

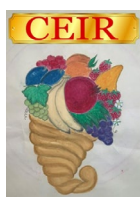


## 2.4.11 TRAINING MODULES

### for prison inmates

Partner: **Latvian Chess Federation** and **Centre for Education and Innovation Research**

Module's title: **Civic Values** and **Respect of Rules**



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# 1- SUBJECT AND SCOPE

## 1.1 Main subject

*What is the main subject of the module? What are the competences developed?*

The world and being of prison inmates are limited by their physical space and mental freedom. Nonsufficient mental capabilities of prison inmates bring them to their physical space limitations due to the non-respect of civic values.

For prison inmates, limited conditions of their physical existence might serve as a catalyst for the enrichment of their mental abilities aimed at the respect of civic values.

Chess play is a great opportunity to widen the mental room of prison inmates in the limited conditions of their physical existence in order to increase the expression of the respect of civic values by prison inmates.

Chess play is a promising tool for prison inmates, who are in limited living conditions, to acquire what civic values exist and how they could follow and respect rules in chess play and wider world.

Chess play is a pattern of the wider world in which civic values exist, followed and respected by the society including prison inmates.

Civil values are well-reflected in chess play. Chess play is a transformative tool that can help prison inmates to change from being non-supporters of civic values to the supporters of civic values. Therefore, civic values of wider world could be learnt by prison inmates in chess play. It is of high importance also to obtain the ways and their consequences of the respect of rules in chess play and wider world.

## 1.2 Target

*What's the specific target group of the practice?*

Training addresses the target group of prison inmates who are willing to acquire civic values and ways of their respect in chess play and wider world.

## 2- OUTLINE OF THE PRACTICE

### 2.1 Description

*Please describe the activities contained in the practice. If possible, try to divide them in Learning Units. Also, define how long the training practice will last (1 to 4 hours).*

Activities highlighted in this training are based on cooperative learning methods that can be used by adult trainers in training with prison inmates to absorb civil values and ways of their respect.

The activities are divided into two groups. Each group of activities has received a specific focus:

1. The 1<sup>st</sup> group deals with civic values in chess play
2. The 2<sup>nd</sup> group is devoted to training in respecting rules.

Each group of activities is presented in a logical and sequential manner. The activities proceed from simple tasks to complex ones.

### 2.2 Aim/goal

*Please describe the aim(s) and goal(s) of the practice: what are the objectives that the practice wants to reach?*

The practice is aimed at acquisition of civic values and ways of their respect in chess play and wider world.

### 2.3 Learning Outcomes

*What learning outcomes are expected from the practice in order to consider it successful? What will the participant learn? How will the training help their behavioural competences?*

By the end of the training the learners will

- Acquire civic values in chess play and wider world
- Learn the ways of demonstrating of the respect to civic values.

## 2.4 Training Approach

*What kind of training/teaching methodology is implemented in this practice? Is there a literature/bibliography (not mandatory)?*

In the interdependent chess play and the wider world, the training approach to acquisition of civic values and ways of their respect is based on cooperative learning.

Cooperative learning is such a learning in which the learning result and achievement of each member of the group is dependent on the whole group's success.

Collaborative learning is designed and carried out in five phases (Reid et al., 1989):

1. Engagement,
2. exploration,
3. transformation,
4. presentation, and
5. reflection.

Cooperative learning requires (Johnson & Johnson, 2019)

- positive interdependence,
- individual accountability,
- promotive interaction,
- soft skills, and
- group proceeding.

Cooperative learning is based on joint discussions, experiments, tasks' implementation and other activities to be carried out by learners, e.g. prison inmates. The main idea of cooperative learning is to work and learn together, to support each other in learning and wider life. Joint learning will provide an opportunity for search, comparison, analysis, interpretation, and evaluation of civic values between prison inmates. This will help them to select, segment and follow civic values as well as ways of their respect important for themselves and wider society.

