

## **Annex 54**

### **77th FIDE Congress Turin, Italy 27 May – 5 June 2006**

#### **MINUTES**

#### **Chess in School Committee 28 May 2006 17:00 – 19:0**

##### Agenda of Chess in School Committee – 28 May 2006

##### 1 Administration

Participants: Ali Nihat YAZICI (Turkey), Uvencio Blanco (Venezuela), Agreti Aykumar (Barbados), Jose Luis Guilapde (Venezuela), Francisco Javier Lopeza (Colombia), Hadi Karimi (Iran), Birt Clomox (Luxemburg), Marios Schinis (Cyprus), Margaret Murphy (US Virgin Islands), Abdullah Saleein (US Virgin Islands), Tim Redman (USA), Bill Kelleher (USA), Alexander Kostyev (Russia), Theodoros Tsorbatzoglou (Greece), Jackie Ngubeni (South Africa), Joseph Chalembe (Malawi), Gregory Boyce (Trinidad Tobago), Dr.Frederic Detean (Haiti), Mr.Buthali (Botswana), Igor Glek (Germany),Bran Malobabic (Canada), Paule Domingue (Seychelles Islands), Solon Pereira, Darcy Lima, Juan Gomez (Mexico), Karl Heinz Schein (Austria), Song Ok Lee /South Korea), Yap C Hoow (Brunei), Israel Gelfer (Israel), Eddie Price (South Africa), Ambarukmi Dwih, Enoch Barumba (Uganda), Ebrahim Bukhale, Stanley Luruti (Kenya), Ignateus Leong (Singapore), Igor Vereshchagin (Russia), Kezie Msukwa (MLW), Ferri Solaja (Nigeria)

##### 1 Contributions from members and bodies

- 2 Report of Co-Chairman Goran Antunac
- 3 Report of Co-Chairman Prof.Dr.Uvencio Blanco
- 4 Mr. Kostiev has mentioned the Academy in Moscow, and also granting some scholarship in academy for CACDECs.

##### 5 Report of Prof.Dr.Tim Redman from USCF

Mr. Redman has mentioned their studies and analysis of chess in school. He has given book prepared for teachers. He has mentioned that in Texas University they continue academical studies for chess in school.

##### a Theodoros Tsorbatzoglou

He has reported orally for School Chess and Chess Marketing. He has mentioned that the way of sponsorship money in chess is different than the

other. In every sport we have top, base and sponsors. In chess the money from sponsors will come to chess in school and will go to up to professional player.

a Ali Nihat YAZICI

Chairman has given his report with presentation the report is attached.

a Agustino Scalfi

He has explained the situation in Italy

Italian government started to use the similar system in Italy like Turkish system. 20 regions and every region has a committee for chess in school.

A universal chess in school certificate for student

Will be a good Marketing idea if it is done by FIDE.

1 Chess in School Conference in 2007, Antalya

Chairman has mentioned that The Conference for the National Education Ministers will be organised in Antalya in November. Proposed dates are the 1<sup>st</sup> 3-4 days of World Youth Chess Championships, it is also good to do it parallel to this event since many delegates of CACDEC may come without an extra cost of flight.

1 Annual Conference for CISC

The Committee agreed on that to exchange the idea and to develop new marketing tools and programs, FIDE should organise a Chess in School Conference annually. Most important issue is that the delegates coming to this congress from CACDEC countries must be supported by the transportation cost and hospitality by the FIDE.

1 Miscellaneous

**Ali Nihat YAZICI**

**Chairman of Chess in School Committee of FIDE**

Ref: Short memo about Chess in schools  
problems

## I INTRODUCTION

When some 20 years ago the Commission for Chess in Schools was founded it was a sound move looking into the future spreading of our game. Normally, the schools were intended to be the sources where future "chess population" should be searched for.

There were discussions about how to present the FIDE philosophy and in the course of years it changed. Somehow simplified, it went from "the chess in school will provide the future club members and future chess champions" to "chess is useful to better learn other subjects, we teach chess to better prepare the kids for future life".

The main problem for all FIDE sponsored efforts was that FIDE is basically sport organisation, while schools belong to the educational system of each country. Therefore national chess federations are not automatically compatible with educational system. We should not forget also that the funds foreseen in the FIDE budget for this purpose were practically not available during those 4 years.

Since Mr. Yazici took over the Commission the above mentioned philosophy became official, and I hope that he will be able to organise the Chess in school Conference where Ministers of education from the whole world will be invited.

## II FIDE SITUATION

In a lot of countries there are movements of Chess in school, and sometime with extremely high response and interest among youngsters. One "common denominator" for the world is, nevertheless, very difficult to define.

FIDE GA in Calvia decided to introduce the World Individual and Team School Championships. I participated in the work of the small group that drafted the official regulations. Last year the first Championship took place in Greece with success. The participants underlined that the distribution of medals help winners to raise more financial and social support coming back home.

In FIDE Congress in Dresden, the Age groups in School Championships were modified in order not to overlap with those of official Youth Championships.

## III EUROPEAN SITUATION

In almost all countries where Chess in schools action(s) are practiced the average of schools involved (or covered by) in the program(s) is about 30%.

The funding is not regular enough and depend very much on initiatives and capabilities of individuals dedicating their time to it.

We have a lot of excellent examples, but it is extremely difficult to draw one general conclusion.

Europe understood the importance of the problem, analysed the aspects and together with the Dutch Chess Federation wanted to organise the World Conference on Chess in Schools, but financial problems stoped the project.

ECU introduced the European School Chess Team Championship to its official program and the first event will take place this year in Varna Bulgaria from 20 to 28-th of June.

#### IV CONCLUSIONS

Most of the problems of Chess in schools are well known for some time. The main problem of not being able to move forward was a lack of funds from FIDE, and a lack of consistent, well defined philosophy.

