

## A08: Introduction to Two Eyes

**Place in course:** This will normally be part of the first module A. It is suggested that this is taught once the pupils have learned the basic rules and have played at least some atari-Go to practice capturing stones

**Pre-requisites:** Liberties, how to capture, connected chains of stones, atari, self-capture rule

**Out of scope:** Nakade shapes, and more details about false eyes, will be introduced in a later lesson. In this lesson we will not introduce the idea of being able to tell whether a group is alive or dead when it is still some way from being connected and having its eyes fully formed.

**Description** Introduction to the concept of a group having one or more eyes inside it. Explanation that a connected group with two or more eyes is indestructible, but a group that can't make eyes will very likely be captured. A most basic example is provided on how to make or stop two eyes in an unsettled group

**Learning objective:** Pupils will understand the idea of a group having two eyes

### Main course material/suggested activities

- The main lesson diagrams show a suggested way to introduce two eyes
- The puzzles page has some puzzles that can be used to check understanding
- It's very good to have pupils spending a lot of lesson time playing games, and to pick some positions that occur in their games where they can work out if the groups can make two eyes or not. At this stage pupils may often not be thinking about whether they can capture or save a group so just getting them to consider this more often is a key learning objective

One method which has been successful, especially with younger children, is to relate the groups with 0 eyes, 1 eye and 2 eyes to the houses of straw, sticks and bricks in the story of the "Three Little Pigs". So the 0-eye group is very easy to blow down, the 1-eye group is a bit more difficult but can still be destroyed; the 2-eye group is safe like the house of brick.

### External Resources and Reinforcement

It's very important to reinforce the idea of two eyes regularly through the whole learning process, because it can take a long time for some pupils to consistently recognise even simple standard live and dead shapes. This can be done by doing a few two eyes / life and death puzzles at all/most lessons; these can become more complicated once false eyes and nakade shapes have been introduced. Good sources of puzzles include:

- Kano's Graded Go Problems for Beginners series
- The Korean 1612 Go Problems workbook
- Full-page Two Eyes puzzle sheets produced by the British Go Association. These can be put in the middle of the table and children can take turns to solve them

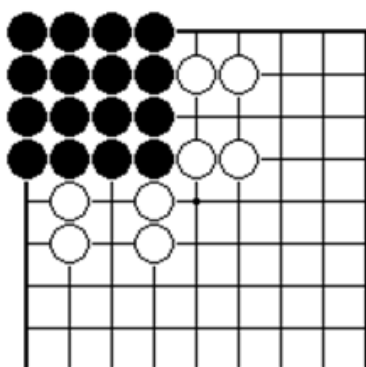


# Introduction to Two Eyes

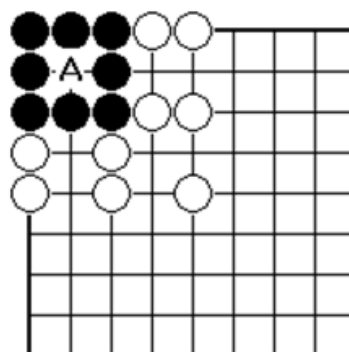
Diagrams to support main lesson content



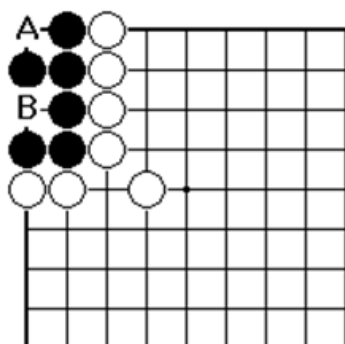
What are two eyes? When is a group alive?



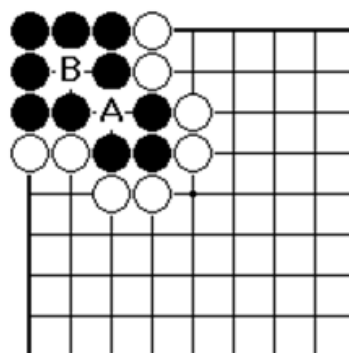
This black group is all connected but has no eyes. White can easily capture it.



