? Power?

(Give 20 seconds for participants to visualize)

Is there anything that you do not recognize in this vision?

Is it people? Is it a place? Is it a feeling? Do you recognize yourself ? What do you value in this very moment?

(Give 20 seconds for participants to visualize)

Take a mental picture of this moment, and enjoy it because only you can make this come true.

(Give 10 seconds for participants to take a mental picture)

Now, from this moment of 10 years from now lets backtrack just a little, lets visualize 9 years into the future instead of 10. Take 3 deep breaths.

(Give 30 seconds for participants to visualize and breathe)

Is there anything that you do not recognize in this 9 year vision?

Is it people? Is it a place? Is it a feeling? Do you recognize yourself ? What do you value in this very moment?

(Give 20 seconds for participants to visualize)

Are the people that you love around you? Do you feel successful?

(Give 20 seconds for participants to visualize)

How do you feel? How do you feel mentally?

(Give 20 seconds for participants to visualize)

How do you feel spiritually? Is your life currently balanced?

(Give 20 seconds for participants to visualize)

How do you feel physically? Can you identify how you look? What are you wearing?

(Give 20 seconds for participants to visualize)

Are you rich? Are you poor? What do you do for work?

(Give 20 seconds for participants to visualize)

Is there any current problems in your vision that need to be resolved? Are these conflicts recent or are they long-term conflicts that have not been resolved?

(Give 20 seconds for participants to visualize)

Do you feel the loss of someone or something? Is it a parent? A wife? A home? A material possession?

(Give 20 seconds for participants to visualize)

Have you changed as a person? Are you more mature? Wiser? Smarter? Stronger?

(Give 20 seconds for participants to visualize)

Nod your head if you have visualized the future in 9 years...

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Now, breathe nice and slow, focus on that 9 year vision. Enjoy it; smile it is yours to take if you want it...

(Give 10 seconds for participants to visualize)

Now, take 3 deep breaths, and focus on that 9 year vision but now see it blur just a little, begin to distance yourself from it .

(Give 10 seconds for participants to visualize)

Distance yourself from it, so much that it becomes a tiny dot in the distance.

(Give 10 seconds for participants to visualize)

Now begin to move closer to it, see the vision getting bigger and clearer.

(Give 10 seconds for participants to visualize)

Now, take the time to notice that this is not your 9 year vision that you're currently seeing. Your still in this vision but it's a different vision, you're now seeing yourself 5 years from now . Relish in this moment. Breathe nice and slow.

(Give 15 seconds for participants to visualize)

Now, take the time to notice that this is not your 9 year vision that you're currently seeing. Your still in this vision but it's a different vision, you're now seeing yourself 5 years from now . Relish in this moment. Breathe nice and slow.

(Give 15 seconds for participants to visualize)

Where do you see yourself in 5 years from now? Who is there with you?

(Give 15 seconds for participants to visualize)

Is your current moment in your vision similar to the way you're currently living life right now? Is there any problems? Conflicts? Situations?.

(Give 15 seconds for participants to visualize)

What do you value in this vision? Do you have all that you need in this vision or is there work still to be done?.

(Give 15 seconds for participants to visualize)

How do you feel? Spiritually? Mentally? Emotionally?

(Give 15 seconds for participants to visualize)

Are you successful? Are you happy? Have you lost any friends or loved ones? Why are they not in your life?

Have you made amends to people that you once harmed? Do you need to make amends?

(Give 15 seconds for participants to visualize)

What is your current employment? Do you have a job that you like? Have you gained any new skills? Life skills? Job skills?

Have you been promoted lately?

(Give 15 seconds for participants to visualize)

Now, take a moment to see your vision and recognize what needs to be done to get to the 10-year vision we casted earlier.

(Take 10 seconds for participants to process)

Process the steps, the milestones, the necessary sacrifices and commitments required to obtain only this 5-year vision.

(Take 15 seconds for participants to process)

This 5 year vision is a milestone to the 10 year vision and the rest of your life, so gain clarity and direction.

(Take 20 seconds for participants to process)

Now, begin to blur this 5 year vision and slowly transition to a vision of your life 3 years from now. Take 3 deep breaths

(Give 15 seconds for participants to visualize)

What do you see in your vision of 3 years from now? Where are you at? Who is with you?

(Give 15 seconds for participants to visualize)

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Is your current situation similar to your 3-year vision? Can you identify areas that need improvement?

(Give 15 seconds for participants to visualize)

How do you feel? Are you happy? Content? Stressed?

(Give 15 seconds for participants to visualize)

Now that you have envisioned a 10 year vision, a 9 year vision, and a 5 year vision, is there anything that can jeopardize you from reaching these visions? Take a moment to identify these things, places or people that can deter you from being successful. Breathe nice and slow.

(Give 30 seconds for participants to process)

Now, let's focus on the things, people or places that can jeopardize your success. What does it look like?

(Give 30 seconds for participants to process)

Project a vision 3 years from now and include these negative factors? Who is in your life? What does your life look like?

(Give 30 seconds for participants to process)

How do you feel? Are you happy? Disappointed? Angry? Depressed?

(Give 30 seconds for participants to process)

Are you even alive? Are you dead? Do you feel in control of your life?

Who have you harmed so far? Does it even matter who is being hurt?

(Give 30 seconds for participants to process)

Continue this negative vision and project it even further, 5 years from today. Where are you?

(Give 15 seconds for participants to process)

Who is in your life? Are you wanting change in your life? Has anyone that you love and care for given up on you?

(Give 15 seconds for participants to process)

Are you dead? Have you given up on yourself? Keep your eyes closed, now raise your hand if by this time in your vision you are dead or in prison?

(Give 15 seconds for participants to process)

Now, take 3 deep breaths, identify the people, the things that you value that are now gone in this 5 year vision. Do you know how to avoid losing what you value? Do you have clarity?

(Give 15 seconds for participants to process)

Focus on this clarity and feel yourself in the moment. Feel the chair that your currently sitting on. Listen to my voice and relax...

(Give 15 seconds for participants to process)

Only YOU can make these visions a reality, only YOU have the power to make decisions that affect your future.

Live your Victorious Vision one day at a time; YOU are the master of your destiny.

Now, Count with me, slowly, 10, 9, 8, 7, 6, 5, 4, 3, 2, 1..... now open you eyes and give yourselves a round of applause.

*** Give participants a few minutes to adjust to the light and for participants to reflect on their visions. Then, break into groups and discuss the exercise and assignments. If time permits, do check-ins** (Handout #3 is distributed)*

"I Think, Therefore I am" – Rene Descartes

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Week #4 – Lesson #4 - Identity to a Purpose & To Self

*** Introduce yourself and welcome the participants to The Chess Club, review the prior lesson and ask questions to evaluate the comprehension of the participants for the prior lesson. Remind the group that all participants are expected to participate in all group exercises and class events. Advise all participants to be open minded and to be willing to learn from each other and the curriculum. ** One or Two facilitators required for Lesson #4 presentation*

What is Purpose? – ****Ex.** Does anyone know what Purpose means? How do we find Purpose**

Follow up Questions (optional) - What is your Purpose? Is your Purpose attached to your identity?

What is Identity? – ****Ex.** What is an identity? Is your self-esteem associated with your identity**

Follow up Questions (optional) – Who are you today? Who do you want to be 10 years from now?

**** Inform the participants that they are assigned to groups that now will become teams, each group will come up with a team name. Participants will also create adjective names that do not specifically have to match with their name but rather on their identity and purpose. Participants are to write on their Identity Piece Card, which is to be presented, along with their team roster after group/team meeting. Breakdown into groups and regroup in 20 minutes for group presentations **** (Exercise #3 and Handout #4 is distributed)

Presentation of Teams:

What's Your Team Name and Your Identity Piece Card?

-Participants will introduce their team name and themselves along with giving a quick reason why they choose the specific chess piece to represent them.

What is the Chess Club's Mission?

The Chess Club's Mission is to equip its participants with a repertoire of cognitive tools that can assist them for their daily lives. By associating the process of consequential thinking, value based thinking and future based thinking that is required for the Game of Chess; participants can enhance their decision making process and begin to make assertive decision making, along with building a foundation of values and goals. Ultimately; becoming leaders of positive change for their immediate communities and obtaining transformation through the process of Rehabilitation.

#Whoplayschess?

(Transition to Exercise) (Review Handout#4 with the Participants before beginning exercise)

It's Time For A Match:

-Separate the class into two groups, assign number #1 and #2 to participants. #1 will be the white pieces and #2 will be the black pieces. Distribute Chessboards and let participants play friendly chess matches with the following objectives in mind.

-Objectives-

- 1.** To identify the positions covered by the opponent's pawns (**Pawn Duo**) & (**Pawn Skeleton**)
- 2.** To identify if your opponent can play without **Power Pieces**
- 3.** To create a **development** strategy and then castling to protect the King
- 4.** To recognize opportunities in the following order; **Check, Capture, and Threats**
- 5.** To begin match with a plan in mind for **Checkmate**

-10 minutes before class ends collect chessboards and distribute questionnaire.

"CHECKMATES AND LIFE LESSONS – Consequential Thinking & Future Based Thinking"

Week #5 – Lesson #5 - Strategy & Tactic / Offense & Defense

*** Introduce yourself and welcome the participants to The Chess Club, review the prior lesson and ask questions to evaluate the comprehension of the participants for the prior lesson. Remind the group that all participants are expected to participate in all group exercises and class events. Advise all participants to be open minded and to be willing to learn from each other and the curriculum. ** One to Three facilitators required for Lesson #5 presentation*

What is Strategy? – ****Ex.** Does anyone know what Strategy is? For what is strategy required?*

Follow up Questions (optional) - What makes strategy successful? What factors make Strategies fail? How do we implement Strategy?

