

Presentation Outline

by Chouchanik
Airapetian

Have Fun in Chess Club!

2nd International Koltanowski
Conference on Chess and
Education

November 19, 2011

Have Fun in Chess Club!

Russian Chess club: Traditional teaching style

- Chess club/location, coach, players, chess sets, clocks, weekly practices, trophies, prizes and etc.

United States Chess club: Modern teaching style

- After-school, different locations, coaches, teachers or parents as coaches, chess sets, some weekly practices, some chess clocks or no chess clocks, rewards and etc.

Five factors to make a professional or a scholastic player:

- Students' motivation (must be willing to practice more chess)
- Students' talent (According to Polgar: talents can be made)
- Parents involvement (60% depends on them)
- Finance (some students are involved with other activities)
- Coach (this should be in first place)

Coaches Can do:

- a) Develop curriculum with the lesson plans
- b) Use/create chess variance games, short activities

If that is fun, then review it with them again.

- c) Reward with participation points and/or candy to promote their homework/extra home taking activities and create motivation for outside of chess club.
- d) Promote blitz game with different time control at certain ages
- e) Share names of famous players and assign children's group with those players' names to create role models among children.
- f) Assign different team captains each week to motivate leadership skills

Coaches Can do: (cont.)

- g) Invite famous players to come and present their tournament experiences
- h) Promote chess scholastic tournament participation
- i) Encourage chess gatherings and reward points that students had solved problems together outside of club time
- g) Use any technological tools of that classroom (white board, projector, chess demo board, personal laptop computer & etc.)
- k) Watch the professional chess players game on the screen of white board/laptop computer to promote skills of team guessing

Issues to consider while working on coaching styles:

Address fairness of trophies to improve middle level scholastic competitor's motivation

- Suggestion: make limit 5 trophies per year per child
- Lower the top trophies height, so can purchase more trophies
- Too big trophies are hard to carry in the plane and parents are not happy

Few number of girl participate in the chess club

- ✓ Promote more girls in the chess club
- ✓ Coaches' awareness of girls feelings
- ✓ Practice terminology and language that is common among the young females
- ✓ Promote their participation in the scholastic tournaments
- ✓ Create a tournament only for girls

Suggestions to Coaches:

- Improve your chess level by competing in chess tournaments
- Consult with educators and with the school administration about your children's learning styles to promote competitiveness and good sportsmanship in the club
- Follow up with the recent studies about chess and education
- Use instruments from other coaches to adjust your styles
- Write reflections of your lessons to create the team spirit
- Keep a folder with chess lesson plans
- Follow up with chess news on www.uschess.org, www.fide.com and other well-known chess web sites
- Be aware of similarities and differences in mixed-gender chess session to handle emotional stress and gender and child specific differences
- Encourage parental involvement in your chess club
- Work with tips from other professional coaches
- Enroll in chess coaching courses from UT Dallas and Fide provided workshops

Have fun in chess club!

&

Have fun in chess club!

or

Have fun in chess club!

Acknowledgements to the following individuals:

Alexey Root from UT Dallas, TX

Tim Redman from UT Dallas, TX

Carol Kubota, UW Bothell, WA

Karen Gourd, UW Bothell, WA

Amelia Bowers, UW Bothell, WA

Ruth Haring, US Chess Federation

Writing Center of UW Bothell, WA

Diane Gillespie from UW Bothell, WA

Cherry McGee Banks from UW Bothell, WA

Kathy Roach from Head Start Program, WA

ASU of UW Bothell, WA

My husband, son, daughter, friends and supporters

References

Dagher, L. M. (2011). Personal Communication.

Damian, N. (2011). Personal Communication.

Ferguson, R., C. (2011). Teacher's guide: research and benefits of chess.

http://www.quadcchess.com/benefits_of_chess.html#info

Galitis, I. (2010). Stalemate: girls and a mixed-gender chess club. *Gender and Education*, 14:1, pp. 71-83. <http://dx.doi.org/10.1080/09540250120098898>

Haring, R. (2011). Ruth Haring: President's Report. Retrieved from

<http://main.uschess.org/content/view/11478/645/>

MacEnulty, D. (2011). Personal Communication.

Nippold, M. A. (2009). School-Age children talk about chess: does knowledge drive syntactic complexity? *Journal of Speech, Language, and Hearing Research*, 52, pp. 856-871.

Orenstein, P. (2000). *Schoolgirls*, New York, NY, Anchor Book Editions.

Parr, T. (2011). Personal Communication.

Rouch, K. (2011). Personal Communication.

Smith, J., P. and Cage, B, N. (2000). The effects of chess instruction on the mathematics achievement of southern, rural, black secondary students. *Research in the Schools*. 7:1, pp. 19-26.

Vollstädt-Klein, S., Grimm, O., Kirsch, P. & Bilalić, M. (2010). Personality of elite male and female chess players and its relation to chess skill. *Learning and Individual Differences* 20, pp. 517-521.

Warren, J. (2011). Maybe teach them math, science and chess. *The New York Times*,

<http://www.nytimes.com/2011/10/16/us/chess-tournament-in-chicago-teaches-discipline.html>