



Chess

Merit Badge Workbook

This workbook can help you but you still need to read the merit badge pamphlet.

The work space provided for each requirement should be used by the Scout to make notes for discussing the item with his counselor, not for providing the full and complete answers. Each Scout must do each requirement.

No one may add or subtract from the official requirements found in **Boy Scout Requirements** (Pub. 33216 – SKU 34765).

The requirements were last issued or revised in 2011 • This workbook was updated in June 2012.

Scout's Name: _____ Unit: _____

Counselor's Name: _____ Counselor's Phone No.: _____

<http://www.USScouts.Org> • <http://www.MeritBadge.Org>

Please submit errors, omissions, comments or suggestions about this **workbook** to: Workbooks@USScouts.Org
Comments or suggestions for changes to the **requirements** for the **merit badge** should be sent to: Merit.Badge@Scouting.Org

1. Discuss with your merit badge counselor the history of the game of chess. _____

Explain why it is considered a game of planning and strategy. _____

2. Discuss with your merit badge counselor the following:

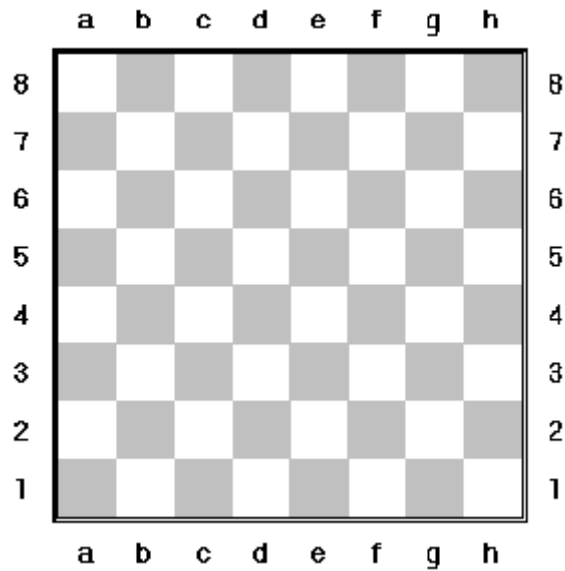
a. The benefits of playing chess, including developing critical thinking skills, concentration skills, and decision-making skills, and how these skills can help you in other areas of your life _____

b. Sportsmanship and chess etiquette _____

3. Demonstrate to your counselor that you know each of the following. Then, using Scouting's Teaching EDGE, teach the following to a Scout who does not know how to play chess:

- a. The name of each chess piece _____

- b. How to set up a chessboard _____



- c. How each chess piece moves, including castling and en passant captures. _____
 King: _____
 Queen: _____
 Bishop: _____
 Knight: _____
 Rook: _____
 Pawn: _____
 castling: _____
 en passant captures _____

4. Do the following

- a. Demonstrate scorekeeping using the algebraic system of chess notation.. _____

b. Discuss the differences between the opening, the middle game, and the endgame. _____

c. Explain four opening principles. _____

d. Explain the four rules for castling. _____

e. On a chessboard, demonstrate a "scholar's mate" and a "fool's mate."

f. Demonstrate on a chessboard four ways a chess game can end in a draw.

5. Do the following.

a. Explain four of the following elements of chess strategy: exploiting weaknesses, force, king safety, pawn structure, space, tempo, time.

1. _____
2. _____
3. _____
4. _____

b. Explain any five of these chess tactics: clearance sacrifice, decoy, discovered attack, double attack, fork, interposing, overloading, overprotecting, pin, remove the defender, skewer, zwischenzug. _____

1. _____
2. _____
3. _____
4. _____
5. _____

- c. Set up a chessboard with the white king on **e1**, the white rooks on **a1** and **h1**, and the black king on **e5**. With White to move first, demonstrate how to force checkmate on the black king.
- d. Set up and solve five direct-mate problems provided by your merit badge counselor.
 - 1. _____
 - 2. _____
 - 3. _____
 - 4. _____
 - 5. _____
- 6. Do ONE of the following:
 - a. Play at least three games of chess with other Scouts and/or your merit badge counselor. Replay the games from your score sheets and discuss with your counselor how you might have played each game differently.
 - b. Play in a scholastic (youth) chess tournament and use your score sheets from that tournament to replay your games with your merit badge counselor. Discuss with your counselor how you might have played each game differently.
 - c. Organize and run a chess tournament with at least four players, plus you. Have each competitor play at least two games..

Requirement resources can be found here:
http://www.meritbadge.org/wiki/index.php/Chess#Requirement_resources

Important excerpts from the [‘Guide To Advancement’](#), No. 33088:

Effective January 1, 2012, the ‘Guide to Advancement’ (which replaced the publication ‘Advancement Committee Policies and Procedures’) is now the *official* Boy Scouts of America source on advancement policies and procedures.

- **[Inside front cover, and 5.0.1.4] — Unauthorized Changes to Advancement Program**
No council, committee, district, unit, or individual has the authority to add to, or subtract from, advancement requirements.
(There are limited exceptions relating only to youth members with disabilities. For details see section 10, “Advancement for Members With Special Needs”.)
- **[Inside front cover, and 7.0.1.1] — The [‘Guide to Safe Scouting’](#) Applies**
Policies and procedures outlined in the ‘Guide to Safe Scouting’, No. 34416, apply to all BSA activities, including those related to advancement and Eagle Scout service projects. [Note: Always reference the online version, which is updated quarterly.]
- **[7.0.3.1] — The Buddy System and Certifying Completion**
Youth members must not meet one-on-one with adults. Sessions with counselors must take place where others can view the interaction, or the Scout must have a buddy: a friend, parent, guardian, brother, sister, or other relative —or better yet, another Scout working on the same badge— along with him attending the session. When the Scout meets with the counselor, he should bring any required projects. If these cannot be transported, he should present evidence, such as photographs or adult certification. His unit leader, for example, might state that a satisfactory bridge or tower has been built for the Pioneering merit badge, or that meals were prepared for Cooking. If there are questions that requirements were met, a counselor may confirm with adults involved. Once satisfied, the counselor signs the blue card using the date upon which the Scout completed the requirements, or in the case of partials, initials the individual requirements passed.
- **[7.0.3.2] — Group Instruction**
It is acceptable—and sometimes desirable—for merit badges to be taught in group settings. This often occurs at camp and merit badge midways or similar events. Interactive group discussions can support learning. The method can also be attractive to “guest experts” assisting registered and approved counselors. Slide shows, skits, demonstrations, panels, and various other techniques can also be employed, but as any teacher can attest, not everyone will learn all the material.

There must be attention to each individual’s projects and his fulfillment of *all* requirements. We must know that every Scout — actually and *personally*— completed them. If, for example, a requirement uses words like “show,” “demonstrate,” or “discuss,” then every Scout must do that. It is unacceptable to award badges on the basis of sitting in classrooms *watching* demonstrations, or remaining silent during discussions. Because of the importance of individual attention in the merit badge plan, group instruction should be limited to those scenarios where the benefits are compelling.
- **[7.0.3.3] — Partial Completions**
Scouts need not pass all requirements with one counselor. The Application for Merit Badge has a place to record what has been finished — a “partial.” In the center section on the reverse of the blue card, the counselor initials for each requirement passed. In the case of a partial completion, he or she does not retain the counselor’s portion of the card. A subsequent counselor may choose not to accept partial work, but this should be rare. A Scout, if he believes he is being treated unfairly, may work with his Scoutmaster to find another counselor. An example for the use of a signed partial would be to take it to camp as proof of prerequisites. Partials have no expiration except the 18th birthday.