What is Tactic? – ****Ex.** Does anyone know what Tactic means? How do we implement Tactic?*

Follow up Questions (optional) – Does Tactic require a purpose? Is Tactic a form of Defense or Offense?

What is Offense? – ****Ex.** How do we implement Offense in the game of chess? What does offense imply?*

Follow up Questions (optional) - What is the purpose of implementing Offense? Is there a specific time when offense should be implemented?

How do We Implementing Strategy and Tactic in Our Daily Lives?

– ****Ex.** What do we commonly implement Strategy and Tactic? Is romanticizing a form of strategy?*

Follow up Questions (optional) – How do you devise a Strategy on the daily? How do we recognize Strategy and Tactic?

What are Goals? – ****Ex.** Does anyone know what Goals are? What are S.M.A.R.T Goals? *

Follow up Questions (optional) - What is your Purpose when implementing a Goal? Is Strategy and Tactic required when implementing a Goal?
Is Strategy and Tactic required when devising a Goal? How do we predict a Goal will be successful?

What are Variations? – ****Ex.** Does anyone know what Variations are? Do Variations mean Outcomes possible?*

Follow up Questions (optional) – How do we identify Variations in the game of chess? Can Variations lead to failure?
Can Variations lead to success? How do we distinguish a successful Variation from an unsuccessful Variation?

(Transition to Exercise)

Devising Plan A, Plan B and Plan C:

*** Introduce this exercise to participants and inform that this exercise is designed to educate on identifying and implementing strategy .Advise that there is many forms of strategy applications, this is only to educate and to teach the fundamentals. Encourage the participants to build off this lesson and to create their own style of playing chess ** (Handout #5 is distributed)*

Key For Examples & Exercises

King	<i>K</i>
Queen	<i>Q</i>
Knight	<i>H</i>
Bishop	<i>B</i>
Rook	<i>R</i>
Pawn	<i>P</i>

***Different Font Indicates Opponents Chess Pieces – Lowercase Indicates Prior Position or Possible Position/Coverage*

“CHECKMATES AND LIFE LESSONS – Consequential Thinking & Future Based Thinking”

Official and Unofficial Coordinates For Chess

A8	B8	C8	D8	E8	F8	G8	H8
A7	B7	C7	D7	E7	F7	G7	H7
A6	B6	C6	D6	E6	F6	G6	H6
A5	B5	C5	D5	E5	F5	G5	H5
A4	B4	C4	D4	E4	F4	G4	H4
A3	B3	C3	D3	E3	F3	G3	H3
A2	B2	C2	D2	E2	F2	G2	H2
A1	B1	C1	D1	E1	F1	G1	H1

This is The Standard Chess Board Coordinates

57	58	59	60	61	62	63	64
49	50	51	52	53	54	55	56
41	42	43	44	45	46	47	48
33	34	35	36	37	38	39	40
25	26	27	28	29	30	31	32
17	18	19	20	21	22	23	24
9	10	11	12	13	14	15	16
1	2	3	4	5	6	7	8

This is The Unofficial Chess Board Coordinates

“CHECKMATES AND LIFE LESSONS – Consequential Thinking & Future Based Thinking”

“THE CHESSBOARD” – 64 Squares that are checkered, usually 32 black and 32 white. These 64 squares are Files labeled “A through H” beginning from left to right and Ranks numbered “1 through 8” to its appointed letter from top to bottom. The Royal line consists of The King, Queen, 2 Knights, 2 Bishops, 2 Rooks. The Pawn Line Consist of 8 Pawns. 16 pieces are distributed to each color, 16 pieces for black and 16 pieces for white pieces.

THE ROYAL LINE	THE ROYAL LINE	THE ROYAL LINE	THE ROYAL LINE	THE ROYAL LINE
THE PAWN LINE	THE PAWN LINE	THE PAWN LINE	THE PAWN LINE	THE PAWN LINE
THE PAWN LINE	THE PAWN LINE	THE PAWN LINE	THE PAWN LINE	THE PAWN LINE
THE ROYAL LINE	THE ROYAL LINE	THE ROYAL LINE	THE ROYAL LINE	THE ROYAL LINE

Example#1

Example #1 w/ Pieces on Their Starting Position

R	H	B	Q	K	B	H	R
P	P	P	P	P	P	P	P
A6	B6	C6	D6	E6	F6	G6	H6
A5	B5	C5	D5	E5	F5	G5	H5
A4	B4	C4	D4	E4	F4	G4	H4
A3	B3	C3	D3	E3	F3	G3	H3
P	P	P	P	P	P	P	P
R	H	B	Q	K	B	H	R

This is the Standard Chess Board Set Up For a New Game

"CHECKMATES AND LIFE LESSONS – Consequential Thinking & Future Based Thinking"**The Chess Club's Focused Strategy Points:**

K	

"The Hotzone" – Emphasis on the King and on the 4 squares that are immediate to the King, including the square where the King is positioned

	K	

"The Redzone" – Emphasis on the King and on the 6 squares that are immediate to the King, including the square where the King is positioned

		K	

Example #1

	K		

Example #2

"The Quarterzone" A.K.A "The Corazon" (The Heart of Battle) – Emphasis on the King and on the 16 squares that are immediate to the King, including the square where the King is positioned. Players have the option to count to the King's right side or left side as shown on example #1 & example #2

A6	B6	C6	D6	E6	F6	G6	H6
A5	B5	C5	D5	E5	F5	G5	H5
A4	B4	C4	D4	E4	F4	G4	H4
A3	B3	C3	D3	E3	F3	G3	H3

"The Center Of The Board" – This is where both players implement offensive and defensive strategies by positioning pieces to protect or attack each players King

"CHECKMATES AND LIFE LESSONS – Consequential Thinking & Future Based Thinking"

"Quadrant" – 16 Squares of The Chessboard Makes a Quadrant, Each Chessboard has 4 Quadrants. The Corners of a Chessboard quadrant are A1, A4, D1, D4 / A5, A8, D5, D8 / E1, H1, E4, H4 / E5, E8, H5, H8.

*** The Following are examples that can be instructive in how to apply consequential thinking in the game of chess, during this exercise it is suggested that participants deliberately engage in critical thinking and resolve the sequence to the best course of action. ***

Variations and Strategies:

Q		K	
	R	P	
		P	
H			B

Example #1

What is the zone of this dynamic? The Quarterzone

What are the pieces in defense? The King, The Queen, 1 Pawn, 1 Bishop

What are the pieces in offense? 1 Knight/Horse, 1 Rook, 1 Pawn, 1 King (Not shown but if game is in progress King must be in play)

What is the zone of this dynamic on the board? It can be anywhere on the board since there is no indications of coordinates.

What pieces are protected? For Offense the Rook, and the Pawn are protected by the Knight/Horse. For Defense, only the Pawn is protected by the King.

What pieces are unprotected? For Offense, only the horse is unprotected. For Defense, the Queen and the Bishop are unprotected.

What areas/squares on the board can be infiltrated? The Offense, can infiltrate the area/squares on the left of the Bishop, the 2 squares between the Knight/Horse and Bishop

Q		K	
	R	P	
		P	
H	*	*	B

Example #2

Q		K	
	r	P	
		P	
H	R		B

Example #3

"CHECKMATES AND LIFE LESSONS – Consequential Thinking & Future Based Thinking"

Let us assume that these are the last pieces on the board and it is on offense to make a move, what gives offense better protection and positioning? (Example #3)

Moving the Rook next to the Knight/Horse is the best move as it will protect the Knight/Horse and will infiltrate area/squares that are available.

q		K	
	R	P	
		P	
Q			B

(Example #4)

Let us assume that these are the last pieces on the board and it is on defense to make a move, what gives defense better protection and positioning? (Example#4)

Moving the Queen and capturing the opponents Knight/Horse puts the opponents Pawn, and Rook in jeopardy (Defense-Bishop) as their support system has now been captured.

Let us assume that these are the last pieces on the board and that an educated prediction can determine the winner of this match. Who would you predict would win and why? (Example#3)

The Defense has a higher probability because of its positioning and the pieces available. Offense has now been obligated to choose on whether it should save the Rook or the Pawn. Assuming that the King is alone, and away from the "Quarterzone", a sacrifice from the defense such as; the Queen in exchange for the Rook will leave the King exposed. Ultimately, leading to a Checkmate or a Stalemate (Low Probability)

Variations and Strategies Part II: Defense & Offense Strategies/Tactics

K		Q	B
	H		
		P	
	P		P

(Example #5)

What is the zone of this dynamic? The Quarterzone

What are the pieces in defense? The King, The Queen, 3 Pawns, 1 Bishop, 1 Knight/Horse

What are the pieces in offense? No Pieces in Area/Squares

What is the zone of this dynamic on the board? It can be anywhere on the board since there is no indications of positions.

What pieces are protected? For Defense, the King is protecting the Knight/Horse, the Queen is also protecting the Knight/Horse along with the Bishop and the Pawn on the Queen's row. The Pawn closest to the Queen is protect the two Pawns in front. There is No Offense pieces to mention.

What pieces are unprotected? For Defense, the Queen and the King are technically unprotected, however with the wall of pieces created before them, it will cost the opponent to threaten either piece.

"CHECKMATES AND LIFE LESSONS – Consequential Thinking & Future Based Thinking"

K		Q	B
	H		
*		P	
	P		P

What areas/squares on the board can be infiltrated? The Offense can infiltrate the area/square in front of the King, the 2nd square in front of the King's row.