Only common discussions on civic values help prison inmates to absorb these civic values. Cooperative learning can help prison inmates identify and differentiate between civic values and ways of their respect. Cooperative learning is useful in showing that civic values are shared by chess players and the wider community. This will help prison inmates to improve their relationships with others, thereby integrating themselves into the world of chess players and wider society. Cooperative learning in training, provided to prison inmates, demonstrates that civic values are respected by chess players and wider world. Civic value respect depends on the support of civic values by each society member.

## 3- TOOLS

*Which tools and materials are necessary for this practice to be implemented/to be successful?  
Insert a list of tools defined by NUMBER AND TITLE, then provide the tools as an attachment.*

### **3.1 CIVIC VALUES AND CHESS PLAY (120 minutes or 2 hours)**

#### **3.1.1. Definition of civic values (5 minutes)**

**Please, say what civic values mean.**

**Expected answer:**

Civic values are the shared behaviors individuals in a community engage in to guide their behaviors.

#### **3.1.2. List of civic values (5 minutes)**

**Please, give a list of civic values.**

**Expected answer:**

- Courage,
- Justice,
- Integrity,
- Respect,
- Responsibility,
- Equality,
- Helpfulness,
- Ethics,
- Sensitivity,
- Dedication,
- Honesty, and
- Freedom.

#### **3.1.3. Civic values important to the learner (10 minutes)**

**What civic values are important to you? Please, explain your opinion.  
Which civic values are not of significance to you? Explain why.**

### 3.1.4. Association with a civic value (5 minutes)

Please, indicate with which civic value you associate yourself.  
Please, justify your point of view

### 3.1.5. Relationships between civic values and chess pieces (15 minutes)

Please, read a short description of civic values and chess pieces in Table 1.  
Build associations between a civic value and a chess piece that might serve as its representation and show your beliefs in the column “Match” of Table 1.  
Explain your opinion.

Table 1: Relationships between civic values and chess pieces

Nr.	Civic value	A short description of civic value	Match	Letter	Chess piece	A short description of chess figure
1	Freedom	The power or right to act, speak, or think as one wants.		A	The Rook	The rook symbolized a chariot. Persian War Chariots were heavily armoured, carrying a driver and at least one ranged-weapon bearer, such as an archer.
2	Justice	Justice means that people are to be treated impartially, fairly, properly, and reasonably,		B	The Knight	The knight represents the pure inner-warrior. If a knight starts out passive, it will always end up aggressive and



		no harm befalls another, and, where harm is alleged, a remedial action is taken and morally right consequence merited.				vice versa. It can't move very far, but it never moves in a straight line, always preferring to be tactical and thoughtful.
3	Responsibility	An obligation to perform certain functions in order to achieve certain results.		C	The Bishop	The bishop is considered a minor piece (like a knight). The bishop is a long range chess piece that can be surprisingly powerful if properly deployed.
4	Equality	The state of being equal, especially in status, rights and opportunities.		D	The Queen	The queen is the most powerful of all of the chess pieces and is often used in early and brutal attacks
5	Respect	Knowing the true value of things and treating them with appreciation, understanding and even a sense of reverence.		E	The King	The king is the most important piece in the game of chess. It may move to any adjoining square; it may also perform, in tandem with the rook, a special



						move called castling. If a player's king is threatened with capture, it is said to be in check, and the player must remove the threat of capture immediately.
6	Ethics	A person's beliefs about what's right and wrong.		F	The Pawn	The pawn is the weakest piece in the game of chess. They represent infantry.

### 3.1.6. Civic values in chess play (15 minutes)

**Please read the text and find civic values related to chess play in the text. Explain your choice:**

Goethe: Chess is "the touchstone of the intellect".

**Classical Chess game** - it is a mental competition between two partners (opponents, players), between whites and blacks, which takes place on a special table, where chess pieces are moved alternately in a certain order, in accordance with accepted rules. The pieces are often not literally white and black, but usually contrasting light and dark colours.

