



# The Catalan model: Chess and schools

London Chess Conference – December 2016

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# London Chess Conference - The Didactics of Chess

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## PROJECT

# “CHESS AT THE SCHOOL”

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## OBJECTIVE

Introduction of **chess** in **class schedule** at schools with the objective of using the game as an **education tool.**

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## **LEGAL MARK**

Directive of the **Parlament de Catalunya**, 21 July **2010**.

Declaration of the **European Parliament**, 15 March **2012**.

Declaration of the **Education Comission of the Spanish Parliament**, 11 February **2015**.

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**MOTTO:**

**I OBSERVE**

**I THINK**

**I PLAY**

# AGREEMENT OF COLLABORATION:

- Education department of the Catalonia's Governmentment

SCHOOLS

- Catalan Chess Federation

FORMATION OF THE  
TEACHERS

- University of Girona
- University of Lleida

RESEARCH  
STUDY

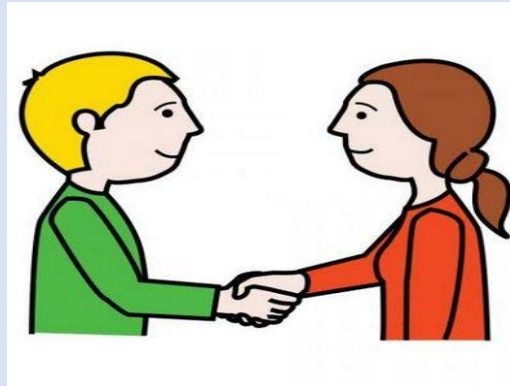
# Teaching chess at school...

## WHY?

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Chess can help to:

- Develop several cognitive and social skills
- Improve the academic performance of students
- Educate on values



- They are, economically, a very viable activity.



## **Objective of the work in basic competences:**

The individual has to be able of:

- Be an act independently
- Think and communicate
- Discover and take initiative
- Coexist and live in the world

# CONCLUSIONS

**Chess helps to improve the general skills of the people who practice it**

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*Habilitats lingüístiques* Pensament crític

**Comprensió lectora** **Originalitat**

Habilitats matemàtiques **Creativitat** Planificació

*Concentració* **Memòria** **Empatia**

**Resolució de problemes**

**Maduresa intel·lectual** *Autoestima*

**Respecte** **Paciència** *Raonament lògic*

**PRESA DE DECISIONS** *Acceptació dels propis errors* **Honestedat**

**Orientació espacial** **Càlcul mental** **ATENCIÓ**

# WHAT DO WE DO AT SCHOOL?

Some examples

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# Encourage respect and fellowship



Chess games between students  
students of different grades

We give the hand at  
the start and end  
of the game.

## Use of new technologies



Computers, digital boards... can be helpful for the practise and learning of chess.

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## Work of mathematical aspects



Geometry,  
spatial orientation,  
logical reasoning

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## Work in linguistic aspects



### Reading

### Writing:

- Preparation of letters, interviews, summaries, news...
- Invent couplets, riddles...

### Oral expression:

- Coment positions, express ideas, games...





## Cooperation, integration, coexistence



Cooperative play: pairs, teams...



- Coexistence with people of different ages, gender and culture.
- Friendship.

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## Another resource for leisure time