What is the ideal piece to bypass the Defense? The ideal piece is the Knight/Horse.

(Example #6)

K	q	Q	B
k	H	q/b	q
*	b	P	h
b/h	P	h	P

What areas/squares on the board does defense protect? The Queen protects the square in front of her as well for the Pawn, also the square next to the Queen and the square diagonal to the Queen. The Knight/Horse protects the square between the Pawns and the square next to the Pawn in front of the Queen, along with the square next to the Pawn in front of the Knight/Horse. The Bishop Protects the squares diagonal to our left. The pawns reinforce the defense, ultimately protecting the King and Queen. (The King Protects His Surroundings)

(Example #7)

Variations and Strategies Part II: Defense Strategies/Tactics w/ Notations

A8	K	C8	D8	E8	H	G8	R
R	B7	P	D7	E7	F7	G7	H7
A6	P	P	D6	Q	F6	G6	H6
A5	B5	C5	B	E5	F5	G5	H5
P	B4	C4	D4	P	F4	G4	H4
A3	P	H	P	E3	F3	Q	H3
A2	B2	P	D2	E2	B	G2	P
A1	B1	C1	D1	E1	F1	R	K

(Example #8)

"THE CHESS CLUB – Consequential Thinking & Future Based Thinking"

Example #8 w/o Coordinates

	K				H		R
R		P					
	P	P		Q			
			B				
P				P			
	P	H	P			Q	
		P			B		P
						R	K

(Example #9)

What are the zones involved in this dynamic? There is 2 Quarterzones

	K		
R		P	
	P	P	
			B

Defense

P			
		Q	
	B		P
		R	K

Offense

(Example #10)

(Example #11)

What are the pieces in offense? 1 Knight/Horse, 1 Rook, 6 Pawns, 1 Queen, 1 Bishop, 1 King

What are the pieces in Defense? 1 Knight/Horse, 2 Rooks, 3 Pawns, 1 Queen, 1 Bishop, 1 King

“CHECKMATES AND LIFE LESSONS – Consequential Thinking & Future Based Thinking”

How many Quadrants is there in this example? There's 4 quadrants in this example.

	K		
R		P	
	P	P	
			B

Quadrant #1

	H		R
Q			

Quadrant #2

P			
	P	H	P
		P	

Quadrant #3

P			
		Q	
	B		P
		R	K

Quadrant #4

(Example #12)

What pieces are protected? For Offense, the Rook is protected by the King, the Bishop, and the Queen. The Bishop is protected by the Queen, which in turn also protects the Queen. The Queen is protected by the Bishop and the Pawn (Positioned @ H-2). Pawns are protecting each other in a V shape (**Closed Game**), the Pawn positioned at C-2 is the foundation for the Pawn Wall but is unprotected, which is momentarily protected by the Knight/Horse who is creating a **Blockade**. For Defense, the Rook is protected by the King. The Pawn in position C-7 is protecting the pawn in position B-6. The Pawn in position C-6 is protecting the Bishop, and in turn, the Bishop is protecting the pawn at position C-6. The Bishop is protected by the pawn (Positioned @ C-6) and the Queen. The Knight/Horse is protected by the Rook. The Queen is protected by the Knight/Horse and the Bishop. (**Blockade & Closed Game @Glossary**)

What pieces are unprotected? For Offense, the horse is unprotected, along with the Pawn at position C-2. For Defense, the Knight and the Rook are unprotected.

“CHECKMATES AND LIFE LESSONS – Consequential Thinking & Future Based Thinking”

What areas/squares on the board can be infiltrated?

	K		*		H		R
R		P					
	P	P		Q			
			B				
P	*			P			
*	P	H	P			Q	
	*	P	*	*	B		P
						R	K

(Example #13)

Not too many areas/squares are available for infiltration because either opponent has potential access or protection.

k/r	K	k/q		q	H	b/q/r/q	R
R	k	P	q/h	q	q/b	q	R
r	P	P	q/p/q	Q _b	q	h/q/q	R
r	p/p/h	b	B _{q/h/p}	q/ q	q	q	R
P		b/p	b	P	q	q/ q	r/q
	P	H	P	q/b	q	Q	q/r/q
h		P			B	q/k	P
r	r/h	r	r	r/b	r	R	K

(Example #14)

What areas does each piece protect and cover?

“CHECKMATES AND LIFE LESSONS – Consequential Thinking & Future Based Thinking”

Which one of the players has more Space? By counting the letters on the board that represents each area/square of coverage per piece we can determine who has more **Space**. Offense has potential **32** areas/squares plus the areas/squares possessed by its remaining pieces on the board, Defense has **33** potential areas/squares plus the areas/squares possessed by its remaining pieces on the board. (Space @Glossary)

Let us assume that it is on offense to make a move, what gives offense better protection and positioning?
(Example #13) The best move for offense is for the Pawn to capture the Bishop, eliminating the line of attack to the King by the Bishop. (Simplify @Glossary)

Let us assume that it is on defense to make a move, what gives defense better protection and positioning?
(Example #13) The best move for defense is pushing the Pawn (C-6) to C-5, creating a blocking chain of pawns. Giving the Defense a firm reinforcement and infiltrating an open area/square (B-4). (Closed Game @Glossary)

Let us assume that these are the last pieces on the board and that an educated prediction can determine the winner of this match. Who would you predict would win and why? (Example #9)

The Defense has a high probability because of its positioning and the pieces available. Offense has a **Blockade** and created a **Closed Game** establishing a Pawn Wall; however, this Pawn Wall serves no purpose to the “Quarterzone” where the King is positioned. Assuming that the King is to find refuge behind this Pawn Wall it is estimated that it will cost offense 7 moves or more for the King to find refuge and relocate positions, giving a clear advantage to the Defense. Ultimately, the initiative for attack is the key component in winning this match. There is many variations for the moves that can determine the advantage, however calculating space and piece values, Offense carries a slight advantage. (Transition to Exercise)

Its Time For The Calculations:

-Separate the class into two groups, assign number #1 and #2 to participants. #1 will be the white pieces and #2 will be the black pieces. Distribute Chessboards and let participants play out the many variations of **Example #9**. Inform Participants that for this exercise, participants will write official algebraic notations. (Distribute Exercise #4)

Objective:

- To Identify Variations
- Practice Algebraic Notation
- Identify Game Altering Moves

RESULTS:	
<input type="checkbox"/> WHITE WON	<input type="checkbox"/> DRAW <input type="checkbox"/> BLACK WON
Signature:	Signature:

Name: Herbert G. Calderon			Date: 11/19/2024		Official: No	
Round: #1	Board:		Section:		Opening:	
White:	Herbert		Black:		Thomas	
#	WHITE	BLACK	#	WHITE	BLACK	
1	PE4,D5	PC6 ,D5				
2	RG1, E1	QE6 ,G6				
3						
4						

"CHECKMATES AND LIFE LESSONS – Consequential Thinking & Future Based Thinking"

Week #6 – Lesson #6 – Introduction to Algebraic Notations

*** Introduce yourself and welcome the participants to The Chess Club, review the prior lesson and ask questions to evaluate the comprehension of the participants for the prior lesson. Remind the group that all participants are expected to participate in all group exercises and class events. Advise all participants to be open minded and to be willing to learn from each other and the curriculum. ** One or Two facilitators required for Lesson #6 presentation*

(Proceed to Lesson #6)

*The following are questions designed to educate on the game of chess and provoke critical thinking, along with introducing Algebraic Notation to the participants in a simple effective presentation.

What is Algebraic Notation?

Written comments about a position or game. The comments take the form of narrative, chess notation or a combination of both. It is every move that the game had until Checkmate.

Why is Algebraic Notation Important?**Is There Only One Way of Algebraic Notation?****How do we scribe Algebraic Notations?****How are Chess pieces represented in Algebraic Notation?****How are Chess Moves registered?****Is there any Historic Algebraic Notations?****Is There Only One Way of Algebraic Notation?****What is a Point System?****What is Space and Material?****The One Liner Poem! Make History**

*** Notify the Class that the following exercise is not to be taken for granted, because from now on any class exercise involving a Chess Game, will require Algebraic Notation to be scribed and registered. Suggest to the Participants that they should embrace the challenge as it will allow them to develop into better more well-rounded Chess players. Offer assistance and support for any participant who is having difficulties understanding and completing the exercise ** (Distribute Exercise #5 and Handout #6)*

-Separate the class into two groups, assign number #1 and #2 to participants. #1 will be the white pieces and #2 will be the black pieces. Distribute Chessboards along with Exercise # 5 and let participants play out the chess matches on exercise as they practice Algebraic Notation with every game. Exercise #5 is designed for participants to identify their position on the board through Algebraic Notation, as well for their opponent's position and to count points per tradeoff and circle when a piece is capture. (Distribute multiple versions of Exercise #5 to participants)

Name:			Date:		Official:	
Round:	Board:		Section:	Opening:		
White:			Black:			
#	WHITE	BLACK	#	WHITE	BLACK	
1			15			
2			16			
3			17			
4			18			
5			19			
6			20			
7			21			
8			22			
9			23			
10			24			
11			25			
12			26			
13			27			
14			28			
RESULTS:						
<input type="checkbox"/> WHITE WON <input type="checkbox"/> DRAW <input type="checkbox"/> BLACK WON						
Signature:			Signature:			

"CHECKMATES AND LIFE LESSONS – Consequential Thinking & Future Based Thinking"

Week #7 – Lesson #7 – The Kings Court and the Kings Council

*** Introduce yourself and welcome the participants to The Chess Club, review the prior lesson and ask questions to evaluate the comprehension of the participants for the prior lesson. Remind the group that all participants are expected to participate in all group exercises and class events. Advise all participants to be open-minded and to be willing to learn from each other and the curriculum. ***

(Proceed to Lesson #7)

The Mindset of the Victorious Protégé:

*The following are questions designed to break the ice with participants and get them engaged in the lesson at hand; they are also designed to educate on the game of chess and provoke critical thinking. **One to Three facilitators required for Lesson #7 presentation**

What is a Kings Council? – ****Ex.** Welcome to The Chess Club. Let's begin today's lesson, does anyone know what a Kings Council is?**

Follow up Questions (optional) - What does a King mean to you? Why would a King have a Council? Can a Council be wiser than a King? In today's society, what does a council do?