Chess combines the components of sport, science and art. Chess is a democratic sport where there is age, gender and democracy of personal freedom. Everyone can compete equally. Young with old, man with woman. The key is the player's art of managing chess pieces with strategy. A person can have different life circumstances, but no one can take away a person's freedom to think. We emphasise that **chess is freedom to think**.

Each chess game is unique, because on the one hand, the course of the game is determined by the knowledge and experience of the players, the ability to see the square, the strategy of the game, and on the other hand, the player's own connection with the chess game. The chess game can be played with or without a chess clock, with or without recording the moves. The player who has white pieces starts the game. None of the partners has the right to make two moves in a row. What colour pieces each partner should play with is determined by the drawing of lot.



Photo from facebook.com, Latvian Chess Federation

Chess is a universal sport because you can play chess with a computer program or with another opponent remotely, in distance. In such cases, there must be confidence that there will be no cheating - that it will not happen that the principles of the game will be preserved, where only two players play without the help of others. Even if there is nothing available, not a computer, not another opponent, not even a chessboard, you can play chess in your head. If you have the ability to remember the moves of the chess game and how the position changes accordingly, it is possible to play with yourself, play in your head. Such super freedom is chess game!

**Expected answer:**

- Freedom
- Equality,
- Courage,
- Justice,
- Integrity,

- Respect,
- Responsibility,
- Ethics,
- Sensitivity,
- Dedication,
- Honesty, etc.

### 3.1.7. Civic values of chess players (20 minutes)

**Read the short biography of famous chess player Jose Raul Capablanca** (Chess Newsletter Prisoner Express, 2018).

José Raúl Capablanca y Graupera (19 November 1888 – 8 March 1942) was a Cuban chess player who was world chess champion from 1921 to 1927.



*Photo of José Raúl Capablanca y Graupera (Chess Newsletter Prisoner Express, 2018)*

A chess prodigy, he is considered by many as one of the greatest players of all time, widely renowned for his exceptional endgame skill and speed of play.

Born in Havana, he beat Cuban champion Juan Corzo in a match two days before his thirteenth birthday on 17 November 1901. His victory over Frank Marshall in a match in 1909 earned him an invitation to the 1911 San Sebastian tournament, which he won ahead of players such as Akiba Rubinstein, Aron Nimzowitsch and Siegbert Tarrasch. During the next several years, Capablanca had a strong series of tournament results. After several unsuccessful attempts to arrange a match with the then world champion Emanuel Lasker, Capablanca finally won the title from Lasker

in 1921. Capablanca was undefeated for eight years from 10 February 1916 to 21 March 1924, a period which included the world championship match with Lasker. Capablanca lost the title in 1927 to Alexander Alekhine, who had never beaten Capablanca before the match. Following unsuccessful attempts to arrange a return match over many years, relations between them became bitter. Capablanca continued his excellent tournament results in this period but withdrew from serious chess in 1931. He made a comeback in 1934, with some good results, but also showed symptoms of high blood pressure. He died in 1942 of "a cerebral hemorrhage provoked by hypertension".

Capablanca excelled in simple positions and endgames; Bobby Fischer described him as possessing a "real light touch". He could play tactical chess when necessary, and had good defensive technique. He wrote several chess books during his career, of which Chess Fundamentals was regarded by Mikhail Botvinnik as the best chess book ever written. Capablanca preferred not to present detailed analysis but focused on critical moments in a game. His style of chess was influential in the play of future world champions Bobby Fischer and Anatoly Karpov.

**What do you think of civic values of famous chess player Jose Raul Capablanca in the following situations:**

- 1) What civic values motivated Jose Raul Capablanca to seek for a return match with Alexander Alekhine after he (Jose Raul Capablanca) lost the title of the world champion in 1927?
- 2) What civic values motivated Jose Raul Capablanca to withdraw from serious chess in 1931?
- 3) What civic values motivated Jose Raul Capablanca to preferably use tactical chess and good defensive technique?
- 4) What civic values motivated Jose Raul Capablanca not to present detailed analysis but focus on critical moments in a game in his book?