As mentioned above the President of the Commission, Mr. A.Yazici, made very important step forward and he is probably behind the paper on Chess in School presented by the team of 'Right move?'. Personally I consider the analysis and proposals from this paper as excellent.

Particularly I support the idea of creating jobs for chess players through the system of teaching chess in school. My proposal is that this paper is presented to FIDE GA as the position and proposal of our Commission.

Best regards

Goran Antunac,  
Commission Vicepresident for Europe

## **WHITE PAPER - CHESS IN SCHOOLS**

### **1 GOALS & OBJECTIVES**

- To make use of chess as an educational tool as the first step in preliminary education like all similar recreational lectures i.e. gymnastics, music and painting. (horizontal enlargement)
- Generating a world wide popularity of chess discipline, by achieving chess in school at the national levels.
- Creating upper level global and national academic disciplines for chess in school.
- In each national system, when the popularization of chess is achieved, starting club level development program (linked to training program of )

**Key Point !!**

**The aim of chess in schools is not to generate professional grand masters. The most important aim is to teach chess and give young generations a learning tool in their life.**

**2 BENEFITS OF CHESS FOR ALL STAKEHOLDERS**

**For individuals**

- Makes people realize the importance and necessity of advanced planning
- Helps more analytic and accurate thinking; develops the ability to interpret cases accurately.
- Helps develop personality and character. It teaches how to attain and develop “self confidence.”
- By defining one’s strengths and abilities better, it allows display of individual strengths and helps for individual decision making.
- Teaches how to focus one’s concentration on a subject.
- Helps understand and comprehend the other disciplines of life better.
- Brings forth scientific method and encourages research.
- Endears a questioning outlook on things and avoids learning by routine.
- It develops people into a higher thinking, researching, and judging and awareness state and also helps provide a medium where free creativity can flourish.
- It demonstrates that success can best be achieved by working in a systematic and disciplined manner.
- It shows the necessity for a combative spirit, not to succumb to failure and the necessity of preparation and hard work for success.
- It shows the satisfaction of success which will influence them into becoming even more successful.
- By demonstrating new goals, it provides motivation towards these new goals.
- It quickly exposes a person’s negative aspects, weak points or behavioral disorders which can be corrected.
- It teaches people to play by the rules, fair play, conceding defeat and congratulating the victor.

- By forming close friendships it increases socializing and enriches the social life



### ●For Federations

- Creates overall popularity of chess in nation for young generations
- Provides financial new sources due to gigantic popularity to federation
- Creates a good image and political respect for government to have a better relation with chess federation.
- Provides new sponsors on national and global level
- Changes federation's organizational structure from amateur to professional management
- Generates new idols for ongoing process continuously produces new stars
- Generates output for club level carrier demand for kids (just after one year of chess in school pupils want to learn more, and then the second step starts in vertical level)
- Creates new chess clubs and city level competition for the sake of the quality of the chess.

- Generates Money!

### For Chess Professionals

- Creates new job positions for GMs, IMs, FMs, professional and semi professional chess people due to high demand appears after the 1st step
- Creates respect for chess profession

- Creates carrier as coach, let us say after retirement of a chess person as player.

### For Government

- Creates a respect since in nation there are so many citizens related with chess, and chess does have a perfect image as an intellectual sport.
- Decreases unemployment rate due to new job positions appears with the 1st and the 2nd step.
- Increases national intelligence level for citizens

- Decreases bad habits like using drug, smoking, alcohol among young generations

### For Sponsors

- Creates new audience to make advertising
- Creates a new sport to be sponsor, which is absolutely do not have any bad image like harshness. Violence.
- Creates a new sport which is so symphatic since mainly audience is young children.

- Creates an image for sponsor to support intelligence and showing that they are intelligent

### **3. STUDIES AND EXPERIENCES RELATED WITH THE SUBJECT “CHESS IN EDUCATION”**

The effect of chess on students has been demonstrated through higher scores in the Torrance creative thought test and the Watson-Glaser critical thought test in various studies. The intelligence of chess playing children, as well as their imagination, shape space knowledge, analytic and planning abilities, understanding capacity, vocabulary, memory, problem solving capacity and the ability of fast and logical thought – the effects on decision making have been proven by clinical studies.

These results provided the institution of chess as a lecture, as a part of the **curriculum**, in schools of 30 countries, including **Venezuela, USA, Russia, Bulgaria, Iceland, Canada and Spain. Again in Yugoslavia** and other countries exclusive chess schools were opened and the chess masters developed the children's interest and talent in these schools.

As a result, the governments of almost 70 countries have adopted chess in various ways and believed that the exposure to chess training, of the children who make up the nations future, is beneficial.

Turkey, albeit belatedly, has appreciated this reality and chess has now been adopted and promoted in various ways by both the Ministry of Youth and Sports as well as the Ministry of Education. Presently in a lot of Turkish schools, chess is taught on the personal and group levels. Again in these schools, certified chess teachers are giving lectures and capable students participate in interschool chess tournaments.

***By September 2005, the Chess will be an elective course in all primary schools of Turkey. It will be obligation for school and elective course for teacher. In Turkey we have 16 Million Primary Schools Children! The aim of nation is to increase the intellectual level of young generations.***

**On the other hand, the progress that chess has shown in recent years, both in Turkey and in other countries in the world, that we should also engage in new projects. For these reasons, we feel that chess should be taught in our schools and that all students should have at least a basic knowledge of chess.** The importance that the USA has given chess is especially striking in the last 20 years. In a lot of states, chess is a part of the curriculum and there are many chess centers.

Noteworthy developments in chess have especially occurred in the University setting. Universities such as Virginia Tech, Texas Brownsville, South Dakota, South Carolina, Maryland Baltimore County, Oberlin College, MIT, Harvard, Columbia, Bucknell, Tulane, Dallas Texas, and Texas A&M Commerce, teach chess as a lecture and prepare chess courses.

**Venezuela and Iceland introduce chess to preschool children and chess is taught in class from the first years.** In both countries interschool chess tournaments are met with great interest. **In Bulgaria, where chess is taught to all age groups, the students show great interest to the chess department which has founded 30 years earlier in the sports academy.**

The Bulgarians who have not forgotten that chess is a psychological game, direct graduates of the sports academy chess department to take psychology masters. Bulgaria and Greece were some of the first countries after Russia to establish international chess school unions and lead to the development of the international union of chess playing schools, ISCU.

One of the biggest success of chess in school was achieved by Turkish Chess Federation. Starting by September 2005, TCF has achieved to make chess an elective course in all kind of schools in the country. Primary schools, high schools have started chess course by September 2005. By the end of 2005, 31<sup>st</sup> December, TCF has achieved 128.000 members of Federation and 400.000 students getting chess course in country.

## 4 STEPS FOR INTRODUCING CHESS IN SCHOOLS

, proposes pragmatic steps, to make chess as a course in schools in each nation. These steps are defined by respecting different experiences in different countries. Steps must be modified according to national dynamics and laws of each different country. It is very clear that each nation does have different rules and laws for education. Therefore, to describe a global and precise system to make chess in school in each nation is not so much reliable. However, a global guideline for each federation to follow on their nation is possible.

These steps must be enriched with many documents and academic needs. Here is given are main lines.

### a Persuading National Government

No doubt that the most important achievement is to persuade a government or let say national education ministry why the chess in school is so important.

An old fashion classical politician will never like maybe his/her citizens become more intelligent. However, a contemporary politician will demand and support this. Fortunately both of them may not refuse to accept the idea publicly. The key point is the most important issue. There is not any education ministry, its priority is to increase the popularity of a sport in country. However, all ministries will accept that the highest priority is to increase the intelligence level of young generation.

will make other supportive affords to persuade national education ministers in each country. With this aim, the Turkish Republic National Education Ministry will organize an international conference in 2007 in Antalya for all countries invited. The conference will be organized by the co-operation of TSF (Turkish Chess Federation) and FIDE. The President of each national federation and Education Minister will be invited. Ministers will be provided full accommodation in suites and all delegates will be given very high quality conditions.

The aim is to show them directly the benefits of chess in schools in short and medium term. The key point is here that the message will not be given by a chess person but it will be given by minister's colleague, in this case it would be the Education minister of the Turkish Republic.

*Thus, the aim is to get following benefits:*

- Chess is an elective course in all kind of schools (public and private, primary or secondary)
- Teachers who are eligible to give chess courses will be certified only by the national chess federation
- Students will be motivated by this system to be a member of the Federation
- The books and course curriculum will be developed with the co-operation of the national federation and the national ministry.

We have to mention that these benefits are not a dream but they are a practical result of the agreement made by the TSF and the Turkish Republic Educational Ministry

### a Starting Chess in School (1<sup>st</sup> step)

The most difficult part of the work is persuading the Education ministries. Then the real ground work will start. We propose that for chess in schools there must be at least 2 different category of books which need to be prepared.

#### i books and curriculum

- ii Book for students (three different category for different age and classes)
- iii Book for teachers (A unique book covering three levels)

Of course the curriculum is also important to develop books and agenda of course. already has all the appropriate material to support the national federations on this issue. Translation of this material is recommended in all the FIDE languages.

#### **a Generating Club Level Development Programs (2<sup>nd</sup> step)**

Through the Turkish experience, we have noticed that chess in schools has a high degree of attractiveness. In one year, there will be dozens of thousands of students selecting chess. Then after one year, a nice problem occurs. At least 20% of these students want to get better training out of school.

Then the second step (a revenue generating step) starts. Who will manage and standardize these clubs' training? It will be made by the national chess federation. It means that coaches must be eligible to give different level of training. This step will be linked to the training module of the 's white papers.

#### **a Supportive tools**

There are many tools must be used for this program as additional instruments. For example the Chess Academy of the Netherlands. The system is being used by the Royal Dutch Chess Federation and the Turkish Chess Federation. It is an online teaching system, including 5 steps developed by IM Van Wijgerden (Netherlands).

The system is based on flash technologies to teach chess from zero level to candidate master, using a fantastic methodology. Also the French system must be taken under consideration, with a similar concept but different technology.

The idea is to satisfy the need of mass training occurs due to the chess in schools program. Nowadays, most schools in countries over the world have an internet connection. By using such methodology it will make it easier to access local areas to teach chess in schools. We should not forget that these electronic materials are based on the real books but may be used by pupils to follow the curriculum.

The other issue is software e.g. Chessbase products which can fulfil the gap of chess education for kinder garden or primary schools. Chesster and Fritz, Playchess, Fritz 9.0 are some products, and has made already an agreement to provide each country with a packet of software that will be subsidised to ensure adequate exposure to the realities of the new digital world.

**If is elected, each Federation will be given 1,200 \ value of leading Chessbase software, free of charge by the new FIDE.**

## **4 FIDE LEVEL ACTIVITIES**

Without FIDE's overall support and a strategy for creating a road map of chess in schools, global success of chess would not be possible. This is the problem of the current management of FIDE. Fortunately it will change by June 2006.

Ideas of world class management of chess in schools programs means to create a road map to be followed by each national chess federation. The idea is to help national chess federations to solve many of problems they will face.

The most important one is to organize an international world level Chess in School Congress, annually. FIDE has failed to do this in the last ten years. Even the attempts carried out by some national chess federation such as Royal Dutch Chess Federation could not find enough support from FIDE.

World Chess in School Congress will be organized by as soon as possible in 2007 and then in the 1<sup>st</sup> quarter of each year annually thereafter. It is very important for each national federation to participate to share different experiences, problems, ideas, to learn solutions, to exchange information.

The second issue is the conference of national education ministries, first proposed by TSF in the Dresden Congress of FIDE in 2005, and accepted by FIDE. This activity is also important to carry out, and must be repeated till achieving at least 50% of the world countries having an effective chess in schools program.