What is a Kings Court? – ****Ex.** So, who knows what a Kings Court is?**

Follow up Questions (optional) - What is the difference between a Kings Council and a Kings Court? Why would a King have a Court?

What does it mean to Delegate? – ****Ex.** What is the meaning of delegating? Who usually delegates?**

Follow up Questions (optional) - What are they delegating? Who in here thinks that they delegate assertively? Does Delegating involve trust?

What is Trust? – ****Ex.** What is trust? What is required to trust someone?**

Follow up Questions (optional) - What does Trust mean to you? Who in here thinks Trust is transactional? If, so why?

What does it mean to be Open Minded? – ****Ex.** What does it mean to be open minded? **

Follow up Questions (optional) - Does being open minded mean that you are open to a different perspective? Does it mean that you are willing to learn something new? Why do we choose to be open minded and not automatically are open minded all the time? Who in here thinks that they are open minded right now?

What does it mean to Counsel? – ****Ex.** So what does it mean to Counsel? Is the counsel always right?? **

Follow up Questions (optional) – Do some people give counsel that they themselves won't take or do? Why do you think this happens? Who in here thinks that they are good at identifying problems and counseling somebody? Are you offering wisdom or taking control of a situation?

What is a suggestion? – ****Ex.** What is a suggestion? How often do we hear them?**

Follow up Questions (optional) – How do we discern suggestions? How often do we act on suggestions? Can a suggestion be hurtful? Can it be disrespectful?

Whom do we usually take advice from? – ****Ex.** What is Advice? Whom do we usually take advice from?**

Follow up Questions (optional) – Why do we take advice from this person? Is there a difference between Advice and a suggestion? What happens when someone's advice misleads you? Why do we usually take this advice? What happens when we do not take advice or choose not to act on it?

What is Constructive Criticism? – ****Ex.** What is Constructive Criticism? How do we take Constructive Criticism?**

Follow up Questions (optional) - What does Constructive Criticism mean to you? Who in here thinks that they are good at giving Constructive Criticism? How do you give Constructive Criticism?

"CHECKMATES AND LIFE LESSONS – Consequential Thinking & Future Based Thinking"

When do we usually look for guidance? – **Ex. When do we reach a point that we ourselves look for guidance?**

Follow up Questions (optional) - What does it mean to look for guidance? When we give guidance, what place does this guidance usually come from? Is guidance available all the time? If not, then how do we find it?

(Transition to Exercise) (Distribute Exercise #6)

Its Time For A Match w/ Advisors on each side:

-Separate the class into two groups, assign number #1, #2, #3, #4, #5, and #6 to participants. #1, #3 and #5 will be the white pieces and #2, #4, #6 will be the black pieces. Distribute Chessboards and let participants play friendly chess matches with the following objectives in mind. Each participant will have at least one match to play, each player has two advisors that overlook the game and assist the player. The rules are simple; one advisor suggestion per move, discretion is required, so whispers are recommended. The participant has the option to follow the suggestion or to dismiss it. Suggestions can be possible **Check, Capture or Threats**. All participants are encouraged to practice **Algebraic Notation**. (15 – 20 min. suggested per game) (Distribute Notation Sheets)

-Objectives-

1. To be receptive to advise and suggestions, practice discernment
2. To process variations of possible moves
3. To identify your opponents possible **Checks, Captures, and Threats**
4. To create a **development** strategy and then castling to protect the King
5. To recognize development, and implement control for the center of the board
6. To begin match with a plan in mind for **Checkmate**
7. At the end of match, count points per piece remaining on the Chess Board and add total to **Notation Sheet**

-10 minutes before class ends collect chessboards.

-Exercise Layout Per Table-

#3	PLAYER #1	#5
	CHESBOARD	
#4	PLAYER #2	#6



Rotate Clockwise

At the end of match, count points per piece remaining on the Chess Board and add total to **Notation Sheet**

+12	RESULTS:	+16
<input type="checkbox"/> WHITE WON	<input type="checkbox"/> DRAW	<input type="checkbox"/> BLACK WON
Signature:	Signature:	

"Teamwork makes the dream work" – Stevie Wonder

"CHECKMATES AND LIFE LESSONS – Consequential Thinking & Future Based Thinking"

Week #8 – Lesson #8 – Sacrifice & Rewards

*** Introduce yourself and welcome the participants to The Chess Club, review the prior lesson and ask questions to evaluate the comprehension of the participants for the prior lesson. Remind the group that all participants are expected to participate in all group exercises and class events. Advise all participants to be open-minded and to be willing to learn from each other and the curriculum. ***

Do We Really Reap What We Sow?:

*The following are questions designed to break the ice with participants and get them engaged in about the lesson at hand; they are also designed to educate on the game of chess and provoke critical thinking. **One or Two facilitators required for Lesson #8 presentation**

What is a Sacrifice? – ****Ex.** Welcome to The Chess Club this is lesson #8, so does anyone know what a Sacrifice is?*

Follow up Questions (optional) - What rewards does a Sacrifice reap? Is it natural to expect a reward for every sacrifice we make? Is the outcome of a Sacrifice predictable? When was the last time that you Sacrificed something and didn't receive anything in return, not even a thank you? Were you upset? What kind of growth do we experience when we do a Sacrifice? Is it realistic to say that we have sacrificed our lives for the better good? Is that the truth?

What is a Reward? – ****Ex.** What is a reward? Can a smile be a reward?*

Follow up Questions (optional) - What does it mean to you when you Receive a reward? Can a Reward be an internal feeling? When do we usually expect a Reward? What happens when our expectations of a Reward aren't met? How do we usually Reward someone?

What does it mean to be grateful? – ****Ex.** What does it mean to be Grateful?*

Follow up Questions (optional) – What are we usually grateful for? How often do we take for granted what we should be Grateful for? When we lose what we value, how do we recover what we've lost? When we recover what we have once lost, how much care do we put into it after?

What is a Cost? ** – ****Ex.** What is a Cost? How do we calculate a Cost?*

Follow up Questions (optional) – Do we analyze instantly the Cost of an action? Why would it be beneficial to evaluate the Cost of an action or inaction? What are we receiving in exchange for paying a cost? In today's society, is it prudent to consider the Cost of any situation? Who or What pays the Cost of things besides you? When do we realize that an action or inaction has a Cost?

What is a Payoff? ** – ****Ex.** What is a Payoff? Is a Payoff the same as a Reward?*

Follow up Questions (optional) - What do Payoffs consist of? Why would we be more concerned with a Payoff rather than the Cost? Can a Payoff be considered instant gratification? What do we naturally look for in a situation?

What is a Trap? ** – ****Ex.** What is a trap? Who commonly lays Traps? What is the purpose of a Trap?*

Follow up Questions (optional) – Is it fair game to lay a Trap in the game of Chess? What pieces can be used as bait for a Trap? Can a Sacrifice be a premeditated move for a Trap? How can we identify a Trap? Does Consequential Thinking play a role on setting a Trap and when identifying a Trap?

What is a Transactional Deed? ** – ****Ex.** What is a Deed? What is a Transactional Deed?*

Follow up Questions (optional) - What does a deed mean to you? Is a Transactional Deed healthy? What happens when we fail to complete our end of the Transaction? Can a Deed be associated to the worth of our word? How many of our actions are Transactional?

What does it mean to be of Service? ** – ****Ex.** What does it mean to be of service? How is being of Service different than Sacrificing something?*

Follow up Questions (optional) – When is it appropriate to be of Service? Why should we be of Service? In the game of Chess, what piece is usually of Service? Does being of Service have specific attributes and qualities?

"CHECKMATES AND LIFE LESSONS – Consequential Thinking & Future Based Thinking"

What is something that you are willing to sacrifice in your life right now? Can you live without this sacrifice?

****– **Ex.** So, we've spoken about many topics that revolve around Sacrifice and Awareness; So, what is something that you can sacrifice right now and live without it?**

Follow up Questions (optional) - What does this thing that your Sacrificing mean to you? Why would you be ok with Sacrificing it? Who will reap the rewards of this Sacrifice?

What is something that someone has Sacrificed for you? ****– **Ex.** How many of us have had someone Sacrifice something for us? ******

Follow up Questions (optional) - What did that Sacrifice mean to you? Why would someone else's sacrifice mean anything to you? Would someone else's Sacrifice mean anything if it did not affect you in any way shape or form?

(Transition to Exercise) **(Distribute Exercise #7)**

It's Time For A Match w/ A Special Sacrifice From Each Side:

-Separate the class into two groups, assign number #1 and #2. #1 will be the white pieces and #2 will be the black pieces. Distribute Chessboards and let participants play friendly chess matches with the following objectives in mind. Each participant will have to begin the match without a Queen and its selected sacrificed piece. The rules are simple; play the match and process the game with the objective of rescuing the Sacrificed piece 1st and then the Queen, however the participant has the option to rescue the queen 1st. To win the match, the Sacrificed piece must be rescued and participant must checkmate the opponent. If all Pawns are captured before the sacrificed piece is rescued, the match is over. All participants are encouraged to practice **Algebraic Notation**.