**Discuss your assumptions with your peers.**

**3.1.8. Civic Values and Chess Play in Concentration Camps during the Second World War (15 minutes)**

**Please, read the story of Barry Spanjaard, a prisoner of BergenBelsen:**

"I tried to figure out how to get through the next few days. What could I do to get my mind off food? Then I got an idea; there was a fellow in my barrack who had a chess set. I went over to him and asked him if he wanted to sell it to me. Of course, I couldn't buy it with money; there wasn't any, and money was useless here. I

managed to talk him into selling me his chess set for two rations of bread, which meant that I wasn't able to eat bread for FIVE WHOLE DAYS. I had my reasons. I took the set to my bunk, and for the next three days I did nothing but played chess with my friend, Walter. We concentrated on the game so intensely that we forgot our hunger, so the days went by quickly. The other people weren't as fortunate as I [sic]" (Spanjaard, 1988).

**Please say what civic values motivated him to play chess in the concentration camp?**

**Discuss your thoughts with your peers.**

**Expected answer:**

- To build a distance between their prisoner's fate and their former civil identity.
- Private and cultural activities provided some relief from life threatened by death at every step in the concentrated camp, etc

### 3.1.9. What chess means to me (20 minutes)

**Please, talk about chess value in your life in the light of civic values to your peer.**

**Explain your choice.**

**And then, exchange the roles with your peer.**

### 3.1.10. Association with a chess piece (10 minutes)

**Please, indicate with which chess piece shown in Table 2 you associate yourself.**

**Please, justify your point of view.**

**Table 2: Chess pieces and their description**

Chess piece	A short description of chess figure
The Rook	The rook symbolized a chariot. Persian War Chariots were heavily armoured, carrying a driver and at least one ranged-weapon bearer, such as an archer.
The Knight	The knight represents the pure inner-warrior. If a knight starts out passive, it will always end up aggressive and vice versa. It can't move very far, but it never moves in a straight line, always preferring to be tactical and thoughtful.

The Bishop	The bishop is considered a minor piece (like a knight). The bishop is a long range chess piece that can be surprisingly powerful if properly deployed.
The Queen	The queen is the most powerful of all of the chess pieces and is often used in early and brutal attacks
The King	The king is the most important piece in the game of chess. It may move to any adjoining square; it may also perform, in tandem with the rook, a special move called castling. If a player's king is threatened with capture, it is said to be in check, and the player must remove the threat of capture immediately.
The Pawn	The pawn is the weakest piece in the game of chess. They represent infantry.

### 3.2 RESPECT OF RULES (120 minutes or 2 hours)

#### 3.2.1. Rules Definition (5 minutes)

Please, say what rules mean.

##### Expected answer:

An accepted principle or instruction that states the way things are or should be done, and tells you what you are allowed or are not allowed to do.

#### 3.2.2. Importance of rules in life (5 minutes)

Please, explain why rules are important in life.

#### 3.2.3. Respect of rules (10 minutes)

Please, explain how the respect of rules is expressed by a person in life?

Expected answer (University of West London, 2024):

1. Be kind and courteous
2. Be polite, avoid interrupting or causing disturbances
3. Listen to others and respect differences in beliefs and opinions



4. Think before you speak, your language and tone
5. Lend a helping hand or ear and practice compassion
6. Avoid gossip and any conversations that may be considered discriminatory or bullying.
7. Respect personal space and personal property
8. Understand everyone has their own experiences and beliefs
9. Speak up if others around you are being disrespectful
10. Be willing to evolve and admit mistakes

### 3.2.4. Importance of rules in chess play (5 minutes)

**Please, explain the relationship between life and chess game.**

**Expected answer:** Chess game is part of life.

**Please, explain why rules are important in chess play.**

### 3.2.5. Morality and ethics in respect of rules (5 minutes)

**Please explain the difference between morality and ethics when expressing the respect to rules.**

**Expected answer:**

Morality deals with principles and values that guide individual behaviour and are often linked to cultural, religious, or personal beliefs.

