

PROGRAM

Chess in Schools

Chess as a tool of socialization. The case of Menorca

Initiation and learning chess

In 1997 we started the experience of introducing chess in schools in Menorca during term time. This experience has led us to teach chess to 8,000 children of the entire island geography. The advantages of education, training and socialization of the game of chess are well known: power concentration, reflection, decision making, thinking empathetic, offers alternatives to the world of entertainment, thought structure encourages imagination, helps knowledge of diversity is a tool integrated within the educational forms and complements other school activities, etc.

With the experience developed in recent years, the success of the activity has exceeded our best expectations. We started with ten schools and we arrived at twenty-one, so we cover virtually all primary education of our island. Surveys of teachers and the leadership of the various schools, surveys have you demonstrate the proper approach exposed and require continuity of this activity.

The project we present in the next period is based on experiences gained during the previous period, which have been gathering suggestions and advice of various professionals who work in primary education and other professional teaching chess.

We hope that this new experience is accepted as the starting point of globalizing project for the whole community and greet you kindly.

PROGRAMMING

This program is for fourth and fifth year of primary school. What has led us to choose these courses and not others?

First, the integration of course content and methodology with the mental age of the • • lots and lots. We aim to provide training and education chess grouping that fits the student's formative period in its development stage and meet the objectives of the curriculum plan.

We must say that this has been the premise that made us adapt course content and methodology to the new educational project.

Here we highlight two different educational stages:

- The pre-operational stage (6, 7, 8 and 9 years), in which the game encourages functions essential for further development of the student / a
- The stage of concrete operations

The functions are stimulated in the preoperational stage are:

Educational function. The game is an integrator capable of fostering intellectual maturity • Intellectual and processes of adaptation and acquisition. At the cognitive level, the game is essential, because it creates the ability to advance in imitation of the adult, roles and behaviors of successive ages, so it works as a living exhibition of socialization.

Affective function. • The lot to the game creates its own world and reconstructs a spontaneous situation with which all projected trends that correspond to their inner reality. The child is in the game that allows you to output a confrontation with reality and thinks free, no longer frustrated with their relationship with the outside world, creating imaginary situations and are facing, the active master. Find help and support to overcome the anxiety of concrete life situations.

Psychodiagnostic and psychotherapeutic function. The game is an action area particularly privileged because it expresses the real world of the child; that is, as he sees and hears the whole of their experience and their expertise.

In this phase, the content of the course is a game, and the child must acquire some information about the elements that make up chess and their basic shapes.

In the fifth year we meet with the • • lots and lots to ten years already in a phase that psychologists call operational phase, which is characterized by the thought has reached three fundamental concepts:

- The thought is reversible, and conceptual heterocèntric
- Operations intellectual masterminds are internalized actions
- The beginning of logical thinking and concrete

This is the optimal age to learn the game of chess, the scientific conception, since his arguments are logical when we manipulate objects to which their reasoning is concerned, and is unable to do so when it comes to simple verbal propositions, and even when this argument is transferred to other objects. To solve a problem you need to have the data in front of the problem, since it lacks a minimum degree of abstraction.

During this stage, the child loses part of his imagination, is more realistic and learn the codes of life. Start your critical ability to distinguish the good from the bad and the game of chess definitely active, developing, consolidating and strengthening the powers that are born in childhood. In his emotional life develops will. Children have a need to know, to act, expresses his feelings and is socialized.

It is at this stage when you have to give great importance to the association and systemization of content, with the ultimate aim of analyzing, organizing and reality of chess, the student assimilating and watching.

METHODOLOGY

The present job and try to do that, based on several key points. On the one hand, the experienced staff who have joined the teaching chess at both schools, outside school hours. On the other hand, the experience developed during the last years in Menorca during school hours; in addition to my experience as national coach of important figures in the field of chess (Paco Vallejo, Monica Grau, José Martinez, David Pons, etc.), the experience gained in courses and the experience of living with other instructors chess possibly the most significant of these was the meeting of the Basque Country, directed by Alvaro Albaina.