Exercise #7: The Chess Club's Very Own Queen's Gambit

-Objectives-

- 1.** To process variations of possible moves and maximize the Pawns presence
- 2.** To identify your opponents possible **Checks, Captures, and Threats**
- 3.** To create a **development** strategy and then castling to protect the King
- 4.** To recognize development, and implement control for the center of the board
- 5.** To begin match with a plan in mind for rescuing the sacrificed piece
- 6.** When a Pawn has reached the end of the board, make the assertive decision of what piece to rescue and identify the logic as to why it was the best decision
- 7.** Attempt **Checkmate** only after Sacrificed piece has been rescued

-10 minutes before class ends collect chessboards.

R	H	B		K	B	H	R
P	P	P	P	P	P	P	P
A6	B6	C6	D6	E6	F6	G6	H6
A5	B5	C5	D5	E5	F5	G5	H5
A4	B4	C4	D4	E4	F4	G4	H4
A3	B3	C3	D3	E3	F3	G3	H3
P	P	P	P	P	P	P	P
R	H	B		K	B	H	R

The selected Sacrifice piece will be ONLY of the Royal Line, The Queen is already off the board. It is recommended for participants to select a piece from their Army Of Values. The Queen and the selected piece must be off the board begin the match begins.

"It is only when it's gone, when we get to know its value" – Unknown

"CHECKMATES AND LIFE LESSONS – Consequential Thinking & Future Based Thinking"

Week #9 – Lesson #9 – Friendly Chess Match Day

*** Introduce yourself and welcome the participants to The Chess Club, review the prior lesson and ask questions to evaluate the comprehension of the participants for the prior lesson. Remind the group that all participants are expected to participate in all group exercises and class events. Advise all participants to be open-minded and to be willing to learn from each other and the curriculum. ***

Exercise: Keep In Mind The Endgame

-Separate the class into two groups, assign number #1 and #2. #1 will be the white pieces and #2 will be the black pieces. Distribute Chessboards and let participants play friendly chess matches with the following objectives in mind. All participants are encouraged to practice **Algebraic Notation**. (Distribute Notation Sheets) (Distribute Exercise #8)

-Objectives-

- 1. Select a Chess Piece from the Royal Line to Sacrifice***
- 2. To process variations of possible moves and maximize the Pawns presence***
- 3. To identify your opponents possible **Checks, Captures, and Threats*****
- 4. To create a **development** strategy and then castling to protect the King***
- 5. To recognize development, and implement control for the center of the board***
- 6. To begin match with a plan in mind for **Checkmate*****
- 7. When a Pawn has reached the end of the board, make the assertive decision of what piece to promote the Pawn into***
- 8. Take **Algebraic Notation** throughout the match***
- 9. Evaluate yourself and identify progress in your Chess Game***

-30 minutes before class ends collect chessboards.

*** Give participants a few minutes to clean up area where matches were played. Then, break into groups and discuss the exercise and assignment. If time permits, do check-ins***

"CHECKMATES AND LIFE LESSONS – Consequential Thinking & Future Based Thinking"

Week #10 – Lesson #10 – A Sky Full of Spies

*** Introduce yourself and welcome the participants to The Chess Club, review the prior lesson and ask questions to evaluate the comprehension of the participants for the prior lesson. Remind the group that all participants are expected to participate in all group exercises and class events. Advise all participants to be open-minded and to be willing to learn from each other and the curriculum. ***

What is the Power of Information?:

*The following are questions designed to break the ice with participants and get them engaged in about the lesson at hand; they are also designed to educate on the game of chess and provoke critical thinking. **One or Two facilitators required for Lesson #10 presentation**

What is a Spy? – ****Ex.** Welcome to The Chess Club. Let's begin today's lesson, does anyone know what a Spy is?*

Follow up Questions (optional) - What does a Spy mean to you? Why are Spies usually seen through a negative perspective? So, when we study an opponent, are we spying? Or is that gathering information?

What do Spies gather? – ****Ex.** Do Spies only gather information? What do Spies Gather?*

Follow up Questions (optional) - What does information mean to you? How can information be useful? Can information be misinterpreted?

Is information a form of intelligence? – ****Ex.** Is information a form of intelligence?*

Follow up Questions (optional) - What does intelligence mean to you? Why would you want to have intelligence on someone or a group? Can a Chess Game speak a lot about someone? Would it define their impulsiveness or prudence? What is the Purpose of gathering information on your Opponent?

How can data/information be useful for your team? – ****Ex.** What information is useful for your team? What information is vital in winning the tournament?*

Follow up Questions (optional) - What team has the strongest players? What team has the weakest players? Are all teams evenly distributed? Is there a player who overspends their Queen? (**Overspend @Glossary**)

What is False Information? – ****Ex.** What is False Information? *

Follow up Questions (optional) - What does False Information create? Can people act on False Information? Why do people act on False Information? Can beliefs come out of False Information? Who has acted on False Information before? What was the lesson that was learned?

Who is usually observing us in our Daily Lives? – ****Ex.** Who usually observes us in our daily lives?*

Follow up Questions (optional) - What does it mean to you for your child or a loved one to observe you? Why would your actions have any impact on them? Can you influence your loved ones or child unconsciously? Can we teach without being aware of it?

What is Awareness? – ****Ex.** So, What is awareness? What does Awareness look like? *

Follow up Questions (optional) – Is consciousness the same as Awareness? Why is Awareness vital in the Game of Chess? Can a mistake cost you a match in the Game of Chess? Why is Awareness important in Daily Life?

What is Influence? – ****Ex.** What is Influence? Is Influence powerful? *

Follow up Questions (optional) – Why is Influence powerful? Do we have the power to create Influence? Is Culture solely created on Influence? Are trends an impact of Influence? What about behaviors, can they be Influenced?

What is Example? What is the power of example? – ****Ex.** What is the power of Example? How do we create an Example?*

Follow up Questions (optional) – Do we act on Examples? Can an Example create Fear? What other emotions can an Example create? Can we learn off an Example?

(Transition to Exercise)

"CHECKMATES AND LIFE LESSONS – Consequential Thinking & Future Based Thinking"

Its Time For A Match w/ Spies on each side:

-Separate the class into two groups, assign number #1, #2, #3, #4, #5, and #6 to participants. #1, #3 and #5 will be the white pieces and #2, #4, #6 will be the black pieces. Distribute Chessboards and let participants play chess matches with the following objectives in mind. Each participant will have at least one match to play, each player has the option to take Algebraic Notation for his/her game and the games that are witnesses. The rules are simple; Study your potential opponents, learn from each other and deliver information to your teams. **The participants have the option to trade positions with a teammate in a different table before a match is started, but facilitator must approve it 1st**. All participants are encouraged to practice **Algebraic Notation**. (15 – 20 min. suggested per game) (Distribute Notation Sheets) (Distribute Exercise #9)

-Objectives-

1. To identify each players development and strategy
2. To identify the go-to pieces of each player at the table
3. To create a **development** strategy and then castling to protect the King
4. To recognize your opponents development, and implement control for the center of the board
5. To identify your opponents possible **Checks, Captures, and Threats**
6. To identify **Significant Trades** that each player does to **Protect** or **Gain Advantage**
7. To identify the **Skill Level** of each player at the table and report it back to the **Participants Team**
8. At the end of match, count points per piece remaining on the Chess Board and add total to **Notation Sheet**

-20 minutes before class ends collect chessboards.

-Exercise Layout Per Table-

#3	PLAYER #1	#5
	CHESBOARD	
#4	PLAYER #2	#6



At the end of match, count points per piece remaining on the Chess Board and add total to **Notation Sheet**

+12	RESULTS:	+16
<input type="checkbox"/> WHITE WON	<input type="checkbox"/> DRAW	<input type="checkbox"/> BLACK WON
Signature:	Signature:	

"What enables the wise sovereign and the good general to strike and conquer, and achieve things beyond the reach of ordinary men, is foreknowledge" – Sun Tzu in the Art Of War

"CHECKMATES AND LIFE LESSONS – Consequential Thinking & Future Based Thinking"

Week #11 – Lesson #11 – The Mighty Pawn

*** Introduce yourself and welcome the participants to The Chess Club, review the prior lesson and ask questions to evaluate the comprehension of the participants for the prior lesson. Remind the group that all participants are expected to participate in all group exercises and class events. Advise all participants to be open-minded and to be willing to learn from each other and the curriculum. ***

What is the Journey of Transformation?:

*The following are questions designed to break the ice with participants and get them engaged in about the lesson at hand; they are also designed to educate on the game of chess and provoke critical thinking. **One or Two facilitators required for Lesson #11 presentation**

What is Integrity? - **Ex. Welcome to The Chess Club. Let's begin today's lesson, What is Integrity? Is Integrity valuable? **

Follow up Questions (optional) - What does it mean to have Integrity? Is Integrity a form of being Ethical? Can a Dictator have Integrity because he abides by his Code of Ethics? Can integrity be weaponized? How often do we weaponize Integrity?

What is Responsibility? - **Ex. What is Responsibility? What does it mean to be Responsible? **

Follow up Questions (optional) - What does Responsibility do for you? Why would choose to be Responsible? What do we gain from being Responsible? How do we react to someone who is not Responsible? Do we establish a BIG I, little you dynamic?