Ethics defines allowable actions or correct behavior.

### 3.2.6. Morality rules in action (10 minutes)

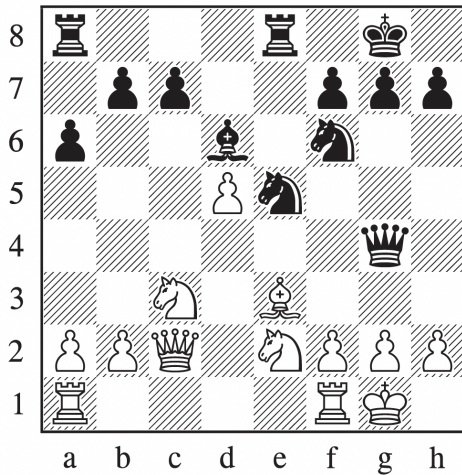
**Please, read the description of the situation on the chess board shown in Figure 1 by Portman (2017).**

**Do you think the description is written by Portman (2017) in an ethical way?**

**Explain your opinion.**







Optically, this looks dangerous, but it isn't really. I only had half an hour left so I decided just to put my strongest piece in the general area of the king and see if it unnerved my opponent. This kind of strategy can make your opponent quite nervous and the mere threat of a checkmate or winning combination is often greater than its execution.

### 3.2.7. Benefits of respect of rules (15 minutes)

**Please explain why it is important to respect rules.**

**Expected answer** (Wolfe, 2024):

1. Maintaining Order and Discipline: Rules set clear expectations for behavior, helping to maintain order and discipline within the classroom. When everyone understands what is expected of them, disruptions and distractions can be minimized, allowing for a more focused learning atmosphere.
2. Promoting Safety: Classroom rules often include guidelines for ensuring the safety of all individuals within the learning space.
3. Encouraging Respect: Rules that emphasize respect for oneself, peers, teachers, and the learning environment help create a culture of respect in the classroom. This fosters a positive and supportive atmosphere where students feel valued and appreciated.
4. Facilitating Learning: By setting clear expectations, rules can help students understand what is required of them during learning activities. This clarity can improve student engagement, participation, and motivation, leading to enhanced academic performance.

5. **Instilling Responsibility:** Classroom rules teach students to take responsibility for their actions and choices. When they know the consequences of their behavior, they are more likely to make responsible decisions.
6. **Promoting Fairness:** Rules create a level playing field for all students, ensuring that everyone is treated fairly and equitably. This helps prevent favoritism and reduces the chances of conflicts or feelings of injustice.
7. **Building Self-Discipline:** Adhering to classroom rules cultivates self-discipline in students. They learn to regulate their behavior, control impulses, and follow guidelines even when the teacher is not actively monitoring them.
8. **Preparing for Real-world Situations:** Classroom rules often reflect societal norms and expectations, which means that following these rules prepares students for adhering to rules and regulations in various real-world settings outside the classroom.
9. **Enhancing Teacher Effectiveness:** With clear and consistent rules in place, teachers can more effectively manage the classroom and focus on delivering quality instruction. This contributes to a positive teaching experience and reduces stress for educators.
10. **Fostering a Positive Classroom Culture:** When students know what is expected of them and feel safe in their environment, it contributes to a positive classroom culture where learning thrives, and everyone feels valued and respected.

### 3.2.8. Chess Rules for a Fair Online Play by Prison Inmates (10 minutes)

**Please, read the rules to be followed by chess players.**

**Say why these rules are important for the player and his/her opponent.**

FAIR PLAY MEASURES (Chess for Freedom, 2023):

- 5.1. It is every teams' responsibility to have at least one web camera covering the playing zone A.
- 5.2. There shall be no web cameras facing any of the team players from the front unless the prison officials allow such representation of the players.
- 5.3. All teams shall only use the accounts provided from the tournament organizers with the support from chess.com. All accounts will be checked on security purpose and have no ways of any social interactions among the players.
- 5.4. It is each correctional facilities responsibility to eliminate any access to the general Internet use by the participants.
- 5.5. There will be no individual team player with access to Zoom communication.