The third issue is a program developed by FIDE and maybe adopted by each nation in their country. This white paper builds the main backbone of this road map.

#### **4 CONCLUSION**

- ✓ **Chess is an educational tool which provides numerous benefits for students.**
- ✓ **It needs to be instituted as a lecturing discipline, as a part of the curriculum in the preliminary schools, schools, colleges and universities in many developed countries.**
- ✓ **The development of chess goes almost parallel to the development of a country.**
- ✓ **Chess, which strengthens and preserves its position among the changing global values in today's globalizing world, has become one of the indispensable common, basic cultures.**

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## EDUCATIONAL PROJECT

Chess, a pedagogic tool

### INTRODUCTION

-Aims

-Chess advantages

### DIDACTIC IMPLEMENTATION

### METHODOLOGY

### CONTENTS

### TEACHING MATERIALS

### ANNEXS

### INTRODUCTION

#### AIMS

This educative project, wants to contribute in the introduction, spread and normalization of chess in the schools as a pedagogic tool, the main aims are:

- a) Improve the academic achievements in school.
- b) Reduce the tensions and disputes between the pupils
- c) Avoid the racial, social and/or religious discrimination
- d) Encourage equality between genders
- e) Facilitate the integration of new pupils from abroad.
- f) Collaborate in a complete school education of the pupils

Learning the chess game will be a consequence once the project will be working, it will never be the main objective.

The education system is always in constant evolution and it is always searching for new methodologies and strategies in order to give answers to the necessities derived from the diversity of the pupils.

The introduction of chess in schools during the first years would improve the education quality and would reduce the academic failure.

#### CHESS ADVANTAGES

Hereafter, there are presented, in a brief and schematic way, the intellectual capacities which are stimulated, the values which are learned and the habits acquired through the study and the practise of this game.

The advantages can be grouped in five fields: the intellectual one, the personality one, the sports one, the health one and the social one.

With regard to the intellectual field, it is worth mentioning, mainly, that the increasing of the capacity of attention and concentration, the improvement of the memory and the logical reasoning and the fact of learning to be in silence are suitable to promote and step up a good acquisition of studying habits and, therefore, positively influence in the improvement of the school performance.

Furthermore, the capacities of calculation, analysis and synthesis are substantially strengthened; there is an improvement of perception, discrimination, creativity, imagination and intuition; the spatial-temporal orientation is worked on and the verbal expression gets better.

Chess, in short, is really important in order to stimulate the mind, since its practise shares two types of reasoning: the convergent, that consists in knowing to apply the appropriate methods and logical reasonings in order to achieve correct

solutions (the convergent reasoning can be though and learned), and the diverging or creative one, where, a different answer (creation) is given depending on the previous knowledge and/or experiences, according to the person and the circumstances at a given moment (this capacity of creation can be stimulated but is really difficult to teach because it is mainly based on the intuition).

When resolving problems, is very important, firstly, to have the capacity to recognize them, secondly, to select the important elements and discriminate the ones which are not and, thirdly, the fact to compare different situations and do the necessary calculations in order to reach the most suitable solution.

With regard to the personality field, there is a stimulation of the initiative, the self-control, the discipline, the effort, the reflection, the critical reasoning and the responsibility; there is an improvement of the organization and the planning and the self-esteem and the autonomy are strengthened.

When playing chess, the players are making decisions constantly without any external help, in order to achieve a winner strategy in such a way to overcome the difficulties which are raised by the adversaries during the game. These decisions need a previous reflection an analysis to find the best solution in each moment and also foresee the future answers of the adversary.

The player, insofar as he improves his capacity of self-control and increases the effort and the tenacity in the processes of analysis, synthesis, reflection and evaluation of the situations, he would achieve better results. So that, the player is responsible of his own decisions, because, in this game, nothing happens by chance.

Regardless of whether he wins or loses, the chess player increases his self-esteem, since he sees how their intellectual and self-control capacities are improving. Therefore, there is not only the fact of win or lose, but also the capacity to play artistic and brilliant combinations, the improvement of the level of the game. Moreover, the fact of making progresses, being recognized and appreciated inside the group contributes to the increasing of the self-esteem of the player.

People who learn to choose the best solution in front of some problem, will be more autonomous and more responsible.

With regard to the sports field, chess promotes respecting the rules of the game, the acceptance of its result, the solidarity, the tolerance and the consideration to people and the cooperation. That is to say, that chess is an element which could help in people socialization.

In the game of chess, as well as being penalized when breaking the rules of the game, trying to cheat is considered as a gross misconduct, unlike other type of sports, where the fact of making tactical faults, feign them or attempting to trick the referee are part of the game.

Usually, the fact of winning and losing games helps us in order to assume our own successes and failures throughout our lives.

Chess is one of the few sports in which, when the game has finished, the players comment on the different strategies and the possible solutions to the wrong moves, with the aim of learning and improving.

The fact of being one of the three sports that have more players around the world, with worldwide well-known people, where the force capacities are not the ones which predominates, but the mental ones, contributes in fighting against the racial, social and gender discrimination. On the other hand, chess is compatible with the practise of other sports disciplines.

Regardless of whether it is an individual or a team competition, the player must

learn which pieces have to be moved in such an harmonic way, in order to work as a team and win a game.

With regard to the health field, chess promotes the development and the upkeeping of the intellectual capacities and it also helps in the way of finding an emotional balance that contributes to the contentment and the happiness of people and learn to coexist, too.

Through the game of chess, we can fall into the emotional education of children and teenagers, in order to avoid or lead many of the antisocial and aggressive behaviours that are present in our society.

For children, the stimulations of these capacities is necessary to achieve the development of their intelligence and help them to be better people.

On the other hand, for elderly people is essential to practise mental gymnastics, with the aim of preserving their intellectual capacities and reinforce their memory with its consequent better personal contentment.