What is Humility? - **Ex. What is Humility? What does it mean to be Humble? **

Follow up Questions (optional) – Why is Humility a virtue? Why would a King need to have Humility? Does Humility occur naturally in our lives or do we hone it throughout time? In today's society, is being Humble a commodity? What does it mean to Humbly claim victory?

What is Power? - **Ex. What is Power? **

Follow up Questions (optional) – What does Power mean to you? Why would we be interested in Power? How do you obtain Power? In today's society, who are the most powerful? How can you be within that capacity?

What is Self-Empowerment? - **Ex. What is Self-Empowerment? What does it mean to be Self-Empowered? **

Follow up Questions (optional) – How can you Self-Empower yourself? Why would you want to Self-Empower yourself? Can you Empower someone you love and care for? How would you Empower them? In today's society, what opportunities are given for Self-empowerment?

When do we Relinquish Power? - **Ex. What does it mean to Relinquish Power? When do we Relinquish Power? **

Follow up Questions (optional) – Have you ever Relinquished Power that you didn't even know you had? Why would we be unaware of such Power? What happens when we Relinquish our own Power?

What is Adversity? - **Ex. What is Adversity? How do we recognize Adversity? **

Follow up Questions (optional) – How many times in life have you faced Adversity? What happens every time that you face Adversity? Does Adversity enable growth? What is required to conquer Adversity?

What is Perseverance? - **Ex. What is Perseverance? **

Follow up Questions (optional) - What does it mean to have Perseverance? Why would a Pawn need Perseverance? Is Perseverance a powerful attribute to have? How do you obtain Perseverance?

What is Diligence? - **Ex. What is Diligence? **

Follow up Questions (optional) - What does a person need to be Diligent? What does a person do when they have Diligence? Is Diligence often rewarded? How do you expect someone to appreciate your Diligence?

"CHECKMATES AND LIFE LESSONS – Consequential Thinking & Future Based Thinking"

What is a Fixed Mindset? – ****Ex.** In the beginning of the cycle we spoke about this, What is a Fixed Mindset?*

Follow up Questions (optional) – What has changed from then to now? Why would a Fixed Mindset hinder you? What happens with a Fixed Mindset over time? Do you think a Pawn has a Growth Mindset or a Fixed Mindset? Why do you think this?

What Qualities and Attributes does a Pawn have? – ****Ex.** What Qualities and Attributes do you recognize in a Pawn?*

Follow up Questions (optional) – Any Qualities that you relate to? Any Attributes that you can relate to? Any Qualities that you like in the Pawn that you want to have? Any Attributes of the Pawn that you would like to have? How can you obtain these Qualities and Attributes?

What is the Virtues of a Pawn? – ****Ex.** What Virtues does a Pawn have?*

Follow up Questions (optional) – What Virtue is the Pawns strongest Virtue? What Virtue is the Pawns weakest Virtue? What Virtues can you relate to?

Does a Pawn have a Purpose on the board? – ****Ex.** What is the Pawns Purpose for being on the board?*

Follow up Questions (optional) - What is the Purpose of all Pawns? Do you relate to the Pawns Purpose? Do you consider the Pawn a strong piece?

What does it mean to Pawn Play? – ****Ex.** So, for the Chess players in the room, What does it mean to Pawn Play?*

Follow up Questions (optional) – Why is knowing how to Pawn Play important? Can you claim victory if your opponent does not know how to Pawn Play? Why are Pawns so important at this point of the game?

What is a Pawn Skeleton? – ****Ex.** What is a Pawn Skeleton?*

Follow up Questions (optional) - What does a Pawn Skeleton Imply? Why is a Pawn Skeleton important? How do you maximize a Pawn Skeleton?

What is a Pawn Wall? – ****Ex.** What is a Pawn Wall?*

Follow up Questions (optional) – How do you establish a Pawn Wall? Can a Pawn Wall have a Weakness? What is a Pawn Wall's strongest point?

Does the Pawn imply Unity? – ****Ex.** Does the Pawn imply Unity? *

Follow up Questions (optional) – Why is there 8 Pawns on the board? Since there is 8 Pawns, is it safe to say that they are a Team? What happens if Pawns are not working together?

When can the Pawn turn into any piece on the board except the King? – ****Ex.** When does the Pawn become any piece on the board? Can the Pawn become the King?*

Follow up Questions (optional) – How many Pawns become **Power Pieces**? How often does a Pawn become a **Power Piece**? Would a Strategy have to be devised since the beginning of the game for the Pawn to become a **Power Piece**? (**Power Piece @Glossary**)

How can we relate to the Pawn's Journey of transformation? – ****Ex.** Can anyone of you relate to the Pawn's Journey of Transformation?*

Follow up Questions (optional) – What is the Pawn's Journey? How much Adversity does the Pawn overcome? Is he worthy of becoming any piece on the board?

What does it mean to make Amends? – ****Ex.** What does it mean to make Amends?*

Follow up Questions (optional) – Does making Amends Empower you? Why would an Amends Empower you? Does an Amends Empower others? Can an Amends enable Transformation? What is the Pros and Cons of making Amends?

What is Redemption? – ****Ex.** What is Redemption?*

Follow up Questions (optional) - What does Redemption mean to you? What happens when we initiate a road to Redemption

(Transition to Exercise) (Distribute Exercise #10)

"CHECKMATES AND LIFE LESSONS – Consequential Thinking & Future Based Thinking"

How Mighty is the Pawn Within You?:

-Separate the class into two groups, assign number #1 and #2 to participants. #1 will be the white pieces and #2 will be the black pieces. Distribute Chessboards and let participants play chess matches with the following objectives in mind. For Exercise #1, the participant must look within and decide on the best moves to accomplish the objectives. For exercise #2, the participant will learn how to establish support for each Pawn and create Pawn structure through the process. The rules are simple; **Focus beyond the element of winning, learn to win with humility**. For Exercise #1, there can be 2 winners. For exercise #2, the player with the most pawns at the end of the board wins the round. (15 – 20 min. suggested per exercise)

-Objectives-

1. To process variations of possible moves
2. To identify your opponents possible Pawn Alignments
3. To create a **development** strategy
4. To recognize development, and implement control for the center of the board

-10 minutes before class ends collect chessboards.

**** Give participants a few minutes to clean up area where matches were played. Then, break into groups and discuss the exercise and assignment. If time permits, do check-ins****

K	P					P	
P	P						P
P						P	P
	P					P	K

Exercise #1

Objective-

1. To **PLACE** your King and Pawns exactly as your opponent's King and Pawns on the opposite side of the board. **IF** participants are to engage in a match, only 2 Pawns can be captured before the match is over.
2. Pawns in this exercise will be allowed to move diagonal and move one square up or to the side at a time. Pawns can only capture diagonally.

****Winning for both participants is when one of the participants offers to place his pieces in exchange for his opponent's pieces on the board without engaging in a Match. This exercise is about Humility not Winning. (Do Not Disclose to Participants Until Exercise Is Over)**

P	P	P	P	P	P	P	P
P	P	P	P	P	P	P	P

Exercise #2

Objective-

3. To assure Pawns reach the end of the board
4. Pawns in this exercise will be allowed to move one square at a time. Pawns can only capture diagonally.
5. The player with the most pawns at the end of the match wins the round

"With great power, comes great responsibility" – Uncle Ben in Spiderman

"CHECKMATES AND LIFE LESSONS – Consequential Thinking & Future Based Thinking"

Week #12 – Lesson #12 – The Knight & The Horse

*** Introduce yourself and welcome the participants to The Chess Club, review the prior lesson and ask questions to evaluate the comprehension of the participants for the prior lesson. Remind the group that all participants are expected to participate in all group exercises and class events. Advise all participants to be open-minded and to be willing to learn from each other and the curriculum. ***

Is the Knight and the Horse one of the same?:

*The following are questions designed to break the ice with participants and get them engaged in about the lesson at hand; they are also designed to educate on the game of chess and provoke critical thinking. **One or Two facilitators required for Lesson #12 presentation**

What is a Knight's piece in the Game of Chess? – **Ex. Welcome to The Chess Club. Let's begin today's lesson, What is a Knight's piece in the Game of Chess?**

Follow up Questions (optional) – What does the Knight do in the Game of Chess? How does a Knight move? How many points is a Knight worth? Are Knights dangerous in the Game of Chess? If so, why is the Knight dangerous?

What is a Horse piece in the Game of Chess? – **Ex. What is a Horse piece in the Game of Chess?**

Follow up Questions (optional) – Why do people call the Knight, a Horse instead of the Knight? Does perception have anything to do with it? Is it cliché, to say people call it like they see it?

Is there any difference between the Horse and the Knight? – **Ex. So, Is there any difference between the Horse and the Knight?**

Follow up Questions (optional) – Why are the Horse and the Knight One of the same? Is it fair to say, that the name "Horse" is undermining the true value of the Knight? How often does that happen in our lives? Do other people's perceptions shape our true Identity and Value? Is it common to be ok with what other people call you rather than your proper name?

What is the difference between a Name and a Nickname? – **Ex. What is the difference between a Name and a Nickname?**

Follow up Questions (optional) – At what age do we begin to respond to a nickname? What identity do we attach to our nicknames? Does a Nickname Empower us? Does a Nickname fuel our Ego? What does your Name mean to you? Who in here can say that they respond more to their nickname daily rather than their name?

Is it fair to say, that we do not have a proper understanding of self, when we respond to our Nickname more often than our Name? – **Ex. What does it mean to respond to our Nickname, can it mean that we don't have a proper understanding of self?

Follow up Questions (optional) – Does a Nickname condition you? Who prefers their Nickname over their Name? Is the self ever established or is it ever growing? What does it mean to form an identity?

Is a Knight Free Spirited? – **Ex. Can the Knight be considered Free Spirited?

Follow up Questions (optional) – What does it mean to be Free Spirited? Why would we categorize the Knight as Free Spirited? Can his behavior on the Chess Board be a factor? Can we consider his movements a unique capacity? What are the Pros and Cons of the Knights style of movement?

What is the movement of the Knight/Horse? – **Ex. What is the movement of the Knight?

Follow up Questions (optional) – Can a Knight move in any direction? What are his movement conditions? Can the Knight threaten multiple pieces at once? What does it mean to develop a Knight?

Taking the movement of the horse and relating it to the Letter "L", what meaning can be interpreted by this

Letter? – **Ex. Taking the movement of the horse and relating it to the Letter "L", what meaning can be interpreted by this Letter?

Follow up Questions (optional) – What does the letter "L" mean to you? Can the meaning be Subjective? What is the difference between a Lesson and a Loss? Is the way we view things important when we make Decisions and Reflections?

"CHECKMATES AND LIFE LESSONS – Consequential Thinking & Future Based Thinking"

Does Meaning need a filter? – ****Ex.** Since meaning is Subjective, does personal Meaning need a filter?**

Follow up Questions (optional) – What does it mean to have a filter for personal Meaning? Why would someone have a different Meaning to something that you find no or little meaning to? Does Empathy have anything to do with it? Does Experience have anything to do with it? Is it a virtue to see and value other peoples perspectives?

Can the Knight be associated to real life Virtues and Experiences? – ****Ex.** Can the Knight be associated or related to any real life Virtues and Experiences?**

Follow up Questions (optional) – How do you relate to the Knight? Has anything that we've discussed so far resonated with the Knight or with yourself in any way? What is the Knights Virtue? What is your Virtue?

Does the Knight have a unique capacity? C- ****Ex.** What is the Knights unique Capacity?**

Follow up Questions (optional) – How do we recognize the Knights Capacity? Is it in the same way we recognize capacity in others and within ourselves? What does that process look like? Does the Knight have multiple unique Capacities? Can you relate?

Are the qualities and virtues of the Knight an asset or a liability? – ****Ex.** Are the qualities and virtues of the Knight an asset or a liability?**

Follow up Questions (optional) – Why are they an Asset? Why are they a Liability? Can we say that the Knight has a Duality? What is the Knight's Purpose in the game of Chess?

Is the saying, "A Knight on the rim is dim" really true? – ****Ex.** Is the saying, "A Knight on the rim is dim" really true?**

Follow up Questions (optional) – What does this mean to you? Why would a Knight on the rim be dim? Does it imply that the Knight is not maximizing its capacity? Can we relate in any way?

Where does the Knight play best? – ****Ex.** Where does the Knight play best?**

Follow up Questions (optional) – Where on the Chess Board does the Knight play best? Why would a Knight play best in the middle of the Chess Board? How many areas/squares can the Knight cover in the middle of the Chess Board?

What is your Knight piece worth to you in your Army Of Values? – ****Ex.** What is your Knight piece worth to you in your Army Of Values?**

Follow up Questions (optional) – Who or What is the Knight representing in your Army of Values? Why would you choose the Knight to represent this person/thing/place? Do you think your assessment was correct?

What is your Knight piece worth to you in your Army Of Your Opponent? – ****Ex.** What is your Knight piece worth to you in the Army Of Your Opponent?**

Follow up Questions (optional) – Why would you choose the Knight to represent these vices/people/places/beliefs/things? Was your assessment correct?

(Transition to Exercise) (Distribute Exercise #11)

The Knight Rider:

-Separate the class into two groups, assign number #1 and #2 to participants. Distribute Chessboards and let participants begin **The Knight Rider Exercise** with the following objectives in mind. For this Exercise, The Knight will have targets to capture, beginning at a specific square. The rules are simple, once the Knight has begun movement the Knight cannot revisit a square in which he has prior landed on. This exercise is designed to enable creativity, and to create a versatile style for each player when using the Knight to its full capacity. Once participant #1 has revisited a square the round is over, reset pieces and allow participant #2 to begin exercise.

"CHECKMATES AND LIFE LESSONS – Consequential Thinking & Future Based Thinking"

-Objectives-

1. To process variations of possible moves for the Knight
2. To create dynamic moves within the board using the Knight
3. Identify **Correct** sequence
4. To develop a 2nd **Correct** sequence if possible

-15 minutes before class ends collect chessboards.

**** Give participants a few minutes to clean up area. Then, break into groups and discuss the exercise and assignment. If time permits, do check-ins****

This Exercise is designed to enhance the development of the Knight when using the Knight in a Match. Identifying coverage, threats, and captures with the Knight is essential in winning Matches

(Example #1)

Answer Key For Sequence #1 & Sequence #2

P		P						4	15	6						14		12		10				
				P		P		7		3	16	19		21				15		7	4	9		
P		P						14	5	8		22		18		16	13	18	11			6		
				P		P		9	2	13		17	20	23		19				5	8	3		
P		P						12		10		24				22	17	20	37	2		32		
				P		P		1		33		27	30	25				23	26	33	28	35	30	
P		P						34	11	28		32				24	21	38	1	36	31			
	H			P		P			H			29	26	31			H	25		27	34	29		

(Example #2)

	P		P		P		P
P		P		P		P	
	P		P		P		P
H		P		P		P	
	P		P		P		P
P		P		P		P	
	P		P		P		P
P		P		P		P	

"To be or not to be" – William Shakespeare

"CHECKMATES AND LIFE LESSONS – Consequential Thinking & Future Based Thinking"

Week #13 – Are You Ready!? Pre-Qualifications For Chess Tournament

*** Introduce yourself and welcome the participants to The Chess Club, review the prior lesson and ask questions to evaluate the comprehension of the participants for the prior lesson. Remind the group that all participants are expected to participate in all group exercises and class events. Advise all participants to be open-minded and to be willing to learn from each other and the curriculum. ***

Get Your Engines Ready!:

-Introduce the Rules and Requirements for The Chess Club's Tournament. Engage with Participants and clarify any questions before beginning Qualifications. (Distribute Handout #7)

-Rules of Qualifications for Tournament-

- *Winning a Match will award you 10 Points for The King Piece*
- *All Pieces on the board will be accounted as Material Points*
- **20 points** or more are required to Qualify for Tournament
- **Algebraic Notation** of Matches must be submitted
- **2 Chess Matches** will **only** be played for Qualification Matches
- When each **Match** is finished, call facilitator to confirm win

-Objectives-

1. To accumulate a Total of **20 points** or more to qualify
2. To take **Algebraic Notation** for both Chess Matches
3. To create a **development** strategy and then castling to protect the King
4. To recognize your opponents development, and implement control for the center of the board
5. To identify your opponents possible **Checks, Captures, and Threats**
6. To identify **Significant Trades** that **Protect** or **Gain Advantage**
7. To identify the **Skill Level** of opponent and report it back to the **Participants Team**

-15 minutes before class ends collect chessboards and break into groups

*** Give participants a few minutes to clean up area. Then, break into groups and discuss the exercise and assignment. If time permits, do check-ins***

"CHECKMATES AND LIFE LESSONS – Consequential Thinking & Future Based Thinking"

Week #13 – We Are Ready! Chess Tournament Begins

*** Introduce yourself and welcome the participants to The Chess Club, review the prior lesson and ask questions to evaluate the comprehension of the participants for the prior lesson. Remind the group that all participants are expected to participate in all group exercises and class events. Advise all participants to be open-minded and to be willing to learn from each other and the curriculum. ***

Let The Games Begin!:

-Introduce the Rules for The Chess Club's Tournament. Engage with Participants and clarify any questions before beginning Tournament Rounds.

-Rules of the Tournament-

- Winning a Match will award you 10 Points for The King Piece
- All Pieces on the board will be accounted as Material Points
- **Winner** of the match will be decided on **Checkmate**
- **Algebraic Notation** of Matches must be submitted
- **2 Chess Matches** will **only** be played for Tournament Matches
- **If**, material points are higher than the **Winner of both Matches**, then **Checkmate** trumps the **Material Points**
- **If**, Both players have a **Checkmate** each, then **Winner** will be the player with the **Highest Material Points**
- When each **Match** is finished, call facilitator to confirm win
- When **Chess Matches** are over, regroup with your **Teams**. Give the on-going **Matches** space and privacy
- **If**, a **Draw** is calculated after the 2 Matches, then a **3rd Match** will decide the Winner

-Objectives-

1. To take **Algebraic Notation** for both Chess Matches
2. To create a **development** strategy and then castling to protect the King
3. To recognize your opponents **development**, and implement **control** for the center of the board
4. To identify your opponents possible **Checks, Captures, and Threats**
5. To identify **Significant Trades** that **Protect** or **Gain Advantage**
6. To **Checkmate** opponent and **Qualify** for the next round

-15 minutes before class ends collect chessboards and break into groups

*** Give participants a few minutes to clean up area. Then, break into groups and discuss the exercise and assignment. If time permits, do check-ins***

"CHECKMATES AND LIFE LESSONS – Consequential Thinking & Future Based Thinking"

Tournament Score Board Per Team:

Team Name	# of Player Per Team	Total Material Points Per Player	Total material Points Per Team	Total Average
<i>The Royal Knights</i>				
<i>Elite Kings</i>				
<i>Blue Rooks</i>				
			Formula For Averaging Points:	Total Points Multiply X2 Then Divide By # of Players Per Team

(Example #1)

