

Chess in the Classroom: Level I Certified Instructor Training



What skills do students need to be successful in the 21st Century?
Analysis? Planning? Adapting?
Perseverance? Problem-solving?

What tools do teachers need to help students acquire these skills?

How can a teacher who does not know how to play chess learn the game and use it successfully in the classroom?

Discover how easy it is to learn how to play and how chess can be the ideal activity that engages and equips students for success.



Duration: Four Days

Target Audience: Teachers seeking to integrate chess into the classroom.

Course Description

See how chess connects to any area of the curriculum allowing teachers to engage student interest, differentiate for complexity, and encourage critical thinking in and beyond the classroom. Participate in a hands-on experience designed to introduce the game of chess and demonstrate deliberate classroom connections. Learn from the experiences of other teachers who have taught chess in the classroom.

Participants will:

- Learn how to play and teach chess.
- Understand how to use chess to teach literacy, math, critical thinking, and life skills.
- Create and share lesson plans that purposefully relate chess to the curriculum.
- Discover ways to differentiate for varying skill levels.
- Learn chess notation and experience playing with a chess clock.
- Discover resources for developing after-school chess programs.
- Gain the skills necessary to start using chess in the classroom.
- Learn what it takes to sustain a successful chess program in the face of ongoing real-world challenges.

Prerequisites: Classroom teaching experience. Basic knowledge of chess rules including piece movement. Teachers with no chess knowledge may register but will be asked to complete an assigned internet-based chess lesson prior to attending class.

Lead Instructor: Jerry Nash (pictured center)

Jerry Nash serves as a National Chess in Education Consultant. He is the architect and teacher training leader for the Alabama State Chess in Schools (ACIS) statewide initiative which began in 2014.

A former classroom teacher at both the high school and university levels, Nash understands the challenges of the classroom and offers a fun and engaging path for educators to learn the game of chess and link it to academic and life skills. He consults regularly with individuals and organizations nationally and internationally and leads teacher training events across the nation. He is a frequent presenter at education conferences where he links chess skills to education standards. He was recognized by the University of Texas at Dallas as its 2015 Chess Educator of the Year.



Nash holds a Bachelor of Arts in English and French from The University of Tennessee at Martin. He holds a Master of Divinity degree from Southwestern Baptist Theological Seminary and a Master of Arts in English from Tennessee Technological University.

Cost

- \$600 - \$700 per person*. (Prices may vary by location and are subject to change.) See chessinschools.us/register for the latest sites, prices, and dates offered.
- On-site at your location: Call for details.

Legend



Focus: Developing student proficiency in chess


Educational Premise: Student develops important thinking skills (executive functions) by simply learning and playing chess.



Focus: Teach Chess and Chess Variants taught using a SMART methodology that is based on educational research and proven best practices. Priority is given to aspects of chess that develop executive functions and promote far transfer learning.

Educational Premise: The selective use of chess training by teachers or outside chess coaches focused on developing executive functions and critical thinking, engages more students and yields greater educational benefits (than standard chess training).



Focus: Same as  plus connections to classroom curriculum.

Teachers draw connections to curriculum while teaching chess.

Teachers utilize chess examples while teaching to curriculum.

Educational Premise: Connecting chess to the classroom yields the greatest benefit.