With regard to the social field, chess could help in the integration of the immigrants in the society, fighting against the racism and the gender discrimination, as it has been said in the sports field.

That is because it is a game or an sport which allows the fact that players of all ages, men or women, could compete in equal conditions

Being chess not an elitist sport, but familiar and with social prestige, makes possible the personal relation between people of different countries or social levels. Furthermore, the big recreational component of this sport turns it into an ideal practise, giving a good use of the free and leisure time.

In short, playing chess facilitate the learning process and the integral education of the person, a thing that involves a remarkable improvement of the school performance and the intellectual and personal level of maturation of the pupils. Definitively, chess contributes to form good citizens.

In the book 'The chess, a pedagogic tool', which is being written, you will find detailed information of these advantages and a comparative analysis of the world of chess, the learning processes in school centres and its transferences to the daily life.

## DIDACTIC APPLICATION

### PRESCHOOL LEVEL

Scope: P5.

Application typologies:

Reinforcement of the curricula contents by means of the transversally, making chess the centre of interest.

Timing:

It could be annual, with one or two weekly teaching hours.

### PRIMARY SCHOOL LEVEL

Scope: From 1st to 6th level.

Application typologies:

a) Reinforce the basic competences and other curricula contents by means of the transversally, making chess the centre of interest and the conveying topic. The chess contents wouldn't be a difficulty for the teachers of the schools (especially tutors of initial and intermediate cycle), because the aim would be the improvement of the procedures and the habits that make possible a better school performance and a better life together.

This approach would somehow be the same, but in a more ambitious way, as the projects carried out in concerted or private educational institution in order to develop intelligence.

In the school timetable or in the sixth hour

b) Introduction or reinforcement of a foreign language by means of working on the contents of the previous section. It would have the advantage of not hindering the learning of another curricular subject, as it happens when a topic is imparted in another language.

c) Chess workshops

d) Extra school activities

Timing:

a) In the typology of the previous sections a) and b), it could be annual with one or two weekly teaching hours.

b) The chess workshops could last three months (with one or two weekly hours) or intensive (one month or two weeks, with one daily hour). In the case of intensive workshops that are taught by staff not belonging to the school, it would be wise that they had some continuity with the periodic participation of teachers of the school to optimize the benefits of chess learning

c) The extra school activities are usually annual, with one or two weekly hours taught by chess or leisure monitors

## SECONDARY SCHOOL LEVEL

Scope: from 1st to 4th course of Compulsory Secondary Education, for students from 12 to 16 years, and the two Baccalaureate courses.

Application typologies:

a) Chess variable credit in the mathematics area

It could be offered to work the logic and mathematic reasoning and/or to straighten out behaviours that affect the classroom environment or the school results Introduction or reinforcement of a foreign language, by means of working the chess contents in another language

b) Voluntary topic in the Baccalaureate curricula, with the same objective of the previous section

c) Extra school activities

Timing:

a) The variable credits would be made of three weekly hours during three months

b) The voluntary topics would be made of two weekly hours during a school course

c) The extra school activities are usually annual, with one or two weekly hours taught by chess or leisure monitors

## UNIVERSITY LEVEL

Scope: University students (Education Sciences, INEF, Psychopedagogy,

others).

Application typologies: Voluntary credit (in the classroom or on-line).

Timing: 2 credits (30 hours).

## METHODOLOGY

In order to get chess introduced in the most effective way in schools, an adapted educational curriculum is needed and it should be cross-related with the other curricular subjects. That is to say, chess should be the leitmotiv of the several scheduled activities so as to motivate students in the learning of this game and then make them possible to transfer all the learning of procedures and habits to their daily and academic life.

The work methodology is then based on the attractiveness of using a game, chess in this particular case, and the new information technologies, as shown in the online syllabus.

While students learn by playing and use computers, teachers can reinforce the content of the curricular subjects together with positive values.

A cross-working method with other school subjects is used in both nursery and primary school, as mentioned above. However, in higher levels of education, a direct work on the contents of chess is applied.

The chess contents are organised and structured in multimedia interactive courses on the Internet, but they can be also found in a Series of books. More information on this is available in the remedial work section.

The students' learning will be done in a progressive, coherent way and, at the same time, it will make them able to understand and connect concepts and not only their learning by heart.

Each concept is presented by a theory card which consists of a brief definition, several commented examples and some observations. Besides, each theory card is provided together with one or more exercises cards where students can work and write the solution of each of them.

Whenever it is convenient, a reference to other contents already seen in previous units of the same book or in the others of the same Series is provided.

Sometimes, a theory card is used to introduce some concepts which will be deeply dealt later on in following units of the same book or in others of the same Series.

The interactive courses will allow the programmed syllabus to correct, suggest and help in finding the solution of the exercises in a guided way which will allow teachers and/or instructors to meet mixed-ability students in the best possible way.

The books help to encourage reading and the computers provide students to get used to the new technologies.

## CONTENTS

### CHILD STAGE

Chess field:

- a) Knowledge of the pieces and the board.
- b) Introduction to the movement of the pieces

Academic field:

- a) Mathematics: numbers, grouping and lines.
- b) Language: writing and reading.
- c) Visual and plastic art: draw and make features.
- d) Physical education: movement.
- e) Social studies: stories and tales.

#### PRIMARY STAGE

Cross-working approach:

- a) Chess field: basic contents to play a game.
- b) Academic field: the appropriate content of each subject in each course.  
The development of these contents are included in the 'Play and learn' Series.

Specific approach:

- a) Chess field: general content of opening, middle game and ending, without theory about opening and defenses.
- b) Academic field: the values commented in the 'advantages of chess' are worked.

The development of these contents is included in the first four books of the 'Chess for everybody' Series.

#### SECONDARY STAGE

Chess field:

- a) Basic level. General contents of opening, middle game and endings.
- b) Advanced level. Introduction to the theory of opening and defense.