Example of ScoreBoard w/ Team Scores

Team Name	# of Player Per Team	Total Material Points Per Player	Total material Points Per Team	Total Average
<i>The Royal Knights</i>	6	14+16+18+4+10+12	74	24.66
<i>Elite Kings</i>	7	15+12+13+14+15+12+11	92	26.28
<i>Blue Rooks</i>	6	12+14+16+22+17+18	99	33
			Formula For Averaging Points:	Total Points Multiply X2 Then Divide By # of Players Per Team

(Example #2)

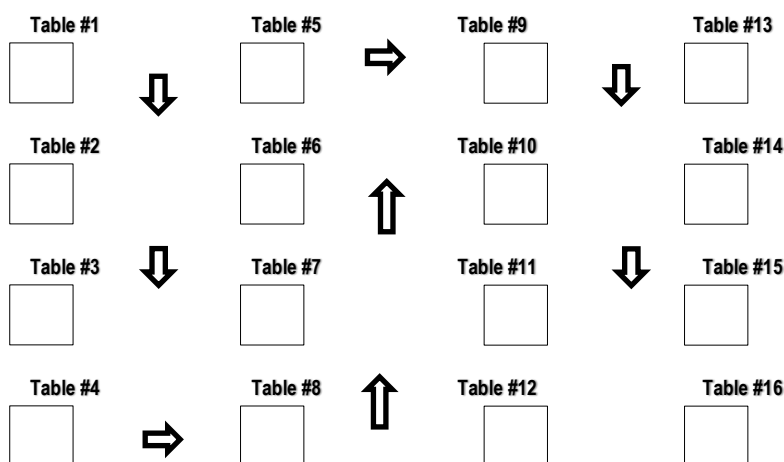
*****Facilitators should be adding final points per player to the scoreboard as soon as each match is over*****

“CHECKMATES AND LIFE LESSONS – Consequential Thinking & Future Based Thinking”

Operations of the Tournament

- Two Brand New Deck of Cards Required

In order for Randomness to be genuine, the following operation is suggested for Facilitators. Lay out on a table a deck of cards facedown, then have participants that are participating in the tournament select a card. Once all participants have selected their cards, instruct them to write down their card suite and # on their Notation Sheet. Simultaneously as this happens, identify the cards that were not selected by participants and take out those exact cards from the brand new deck of cards. Once participants have written down their designated card name and # on the Notation Sheet, shuffle the deck at least 3 times and begin to assign Chess Matches. Walk from the top of the room and pull the first 2 cards, those to cards will represent the 1st match, then shuffle and pull two more cards and so on and so forth. If the last card is a single card that player gets a bye and 10 points only for the round.



-When **Chess Matches** are over, advise participants to regroup with their **Teams**. In order to give the on-going **Matches** space and privacy

Once Matches are over and winner is declared, the following bracket will be created.

The Winner of Each Table will Advance to Round 2 in This Order

#1 Vs. #2	#9 Vs. #10	
#3 Vs. #4	#11 Vs. #12	
#5 Vs. #6	#13 Vs. #14	
#7 Vs. #8	#15 Vs. #16	

-The #'s represent the numbers assigned to each tables

"CHECKMATES AND LIFE LESSONS – Consequential Thinking & Future Based Thinking"

Week #14 – We Are Ready! Chess Tournament Part II

*** Introduce yourself and welcome the participants to The Chess Club, inquire about the experiences of the participants for the current Tournament. Remind the group that all participants who have been eliminated can be supportive of their teammates and assist in every which way possible to improve the event. Read out loud the Scoreboard, then allow for Teams to meet for 5 Minutes before Matches begin***

Part II of the Chess Tournament:

Team Name	Total Average For Day #1	# of Player Per Team - Day #2	Total Material Points Per Player - Day #2	Total material Points Per Team Day #2	Total Average Day #2
<i>The Royal Knights</i>					
<i>Elite Kings</i>					
<i>Blue Rooks</i>					
			Formula For Averaging Points:	Total Points Multiply X2 Then Divide By # of Players Per Team	

The Winner of Each Table will Advance to Round 2 in This Order

Table #1 <div></div>	Table #3 <div></div>	Table #5 <div></div>	Table #7 <div></div>	
#1 Vs. #2	#3 Vs. #4	#5 Vs. #6	#7 Vs. #8	
Table #2 <div></div>	Table #4 <div></div>	Table #6 <div></div>	Table #8 <div></div>	
#9 Vs. #10	#11 Vs. #12	#13 Vs. #14	#15 Vs. #16	

#1 Vs. #2	#9 Vs. #10	
#3 Vs. #4	#11 Vs. #12	
#5 Vs. #6	#13 Vs. #14	
#7 Vs. #8	#15 Vs. #16	

-When **Chess Matches** are over, advise participants to regroup with their **Teams**. In order to give the on-going **Matches** space and privacy

The Winner of Each Table will Advance to Round 3 in This Order

#1 Vs. #2	#5 Vs. #6	
#3 Vs. #4	#7 Vs. #8	

-The #'s represent the numbers assigned to each tables

"CHECKMATES AND LIFE LESSONS – Consequential Thinking & Future Based Thinking"

Week #15 – We Are Ready! Chess Tournament Part III

*** Introduce yourself and welcome the participants to The Chess Club, inquire about the experiences of the participants for the current Tournament. Remind the group that all participants who have been eliminated can be supportive of their teammates and assist in every which way possible to improve the event. Teams can meet for 5 Minutes before Matches begin***

Part III of the Chess Tournament:

Team Name	Total Average For Day #1 & Day #2	# of Player Per Team - Day #3	Total Material Points Per Player - Day #3	Total material Points Per Team Day #3	Total Average Day #3
<i>The Royal Knights</i>					
<i>Elite Kings</i>					
<i>Blue Rooks</i>					
			Formula For Averaging Points:	Total Points Multiply X2 Then Divide By # of Players Per Team	

The Winner of Each Table will Advance to Round 3 in This Order

Table #1	Table #2	Table #3	Table #4
<div></div>	<div></div>	<div></div>	<div></div>
#1 Vs. #2	#3 Vs. #4	#5 Vs. #6	#7 Vs. #8

#1 Vs. #2	#5 Vs. #6	
#3 Vs. #4	#7 Vs. #8	

-The #'s represent the numbers assigned to each tables

-When **Chess Matches** are over, advise participants to regroup with their **Teams**. In order to give the on-going **Matches** space and privacy

The Winner of Each Table will Advance to the Final Showdown in This Order

Table #1	Table #2	#1 Vs. #2	#3 Vs. #4	
<div></div>	<div></div>			
#1 Vs. #2	#3 Vs. #4			

-The #'s represent the numbers assigned to each tables

"CHECKMATES AND LIFE LESSONS – Consequential Thinking & Future Based Thinking"

Week #16 – Final Showdown / Graduation Ceremony

It's the Final Showdown!:

-Introduce the Rules for The Chess Club's Tournament Finals. Notify that Graduation Ceremony will be held after Final Match

-Rules of the Tournament Finals-

- *Winning a Match will award you 10 Points for The King Piece*
- *All Pieces on the board will be accounted as Material Points*
- ***Winner** of the match will be decided on **Checkmate***
- ***Algebraic Notation** of Matches must be submitted*
- ***1 Chess Matches** will **only** be played for Semi-Finals and Final Matches*
- ***Checkmate** is the only way to **Win** the round*
- *When each **Match** is finished, call facilitator to confirm win*
- *When **Chess Matches** are over, regroup with your **Teams**. Give the on-going **Matches** space and privacy*

-Objectives-

1. *To take **Algebraic Notation** for your Chess Match*
2. *To create a **development** strategy and then castling to protect the King*
3. *To recognize your opponents **development**, and implement **control** for the center of the board*
4. *To identify your opponents possible **Checks, Captures, and Threats***
5. *To identify **Significant Trades** that **Protect** or **Gain Advantage***
6. *To **Checkmate** opponent and **Qualify** for the **Final Round***
7. ***If, In the Final Round, Claim Victory!***

*** Once Final is Over, Give participants a few minutes to clean up area. Then begin Graduation Ceremony.*

The Winner of Each Table will Advance to the Final Showdown in This Order

Table #1



#1 Vs. #2

Table #2



#3 Vs. #4

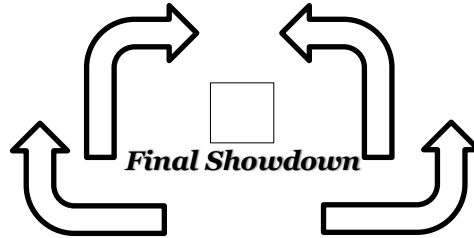
#1 Vs. #2

-The #'s represent the numbers assigned to each tables

"CHECKMATES AND LIFE LESSONS – Consequential Thinking & Future Based Thinking"

Week #16 – Final Showdown / Graduation Ceremony

The Final Will Be Held In the Middle of the Room



-Graduating Class Participants will sit around the Match and be supportive of their fellow Participants for the Final Chess Match of The Tournament

*** Once Final is Over, Give participants a few minutes to clean up area. Then begin Graduation Ceremony.*

WE ARE THE CHAMPIONS!: GRADUATION CEREMONY

- ***Award Certificate to Each Participant***
- ***Award Certificate to All Team Members of The Team with the Highest Points on The Scoreboard***
- ***Award Certificate to the Tournament Champion, 1st Place***
- ***Award Certificate to The Runner Up, 2nd Place***
- ***Distribute The One-Liner Poem To Graduates***
- ***Read The One-Liner Poem Out Loud***
- ***Distribute Snacks & Beverages***