**Go Skills Guide B: Lessons B01-B12**

Most of these topics are relatively straightforward tactical ideas. All that is needed is to introduce the topic with a few examples and then do some puzzles on the subject. After this you can ask the children to watch out for the tactic happening in their games.

**B01: Right and wrong ataris**

Use a set of puzzles to illustrate cases where there is a right and a wrong way to put a stone or group of stones in atari; and another to look at when it is good or bad to escape from an atari

**B02: Edge of the board tactics**

Show some typical edge-of-the-board tactics, for example:

* When a stone is in atari on the second line and pushed towards the edge so it can’t escape. The children should be able to show that if they try to rescue the stone they can end up losing 3 stones instead of one.
* At the edge when one player hanes and connects, then the other has to make a connection too. This happens very often in games

**B03: Double ataris and sequences of ataris**

It is good to practise these with some puzzles. A good example is where there are lots of possible cutting points but only one is a double atari or leads to a forced capturing sequence.

**B04: Ladders**

Show a basic ladder situation. The children may be able to work out (at least with hints) the correct way to keep putting the stones in atari to ensure they are captured.

Ask whether the defending player should have actually run away. What could they do instead? This should lead to getting the sequence where a ladder breaker is played, so that after the first player captures, the second player gets two stones in a row in another area of the board.

Ask if it is good to pursue the stones in a ladder which is broken. Why or why not?

Do some puzzles with some ladders that work and some that don’t

It is also good to distinguish the case where it’s important to capture the ladder stone (it is an important cutting stone) from a case where the stone is not important.

**B05: Nets**

Show a basic net situation. Ask how to capture the stone in a ladder. But is there another way? Which is better? The children may be able to work out that a net is better because the other player doesn’t have the chance to play a ladder breaker. If they don’t see this straight away, you can give a hint. Of course in other situations the ladder is already broken so the net is the only option.

Do some puzzles with different types of nets.

**B06: Snapbacks**

Show some snapback examples and do some puzzles. If any children are still confused about what is and isn’t allowed in the ko rule, this can be a good time to revise it.

**B07: Oi otoshi and shortage of liberties**

Give some examples and do some puzzles of this type where the attacker makes a preparatory move to reduce the liberties, leading to a capture.

**B08: Capturing races**

These situations/puzzles are usually popular because the concept of two groups that are short of liberties trying to capture each other is not usually hard to understand.

When showing a puzzle, ask them first if they can identify the two weak groups of stones that are battling with each other. Then see if they can find the right move that leads to a capture. They may discover for themselves that filling an outer liberty is better than a shared one as the latter move will also reduce their own liberties.

If a wrong answer leads to a seki, it may be an opportunity to explain what a seki is.

**B09: Life & Death puzzles, level 1**

Do some basic life and death puzzles. It’s best to start with ones that build on the skills already learnt on nakade shapes and on making eyes false.

It can also be good to include some simple “status” puzzles of the sort in the book Life & Death of the Elementary Go Series, since those mirror what you have to work out in an actual game.

After this point it is good to practise a few Life and Death puzzles regularly in future sessions.

Encourage children to share any life & death situations that occur during their own games.

**B10: Cutting and connecting puzzles**

Revise cutting and connecting and do some puzzles to practise how to cut and connect in a more realistic situation. Some puzzles may show which stones need to be cut/connected, in other cases the children may need to work this out.

It’s also good to discuss what will be the consequences of the cut/connection. For example, “this group will now die and so white will gain about 20 points”. You may be able to lead the children to reach this conclusion themselves.

**B11: Seki**

Show some examples of seki. The children can hopefully work out for themselves that neither player will want to play in the seki as they will be captured and lose points.

It is good to show examples where each side has one eye or each side has no eye (you could even give an example with two one eyed groups and one no eyed one, but this is not essential). It’s also good to show the case of reducing a small corner group that can’t be killed to a seki.

Show some similar shapes that are not seki e.g. where an outer group has enough liberties to capture a live shape inside; or where the outer group is dead anyway because the inner group is making a nakade shape.

Do some puzzles and encourage the children to look out for sekis in their own games.

**B12: Ko fights**

The point here is to give the basic idea of how a ko fight works. This is a complex topic.

Show a situation where there is an important ko, the easiest way is to have a ko that determines the life or death of a small group. Have a ko threat situation somewhere else on the board (for example, that determines the life or death of another small group).

Ask the children to find the ko. Then ask them why it is important who wins the ko. Once this has been worked out, ask them what the player should do who is not able to immediately take back the ko. With some hints, you may be able to lead them to the idea of looking for a ko threat somewhere on the board.

Remember that a ko threat is quite a counter-intuitive move, because usually it’s not useful to play a threat that can be easily answered!

One example may be enough to give the basic idea of how a ko fight works. It is good to go back to this in future lessons with similar examples.

Follow this up with some ko puzzles. These could include some where a ko threat is more important than the ko and some where it is less important. Another good sort of puzzle is one where the children have to find all the ko threats.