The development of these contents is included in the books of the 'Chess for everybody' Series. The first four books for the basic level and the fifth and sixth for the advanced level.

The quantity of contents given will depend on the schedule and the timing of each school.

Academic field:

- a) Academic field: the values commented in the 'advantages of chess' are worked.

#### UNIVERSITY STAGE

- a) Chess field: general content of opening, middle game and ending, without theory about opening and defenses.
- b) Academia field: the methodology of chess teaching in educational institutions and other contents of the academic and chess fields are worked.

The development of these contents is included in the first two books of the 'Chess for everybody' Series and in the volume 'chess, a pedagogic instrument'.

#### TEACHING MATERIALS

## BOOKS

In the website [www.balagium.com](http://www.balagium.com) it can be consulted the indexes, one chapter as a sample, the teacher's book and the answers of the published books of the following Series:

### 'Chess for everybody' Series

This Series consists of 6 books of different levels: two elementary, two intermediate and two advanced (material for the pupils).

Each book have a teacher's book in PDF format (material for the teacher or instructor). The index of the books can be seen in the annex 1 of this document.

These books have been approved officially for the Education department of Catalonia and recommended by the Catalan Chess Federation. Moreover, all the pages and pictures are full-colour, with an attractive and visual design.

In each book the sections opening, middle game and ending are worked.

#### Elementary 1

In this book the basic contents which are needed to play a complete game are develop. The difficulty of the problems is one movement and the pupil indicates the solution with an arrow because the notation is not explained.

#### Elementary 2

In this book notation of a complete game is taught. Moreover the concepts opening, middle game and ending with the respective tactic resources are explained.

The difficulty in the solving of the exercises in all the books is done in a single or double move depending on the type of problem.

#### Intermediate 1 & 2

These books explain the concepts of strategy in the opening and increase the knowledge of tactic and strategic resources in the different phases of the game. Moreover the position assessment is taught.

#### Advanced 1 & 2

These books explain the opening and defence theory. The explanations start from the contents developed in the previous books in order to elaborate the plan from the opening to the ending. Moreover new tactic and strategic resources are incorporated.

### "Play and Learn" Series

Series of 6 books addressed to the students in each level of primary education. The books have been approved officially by the Educational Department of Catalonia and recommended by the Catalan Chess Federation.

On the other hand, all their pages and illustrations are in full colour, with a highly appealing, pedagogic, visual design. Their contents and exercises follow the standard parameter found in the text books used in primary education.

Each book has to be used in the appropriate course year because the non-chess contents which contain have been taken from the curriculum of each primary year. The table of contents is attached in annex 2 of this document.

The chess contents of the books are briefly described bellow. The difficulty in the solving of the exercises in all the books is done in a single move.

#### Chess 1 and Chess 2

They focus on the chess board, the movement, the capture, the value of the pieces, check, checkmate, the stalemate and types of moves.

#### Chess 3 and Chess 4

Several tactical techniques are shown in order to capture the opponent's pieces and/or do checkmate. Some special moves are explained: en passant capture, promotion of a pawn and castling.

#### Chess 5 and Chess 6

The aim is to improve the tactical resources to take the opponent's pieces, and also to try to win the game. Besides, the notation system and instructions on how a game has to be started so as to avoid common mistakes are explained.

#### "Practice" Series

Each book of this Series complements a group of units of the other Series "Chess for everybody", with a wide variety of exercises which are classified and grouped according to subjects and difficulty in being solved. At present, the titles of the books expected are: Combinations, Check, Sacrifices and Finals.

The aim of the exercises is to revise or reinforce the already taught contents and also to improve their understanding thanks to exercises which add new aspects.

Moreover, the pages and pictures are in two colours, with an appealing, visual design.

#### MULTIMEDIA EQUIPMENT

At [www.educaches.com](http://www.educaches.com) (under construction) which will offer:

#### TO STUDENTS

a) Interactive chess courses on the Internet. These courses will incorporate the contents of the Series previously mentioned. Moreover these courses will be free.

b) Games. They will be grouped according to their aims: entertainment, extra activities linked to the chess courses, training for the competition, etc.

c) Competition. Activities and playful exercises which help in the development of the logical reasoning.

#### TO TEACHERS

a) Training courses (e-learning). They will offer pedagogical training of chess addressed to school teachers and instructors.

b) Forum. Place for sharing teaching experiences and problems in the teaching of chess in schools.

c) Chat. Place where you will exchange opinions.

## TRAINING PROGRAMME

Addressed: school teachers and leisure monitors of extra school activities

Typology: online or classroom courses

Objectives:

- a) Advising pedagogic methodologies to teach chess
- b) Explain the advantages of the game for the training and education of the students
- c) Supply curricular designs to teach chess.
- d) Supply the ideas and tools to work on chess in a transversal way with other curricular subjects
- e) Teach the minimum skills so that the teachers have got the required knowledge to impart the beginners courses
- f) Establish evaluation criteria

Duration: 30 hours

Training bodies

- a) Pedagogic Resources Centres. Zone Training Programme
- b) Summer schools
- c) Education Science Institutes of the universities
- d) Federations of Parents Associations
- e) Training Centres of Leisure Monitors

## ANNEX 1

Chess for everybody. Elementary 1

The chessboard

Unit 1 12 pp.

The chessboard and the squares.

The ranks and the files. The diagonals.

The pieces.

The flanks and the sides.

The pawn The movement. The capture.

The promotion. En passant capture.

Unit 2 14 pp.

The pieces

Unit 3 38 pp.

The rook. The bishop.

The queen. The knight.

The king.

Value of the pieces

Value of the pieces.

Equivalences.

Unit 4 10 pp.

Let's play...

Unit 5 22 pp.

The threat. Kinds of moves. Attack moves. Wrong moves. Defence moves. Defence from an attack. Steps of a move.

Exchanges.

Check! Check.

Responses to check.

Unit 6 18 pp. Checkmate. Checkmate combinations.

Combinations

Unit 7 20 pp.