The cornerstones of this experience can be summarized in the following points:

- 1- Chess is a tool to assist the work childrens on the road to learning and socialization.
- 2 Through play and experimentation, the concepts are easily assimilated.
- 3 The main objective is not to make champions, but to give education to the complete chess •
 - lots and lots.

For different activities, the monitor should select procedures and teaching techniques. The effectiveness of the learning achieved and, therefore, the assumption of the objectives is directly related to the quality of the procedures and techniques of teaching that apply. If you are effective to help you do good work, save time and effort.

STAFF

Any project that wants to come to fruition must have good professional skills and experience. During this new stage, enjoy the co-operation. Four people with a strong reputation and experience in the world of chess:

- John Cubas monitor regional chess player and chess with ELO FIDE. It belongs to the school of the University Distance Chess, has been several times Spanish champion chess university and is studying geography and history of the UNED. It delegate of the Balearic Federation of chess in Menorca
- Guillem Simo monitor national chess and chess teacher at different schools outside school hours and school
- David Pons, kindergarten teacher and monitor national
- James Villalonga, Chess Instructor

TEACHING MATERIALS

The media greatly facilitate the necessary conditions so that students can make the most out of the activities planned. Therefore, the selection and organization of media should occupy a place within the priority tasks of planning, ensuring that they meet the following conditions:

- Select the media, depending on the objectives, with the intention to perform the activities can be developed with ease and in full size.

- The most expensive material is not always the best, we must make the most of all the resources of the center and its environs.

- Excess material can be counterproductive because it can disperse the attention of students.

- Not enough selection, organization is needed and appropriate disposal all the means obtained in the appropriate place and time.

- The media should promote the initiative and creativity of the students, and avoid the other hand, an excessive fitness activity.

TEACHING MATERIALS

Basic outline of the course

"Chess in schools"

4th primary

Class no. 1

Presentation of the objectives and monitor

Games presentation, summations and draws

basic questionnaire

The chessboard as a means of displacement

cells

Class no. 2

Games presentation, summations and empathy

Cabbage • Placement panel

Las chess pieces. Draw and cut

Games exchanges positions

Identification of different parts las

Class no. Three.

Games empathetic presentation and summation

Introduction panel mural

Algebraic notation

Mathematics and chess

Class no. 4

The pawn. Cam Plate

The concept of a captured piece

Exercises on the pawn

Class no. 5

The tower. Rows and columns.

Introduction to the tabletop

Labyrinths guidance

Exercises on the tower

Class no. 6

The bishop. Las diagonal.

Race bishops

Sequences of moves

Exercises on bishop

Class no. 7.

Lady. The value of las pieces.

Let's count boxes dominated.

The game lady (diagonal row and column)

The lady lost. Graphic and spatial orientation.

Exercises on the lady

Class no. 8

The horse. The color change.

Cam Plate and horse

Horse racing

Graphics Horse

Exercises on the horse

Class no. 9

King. End of the game of chess

Aim of the game.

Game of kings.

Diagrams of kings

Exercises on the king.

Class no. 10

the check

- co-operation between Las pieces.

Delivery jobs

How can I improve? Directions of teaching centers.

Goodbye and end of course.

Basic outline of the course

"Chess in schools"

5th primary

Class no. 1

Presentation of the objectives and monitor

basic questionnaire

Reminder items

Leaf reinforcement

Class no. 2

Value of pieces

equivalences

Leaf reinforcement

Class no. 3

The threat

Types of moves

Attacks and erroneous

exchanges

Leaf reinforcement

Class no. 4

Chess king

Answers to checkmate the king

Checkmate

Combinations mate

Class no. 5

combinations

the thrust

X-rays

The double threat

the discovery

Class no. 6

castling

Type of camp

Conditions for castling

Leaf reinforcement

Class no. 7

Result of a game

Table Types

According to tables

Rule 50 motions

insufficient material

Replays

Chess

Class no. 8

king drowned

Mat two towers

Mat a tower

Leaf reinforcement

Class no. 9

Matt lady

Coordination king and queen

Leaf reinforcement

Class no. 10

Openings common

The center panel

Practice the knowledge acquired.