5.6. All communications with the teams will be provided through the designated representatives from the correctional institutions or assistant tournament arbiters on site.

5.7. Any visible violation of the cheating rules during the games shall be submitted to the tournament organizer and Chief Tournament Director for their review.

5.8. There will be stronger fair play control by the tournament officials during the semi-finals and finals matches.

### 3.2.9. Unwritten rules in chess game (10 minutes)

**Please, read these unwritten rules (Quora, 2019).**

**Please, say why these rules are unwritten.**

**Why they do not have to be written as a code of conduct?**

**Is every chess player familiar with these rules?**

**How are these unwritten rules spread to chess players?**

The unwritten rules of chess are a set of informal guidelines that are followed by players to ensure fair play and good sportsmanship. These rules are not officially documented in the official rules of chess, but they are widely accepted within the chess community. Some of these unwritten rules include:

Respecting your opponent: Players are expected to treat their opponents with respect and courtesy during a game.

Avoiding distractions: Players should refrain from making distracting noises or movements during their opponent's turn.

Touch-move rule: If a player touches one of their pieces, they are generally expected to move that piece if it has a legal move. This rule helps prevent players from gaining an unfair advantage by "pretouching" pieces.

Resigning gracefully: When a player realizes they are in a losing position, it is customary to resign the game in a respectful manner rather than continuing to play to the bitter end.

Notating moves: In formal chess games, it is customary for players to record their moves using algebraic notation, which helps track the progress of the game and can be used for post-game analysis.

These unwritten rules contribute to a positive and respectful playing environment within the chess community.

### 3.2.10. Etiquette in chess (10 minutes)



**Please, read these etiquette rules (Quora, 2019).**  
**Who and what for reason collected these etiquette rules?**  
**Which etiquette rules are appropriate for you?**

Some of these are actual rules, others are widely accepted etiquette, others are things that people do without thinking, and some other things are more like pet peeves.

Always shake hand before the game and after the game.

Politely ask whether your opponent wants to analyse. If they say no, just stand up and leave. Don't start analysing in front of them, especially if it's going to be confrontational. But if your opponent offers to analyse, try to say yes unless you're missing a train etc.

In analysis, try to refrain from displays of superiority. You're both chess players, you're just exploring the game. (and unless it's the first round of a big Swiss tournament, you and your opponent are probably of similar strength, or at least not light-years apart) Never, ever, ever say "you got lucky" or "miracle" unless you're Vladimir Kramnik. The only acceptable way to use "lucky" is "I got lucky that I looked at this line last week."

Only offer a draw if you think your opponent has some chance of accepting. Otherwise, you're just wasting time. In particular,

Generally, don't offer a draw from an inferior position or when your opponent is clearly trying to win. Of course, if you genuinely think that your opponent doesn't realise that they're winning, or you're offering an "out" when they're in severe time trouble, then you can offer a draw (since you think there is some chance they accept).

Normally, don't offer a draw twice in a row. Exception: the position has really transformed since the last offer.

(from the other side): Don't actually decline. Think about it and if you decide to decline, just make a move. If you feel like you should let your opponent know what your decision is, just say "I decline" or something simple. Don't say "let's just make a few moves" or some funny line like that. If your opponent is breaking subpoint b., it's fine to let them know. "No, and I would appreciate it if you stopped asking." You can call the arbiter if they persist. But normally, just politely and firmly say no. No need for a story.

Don't act annoyed with an opponent who doesn't resign (in a clearly lost position) or accept a draw offer (in a very dry position). They're probably just gathering their thoughts. And if not, fine, just make some more moves. PS don't promote all your pawns to rooks knights and bishops to "see when he'll finally resign lol." His coach



probably just told him never to resign. I may or may not have done this as a kid with black in 2000 once.