The pin. The X-Ray attack. Double attack. Discovered attack. Preventing the pin. Preventing the X-Ray attack. Preventing the double attack. Preventing the discovered attack.

Annihilation of defences.

Castling Castling.

Ways of castling.

Unit 8 8 pp. Requirements for castling.

Endgame

Unit 9 14 pp.

Endgame.

Kinds of draw:

-Draw agreement

-Rule of the 50 movements

-Not enough pieces

-Repetitions of moves

-Continuous check

-Stalemate

Basic mates

Unit 10 14 pp.

Mate with two rooks.

Mate with one rook.

Mate with the queen.

Chess for everybody. Elementary 2

Notation

Unit 1 16 pp.

Notation of squares and pieces.

Notation of moves and captures.

Confusing and special moves.

Valuations.

Game rhythms.

Clocks.

The opening Parts of game.

Control of the centre.

Unit 2 16 pp. Opening basic rules.

Opening mistakes

Unit 3 18 pp.

Time losses:

Move too many pawns. Move the same piece unnecessarily.

Minor pieces threatened.

Weak pawns:

Doubled pawn. Isolated pawn. Behind pawn. Too much advanced pawn.

Short games

Unit 4 14 pp.

Exchanges  
Unit 5 20 pp.  
Combinations

Unit 6 16 pp.

Mate combinations I  
Unit 7 14 pp.  
Mate combinations II

Unit 8 18 pp.

Pawn endgames  
Unit 9 20 pp.  
Endgame of pawns and  
minor piece

Unit 10 24 pp.

Foul's mate.  
Absent-minded mate.  
Shepherd's mate.  
Legal's mate.

Pressure-defence.  
Piece exchanges.  
Simplification.  
Counter-attack.  
Combination and tactics.  
Double attack.  
Pinning.  
X-ray attack.  
Discovered attack.

Queen mates.  
Rook mates.  
Pawn mates.  
Bishop mates.  
Knight mates.

Square rule.  
Opposition rule.  
King vs. king and pawn.  
Endgame with two pawns.  
Pawn and knight.  
Pawn and bishop.  
Knight vs. pawn.  
Bishop vs. pawn.  
Knight vs. two pawns.  
Bishops vs. two pawns.

Chess for everybody. Intermediate 1

Strategy in the opening

Unit 1 18 pp.

Pawn structures: without doubled pawns, with doubled pawns. Coordination of minor pieces.  
Developing schemes: for white, for black. Traps and gambits

Unit 2 16 pp.

Major pieces

Unit 3 14 pp.

Minor pieces

Unit 4 14 pp.

Trap.

Gambit.

Rooks and columns.

Rooks and ranks.

Centralized Queen.

Strong and weak bishops: of different square colour, of same square colour.

Bishops and knights: bishop vs. knight, bishops vs. knights.

Let's think...

Unit 5 20 pp.

Tactical themes: piece with reduced mobility, undefended piece, pinned piece, poorly defended King.

Strategical themes: improving the king's position, expelling an active piece of the opponent, improving the placement of pieces.

Mate combinations Introduction.

Mates with Queen.

Unit 6 16 pp. Mates with Rook.

Mates with minor pieces.

Sacrifices

Unit 7 20 pp.

Sacrifice.

Transposition

Attacking the defending piece: deflection, destruction of the defence, interference.

Attack on the king: attracting the king, evacuation of a square, tactical blockade.

Attacks on the castled king

Unit 8 16 pp.

Endgames with pawns

Unit 9 26 pp.

Endgames without

pawns

Unit 10 14 pp.

Introduction.

Types of attack: through columns, through diagonals, through ranks, other attacks.

Correspondent squares. Triangulation. Blockade of pawns. Passed pawns. Creation of passed pawns.

Promotion of pawns. Rook vs. pawn. Queen vs. pawn.

Mate with two bishops.

Mate with bishop and knight.  
Queen vs. Rook.

Chess for everybody. Intermediate 2 (in process of edition)

The initiative in the  
opening  
Unit 1 pp.  
Positive factors.  
Negative factors.  
Center types

Unit 2 pp. 16

Combinational motifs  
Unit 3 pp. 26  
Diagonals: opening, obstruction, blockade.  
Columns: opening, obstruction, blockade.  
Ranks: opening, obstruction, blockade.  
Assessments

Unit 4 pp. 26

Let's reason  
Unit 5 pp. 10  
Attack on the king

Unit 6 pp. 16

Drawing combinations  
Unit 7 pp. 16  
Pawn endgame  
concepts

Unit 8 pp. 26

Rook endgames  
Unit 9 pp. 18  
Minor piece plus pawn  
vs. minor piece

Unit 10 pp. 12

Open and closed center.  
Fixed center, mobile center.  
The little center, tension in the center,  
Other types of center.

Positive factors.  
Negative factors.  
Assessment of positions.

Control of the center in order to attack in the flank.  
Calculation of variations in a combination.

Calculation mistakes.  
Intermediate move.  
Castled king (h7, g7 y f7).  
Castled king with “fianchetto”.  
Uncastled king, with queens on the board.  
Uncastled king without queens on the board.

Perpetual check.  
Continuous attack.  
Simplification of material.  
Stalemate.  
Distant opposition.  
Reserve tempo.  
Passed pawn: distant, protected, isolated.  
Double aim maneuvers.  
Active king.  
Pawn sacrifices.

Rook vs. Rook.  
Rook vs. pawns.  
Rook vs. Rook and pawn.  
Bishop plus pawn vs. Bishop.  
Knight plus pawn vs. Bishop.  
Bishop plus pawn vs. Knight.  
Knight plus pawn vs. Knight.

