

COPC Activity: Spring Semester '06 Summary Report

Your name: Paul Burmenko

Date: December 14, 2006

Name/Purpose of Activity: Cypress Creek Chess Club

Location: Cypress Creek Middle School

Participants (names and addresses if you have not provided this already): Provided

Resources Needed: Chess time clock(s). Community Fund proposal submitted in December. Clocks will be bought in January

Used: Tournament quality chess boards (12)

Activity Description/Results: (give complete description, lengthy is fine.)

CCCC meets on Mondays and Wednesdays after school in the library or in Mr. McGlown's room for one and a half hours. Students are taught the rules and strategies of chess from beginner to advanced levels. Through this learning process, the students develop advanced logic skills and proper behavior during tournaments. The environment of the chess club is casual and the students are encouraged to be themselves, share their sense of humor, and share what is going on in their lives with the facilitators and with each other. At the end of each quarter, chess club has a fun day. We take a break from chess and watch a chess-related movie or play basketball.

Students become very interested in the game. They express interest in learning new strategies because they know that logical games will help to develop their mind for real life situations. A student who has never played chess will play their first game on the first day and continue to progress. Students' behavior and ability to express themselves verbally also improves over time. The students frequently share grade improvements from their classes with us and feel comfortable telling us what is going on in their home lives. Students learn to set goals for themselves through club tournament results and facilitators focus in on those goals to teach each student the material that will help them reach their goals. During weeks that chess club does not meet, students usually come in to play chess under the librarian's supervision through their own initiative.

One or two students each year attend the chess camp at Rhodes College at the beginning of the summer. These students are chosen according to the progress they have made in chess club during the year, including their playing level, discipline, and overall level of maturity. Students who have attended the chess camp in the past become mentors for younger, less experienced students. Generally, they begin to take responsibility for chess club without specific instructions from the facilitators. One student who has graduated Cypress Creek and gone on to high school periodically comes back to play chess, interact with chess club members, and tell the facilitators about what is going on in his life.

Comments: (Highlight what worked well and what didn't work. Include anecdotes or quotes if possible. – notes from your journal)

Chess club has maintained steady attendance this year with the institution of a new attendance policy encouraging students to consistently attend chess club in return for participation on fun days.

Behavior at chess club fluctuates. Some days students are quiet and ready to learn, some days they are rambunctious and ready to learn, and some days they are just rambunctious. But students do respond well to encouragement from facilitators to change their behavior. They always choose to behave positively rather than leave chess club when given the choice.

Summary

Total Number of K-8 students in program	12
Total Number of Rhodes students in the program	3
No. of hours Rhodes students worked during semester	Approx 140
No. of hours you worked during the semester	47

Attachments: