

Chess is a fantastic game for cognitive development, problem-solving, strategic thinking and visualisation. For hundreds of years it has been associated with a noble mind-set and higher order thinking - constantly asking ourselves *why did they make that move?*

However, **chess has enormous benefits beyond the board game itself**, particularly for **well-being**, which is why we are so passionate about promoting it in the school setting. We believe chess:

- **builds resilience** (learning to lose);
- develops **impulse control** (the opposite of most gaming devices) by requiring careful examination of one's opponents move before considering one's own;
- **suits children with SEN** (language / mobility / social barriers are practically eliminated);
- contains a host of **cross-curricular benefits**, particularly with numeracy;
- is **social and free** (outside of the initial cost of a board);
- **bridges age-barriers** very effectively, allowing children/parents/grandparents etc. to compete at a genuine level after a quite short learning period (also giving another platform to connect);
- **is extremely suited to the classroom** - break-times, early finishers, as reward, lunchtime leagues, etc.

Ficheall.ie aims to emphasise the following when hosting a tournament:

- a. having fun - getting a day off school to play loads of chess (tournament *and* friendly games)
- b. showing respect - shaking hands throughout the wins and losses
- c. students representing their school (some for whom it may be their only opportunity)

The Ficheall.ie Team is made up solely of primary school teachers and principals, and as teachers all, we understand that you know your chess-playing students best. We request that you continue the *Ficheall.ie* ethos by considering carefully how you interpret and report the results to your students.

FIVE TIPS FOR REVIEWING RESULTS WITH STUDENTS

1. Recall particular games with students where they lost well, won well or fought back into the game.
2. Highlight how the collective team effort allowed them finish 3rd, mid-table, one from the bottom, etc.
3. Single out individual instances of resilience from the data, such as losing a number of games but battling on to eventually win one
4. Returning teams/schools could compare results from previous years to see if they improved
5. For teams who did not do as well as they hoped highlight that the results prove they were playing against better chess players - playing better chess players is the best way to improve chess skills

A common theme we see and hear from teachers that choose to lead Ficheall in their school is that they love seeing the confidence that playing in an actual chess tournament and representing their school brings to their pupils. We know if you choose to share the results with your students you will frame them in a positive and productive way for them. We hope these five tips help you do that.