Free game



Tournament

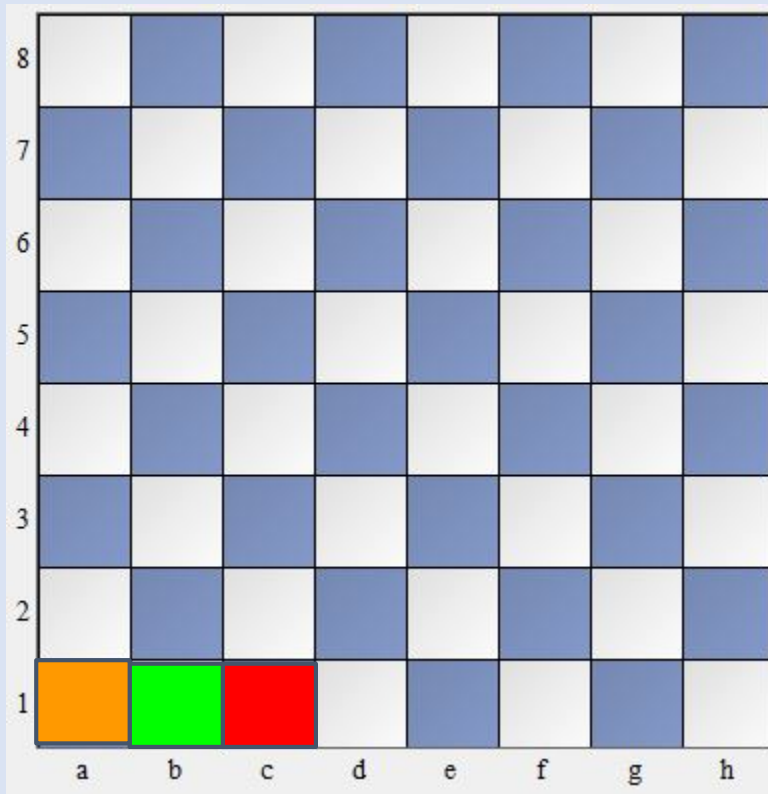
**EXAMPLE**

# The chess board: measurements and units of measure

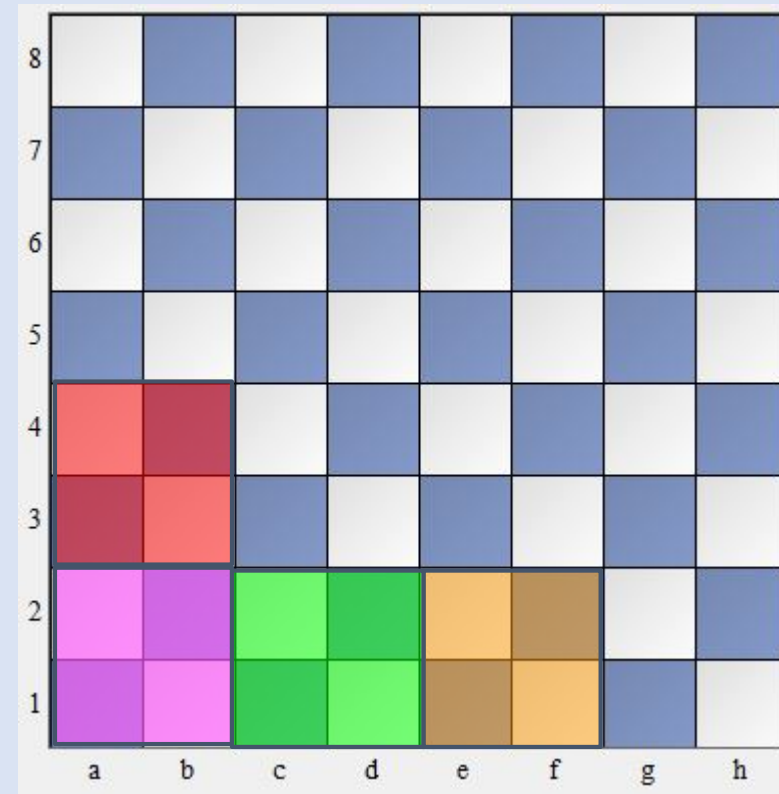
**Reinforce the concept of area and surface.  
Insist on the unit of measure.**

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The square as a unit of measure:

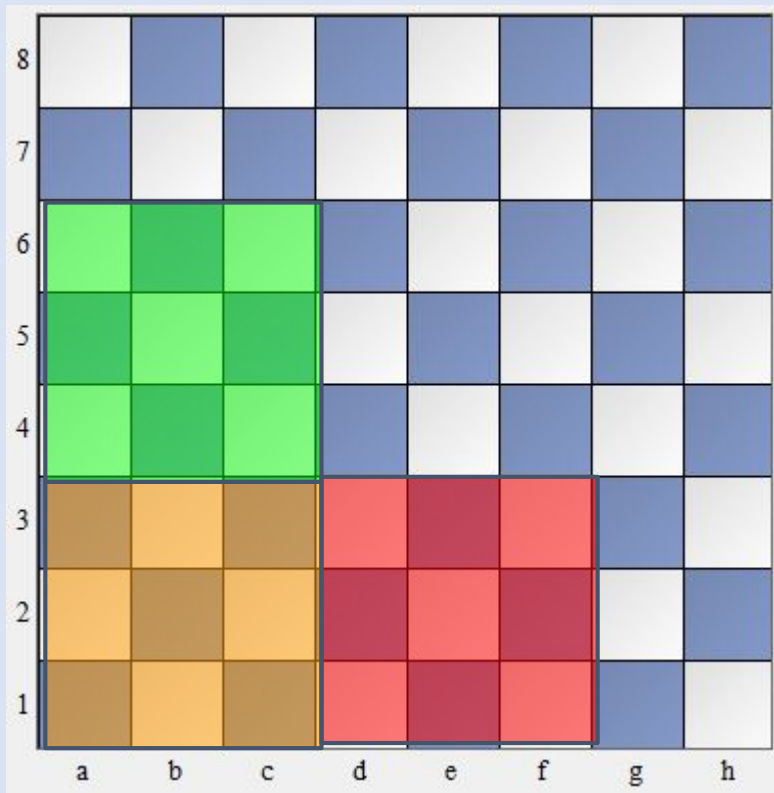


Four squares as a unit of measure:



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## Nine squares as a unit of measure:



## Summary of the observation:

- Concept of area.
- Concept of measure unit.
- See the chessboard as a many units of measure for each measure unit.
- Count the total units.
- Intuitive introduction of decimal numbers.



# EVALUATION OF THE PROJECT

The University of Girona has La Universitat de Girona has conducted studies which provide evidence of the improvement achieved by students who have used chess as an education tool in mathematics and language, particularly in aspects of reading.

The University of Girona, from past surveys to teachers who are in the Project, detects their satisfaction with the introduction of chess in the classroom and notes from his thoughts that chess, as well as a direct influence on improving learning, also have an influence indirectly through the creation of facilitating habits such as motivation, improve in the concentration, enjoy of learning through play, increase reflection, inccress of respect for companions...

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<b>COURSE</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>
<b>SCHOOLS</b>	<b>10</b>	<b>104</b>	<b>141</b>	<b>208</b>
<b>TEACHERS</b>	<b>30</b>	<b>223</b>	<b>275</b>	<b>545</b>
<b>GROUPS</b>	<b>3</b>	<b>14</b>	<b>22</b>	<b>45</b>



**THANK YOU**