

Academic Benefits of Chess

Focusing - Students are taught the benefits of observing carefully and concentrating. If they don't watch what is happening, they can't respond to it, no matter their intelligence.

Visualizing - Students are prompted to imagine a sequence of actions before it happens. Chess actually strengthens the ability to visualize by training them to shift the pieces in their mind, first one, then several moves ahead.

Thinking Ahead - Students are taught to think first, then act. Chess teaches them to ask themselves "If I do this, what might happen then, and how can I respond?" Over time, chess helps develop patience and thoughtfulness.

Weighing Options - Students are taught that they don't have to do the first thing that pops into their mind. They learn to identify alternatives and consider the pros and cons of various actions.

Analyzing Concretely - Students learn to evaluate the results of specific actions and sequences. Does this sequence help me or hurt me? Decisions are better when guided by logic, rather than impulse.

Thinking Abstractly - Students are taught to step back periodically from details and consider the bigger picture. They also learn to take patterns used in one context and apply them to different, but related situations.

Planning - Students are taught to develop longer range goals and take steps toward bringing them about. They are also taught of the need to reevaluate their plans as new developments change the situation.

Juggling Multiple Considerations Simultaneously - Students are encouraged not to become overly absorbed in any one consideration, but to try to weigh various factors all at once.

Reading and Chess: During the 1995-1996 school year, two classrooms were selected in each of five schools. Students (N = 112) were given instruction in chess and reasoning in one classroom in each school. Pupils in the chess program obtained significantly higher reading scores at the end of the year. It should be noted that while students in the chess group took chess lessons, the control group (N = 127) had additional classroom instruction in basic education. The control group teacher was free to use the "chess period" any way he/she wanted, but the period was usually used for reading, math or social studies instruction. The control groups thus had more reading instruction than the chess groups. [Stuart Margulies, "The Effect of Chess on Reading Scores," 1996]

Math and Chess: "Math requires problem solving, it makes good sense then to become a good problem solver means you'll do better in math.. Chess moves can't be memorized, weakness in math often stems from an over emphasis on memory skills instead of thinking skills. Research studies have indicated that students playing chess have improved problem solving skills over the group that have not been involved in the playing of chess and many School administrators are realizing that."

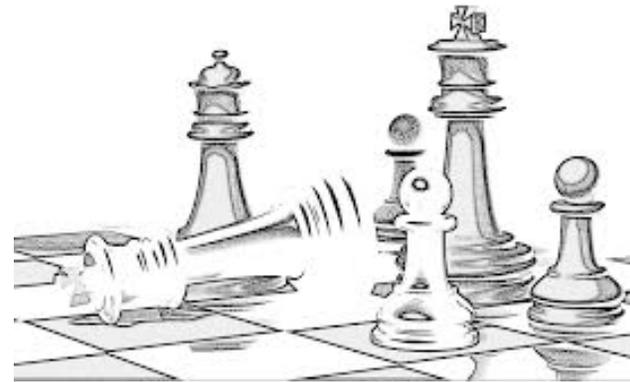
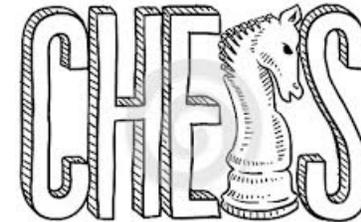
The late Faneuil Adams focused on improving math skills for adolescents through improved critical thinking and problem solving skills. Remarkably "test scores improved by 17.3% for students regularly engaged in chess classes, compared with only 4.56% for children participating in other form of intervention.

Research compiled by Patrick McDonald, Chess in Education

Chegwin Creative Arts Proudly Presents...

Fondy Chess Classic Series: E1

Chegwin Elementary



"Chess is intellectual gymnastics."
Wilhelm Steinitz

"Chess is the gymnasium of the mind."
Blaise Pascal

MONDAY, DECEMBER 16, 2013

About the Fondy Chess Classic Series...

The Mission:

The Fondy Chess Classic Series promotes increased knowledge and understanding of the game of chess as an art, science, and as an intellectual sport. The series also aims to give students the opportunity to develop quiet confidence, dynamic thinking skills, problem solving skills, creativity, and humility through the medium of chess.

Tournament Rules

- 1) Find board after pairings are posted. Do not begin play until the tournament director starts the round.
- 2) Shake hands to begin a game and to end a game.
- 3) Respect the board and pieces. Do not stack or play with the pieces.
- 4) Touch piece- you must move the piece you touch if you have a legal move!
- 5) Touch piece- if your piece touches your opponent's piece when attempting to capture- you must take that piece even if you change your mind.
- 6) Play quiet. Do not distract your opponent by discussion, fidgeting, excessive movement, or by making noise. Respect their thinking!
- 7) No cell phones.
- 8) Notation is strongly recommended. Stalemate by repetition or 50 move rule is only applicable if notation is being taken by the player seeking the stalemate.
- 9) Set up the board after playing.
- 10) Show positive sportsmanship at all times.
- 11) Remember, you cannot castle into, through, or out of check.

Special Thanks to:

the host school, Chegwin (and staff), parents, teachers, parents, and all for making this series a possibility!

Next Event:

Monday, January 20 @ TBA (5:00pm to 7:00pm)
Visit <http://goo.gl/s6KmTP> for upcoming information.

Tonight's Agenda...



**Always Care! Be the
Difference! Learn Why!**

FONDY CHESS CLASSIC: EVENT 1

6:00 REGISTRATION/ WELCOMING

6:10 ROUND ONE BEGINS

6:45 ROUND TWO BEGINS

7:20 ROUND THREE BEGINS

7:50 TEAM AWARDS IN CAFETERIA

*** CHESS PLAYERS CAN PICK UP INDIVIDUAL AWARDS
IMMEDIATELY AFTER THEIR ROUND 3 GAME**



"Take these pieces, set them in their rank and file upon an 8 x 8 magic square and you have the recipe for endless centuries of romance and intrigue."

-- Donald McLean

Awards

1 win = Bronze Medal 2 wins = Silver Medal 3 wins = Gold Medal

Team Champion Trophy per division:

K-8 Division K-5 Division K-2 Division

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"The most wonderful thing about chess is the way it transforms people from the inside out," John Kennedy