Chess for everybody. (in preparation)  
Advanced 1 Advanced 2  
Types of Openings  
Unit 1  
Openings with white pieces  
Unit 1  
Opening variations

Unit 2

Gambits  
Unit 3  
Assessments and plans

Unit 4

The defence  
Unit 5  
Sacrifices

Unit 6

Openings with black pieces

Unit 2

Opening repertoire  
Unit 3  
Pawn structure

Unit 4

Traps

Unit 5

Strategical themes

Unit 6

Attack on the king with opposite  
side castling

Unit 7

Positional sacrifices

Unit 7

Pawn endgames Endgames with minor pieces and  
pawns

Unit 8

Unit 8

Rook endgames

Unit 9

Rook endgames

Unit 9

Endgames without pawns Queen endgames

Unit 10 Unit 10

ANNEX 2

Play and learn. Chess 1

The chessboard

Unit 1 12 pp.

The squares.

The lines: files, ranks and diagonals.

The pieces.

The pawn

Unit 2 12 pp.

The rook

Unit 3 12 pp.

The bishop

Unit 4 12 pp.

The queen

Unit 5 12 pp.

The knight

Unit 6 12 pp.

The king

Unit 7 12 pp.  
The movement.  
Movement limitations.  
The capture.  
The movement.  
Movement limitations.  
The capture.

The movement.  
Movement limitations.  
The capture.  
The movement.  
Movement limitations.  
The capture.

The movement.  
Movement limitations.  
The capture.  
The movement.  
Movement limitations.  
The capture.

Check Check to the king.  
Checkmate.

Unit 8 14 pp. Stalemate.

Play and learn. Chess 2

Piece value  
Unit 1 12 pp.  
Value of the pieces.  
Equivalences.  
Let`s play!

Unit 2 12 pp.

Let`s capture!  
Unit 3 12 pp.  
The rook and the bishop.  
The queen and the king.  
The knight and the pawn.  
Let`s attack!

Unit 4 12 pp.

Let`s defend!  
Unit 5 12 pp.  
Moving.  
Capturing.  
Defending.  
Interposing.  
Phases of a move

Unit 6 12 pp.

Check to the king  
Unit 7 12 pp.  
Checkmate

Unit 8 14 pp.

The rook and the bishop.  
The queen and the king.  
The knight and the pawn.

Attacking move.  
Mistaken move.  
Can we capture ?

Assessment.  
Illegal move.  
Norms.

Check to the king.  
Defending against check:  
Moving the king.  
Capturing the piece giving check.  
Interposing a piece.  
Checkmate.  
Avoiding checkmate.  
Stalemate

Mating combinations.

Play and learn (in process of elaboration)

Chess 3 Chess 4

Double threat  
Unit 1  
Threat and defence.  
Unit 1  
The pin

Unit 2  
X Rays  
Unit 3  
Discovered attack

Unit 4

Mate with two rooks  
Unit 5  
Mate with rook and king

Unit 6

Mate with queen and king  
Unit 7

Stalemate

Unit 8

Exchanges

Unit 2

Eliminating the defender.

Unit 3

Castling

Unit 4

Basic mates.

Unit 5

Mate combinations

Unit 6

Attack on the castled king

Unit 7

Special moves

Unit 8

Play and learn (in process of planification)

Chess 5 Chess 6

Piece exchanges

Unit 1

Algebraic notation

Unit 1

Capturing pieces

Unit 2

Simplifications

Unit 3

Mates with queen

Unit 4

Mates with rook

Unit 5

Mates with bishop

Unit 6

Mates with knight

Unit 7

Drawing cases

Unit 8

Opening the game

Unit 2

Protection of the king: castling

Unit 3

Initial mistakes

Unit 4

Double threat

Unit 5

Discovered attack

Unit 6

Mate combinations

Unit 7

Endgames with king and pawn

Unit 8

Collaboration proposal

Under the name Balagium Editors, you find a professional team related with education and chess. We are a young publishing house (set up in May 2003) but our experience teaching in schools starts in September 2000. Nowadays we have the support of all the Government institutions in Catalonia (Spain).

We are looking for support to promote this project in order to incorporate chess in school in an efficient way and help the countries that do not have enough economic resources. Our pedagogic materials, allow pupils from five to eighteen years as well as adults a progressive learning of chess. A percentage of the profits obtained from the sale of this material in the developed country will be used to send these material to undeveloped countries for free. Moreover, with the sale of these materials the federations have extra incomes.

If your candidature contributes to the development of this project will be helping in a real promotion of the school chess and consequently it will bring chess to the masses making chess become popular. A better knowledge about chess will entail an easier sponsorship when organizing chess events and will project chess to enter into International Olympic Committee.

The idea is offer to all the federations this project, the project consist of different materials written in different languages and a website (courses on the internet, games) to contribute to a playful and pedagogic learning of chess. Moreover, in order to encourage the schools to start learning chess, an international competition should be done between the schools. This competition will not be a normal competition chess but a logic reasoning competition.

It would be good to present this educational project to all the chess federations of the world. The best place to present the project would be the Chess Olympiads in Italy (Turin, 2006). This is the best place to get the support of the federations to your candidature. Although there is not a long time until the Olympiads, it would be possible to present the project there and some samples of the books in English. Nowadays we have the first books of each collection translated in English, German, French and Italian.

Considering the success that our material had in the last Olympic Chess Games

(Calvia, 2004), we think that if you support this project it would help you to win votes for your candidature.

A possible proposal is that the interactive on-line courses for free could be done through the FIDE Web in order to arrive to all the schools of the world. To develop this multimedia equipment a sponsorship (or some) is needed. The money received from the sponsorship would be shared by FIDE, by the federations in each country and a part for Balagium Editors for the copyright and in order to maintain, improve and increase the material of the on-line courses.

Another way for the federations to earn some money would be to commercialize the books in the respective countries.

If you think this is an interesting project for the FIDE and for all the federations, the details can be discussed when you feel like doing it.

Yours sincerely,

Jordi Prio,

**Manager of Balagium Editors [info@balagium.com](mailto:info@balagium.com) [www.balagium.com](http://www.balagium.com)**