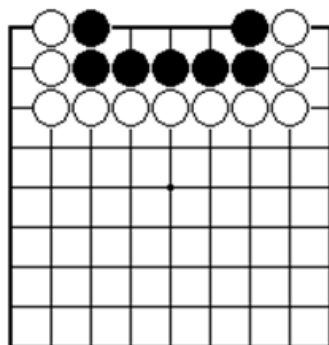
This group has one eye at A. Once the other liberties are filled, White can play at A and capture it.



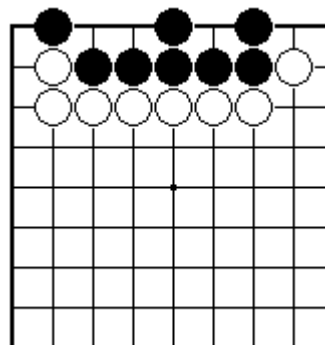
This group has two separate eyes. If white tries to play A or B, black still has a liberty so White fails.  
The group is alive & safe from capture.



This group looks as if it has 2 eyes, but first white can take 3 stones at A and then next capture 7 stones at B.



If it's Black's move, they can make the group safe. If it's White's they can kill it.



If it's Black's move, they can make the group safe. If it's White's they can kill it.

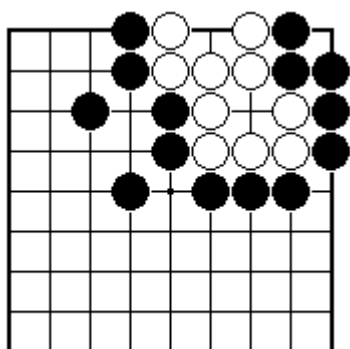


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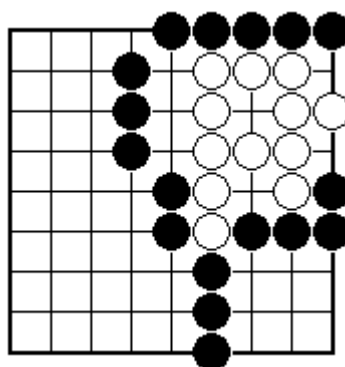
## Puzzle Sheet



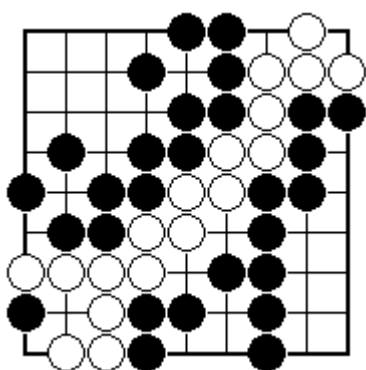
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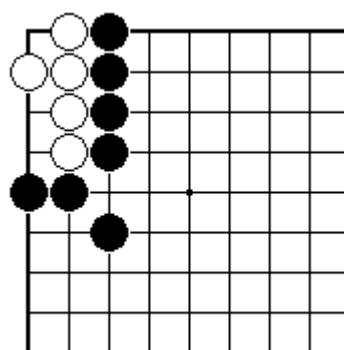
Has the white group got two eyes?



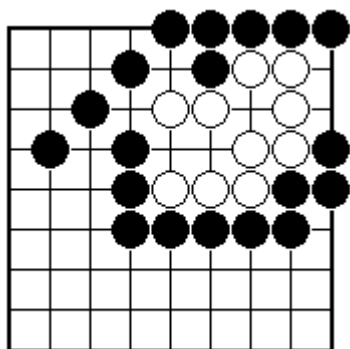
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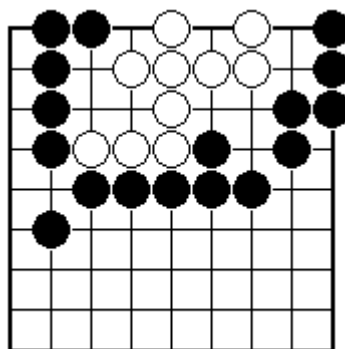
Has the white group got two eyes?



How can the white group make two eyes?



How can the white group make two eyes?



How can Black stop the white group making two eyes?