Unless you're Garry Kasparov, try to make your moves in a simple, uniform, elegant way\*. Don't play sacrifices with more physical force than queen exchanges. You're not Kasparov, you're not that brilliant.

Unless you're 7, don't "celebrate" at the board. Everyone gets a free small fistpump after the game finished, but don't overdo it. And for the love of God, don't celebrate before I resign. (An opponent of mine started dancing next to the board before making a winning move)

If it's your opponent's turn to play, don't lean in too close on the board.

\*- don't do two-handed captures or castling. Even if it's allowed, it looks so clumsy that I would avoid it even in blitz. Don't press the clock with a captured piece. Make your moves cleanly and with as much force as needed, not more.

### 3.2.11. Chess as a metaphor of life (20 minutes)

**Please, read the paragraph from the book "Playing Chess in Concentration Camps" by Logemann (2013).**

The history of the chess game shows that chess players often tried to describe their real life as combinations of chess maneuvers or understood the game as a metaphor for life.

A birthday card for an unknown Czech prisoner of Mauthausen demonstrates that inmates already in the camps understood chess in these patterns: A white king is checkmated by a black bishop, a rook, and a queen. A helpless white knight is crying. A poem says more or less that the situation of the prisoner "celebrating" his 30th birthday is hopeless, but in spite of that the colleagues wish that in the next year the situation changes. As the chess metaphor is normally used to describe the powerfulness of the lower class against the upper class, in this case the relation is the other way round. The camp structure oppressed the human. But in the game as in real life, the situation could change in the future.

**Please, have a look at the chess board.**

**How would be describe the situation on the chess board shown in Figure 1?**





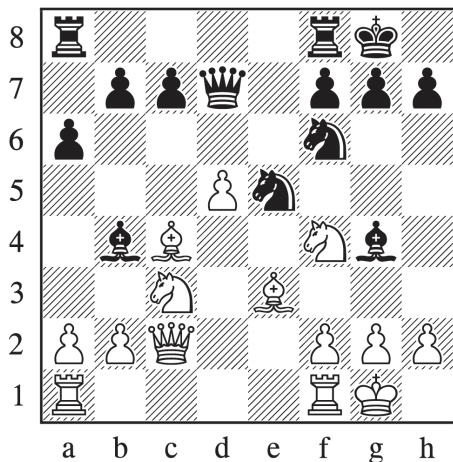


Figure 1: Nigel Towers – Carl Portman, 4NCL England 2014 (Portman, 2017)

**Now read the description of the situation on the chess board by Portman (2017) shown in Figure 1:**

The pieces look like they have been thrown liberally onto the board from a great height. It is quite complicated and requires focus. What was my plan? In all honesty I wasn't sure!

**Which chess piece you consider yourself to be on this chess board?**

**What is the situation of this chess piece?**

**What is the future of this chess piece?**

### 3.2.12. Life Lessons from Chess (15 minutes)

**Read the text (Nazmul, 2017) about life lessons (rules) from chess.**

**What have you learned from chess?**

Chess Champion in the Classroom: Life Lessons from Chess

Chess is not simply a game, but it is also a way of life. Chess mimics our real life in many ways. Many people do not even know that playing chess can teach us valuable lessons in and about life. Chess is a laboratory for decision-making process in a short time under pressure, calculation, creativity, evaluation and analysis, strategy and continuous performance development among others. Some of the greatest life lessons from chess are:

**Creativity** We need to be very creative while playing chess. The more creative we are the better we become. At every move we need to come up with new plans

and without being creative, we cannot make new plans. Same thing goes in life too. If we are not creative enough, we cannot succeed in life.

**Need to make quick decisions** Chess is played within a fixed time limit. Sometimes towards the end of the game we run out of time and in that short time we need to take decisions as to which move we should make. Some of the decisions need to be taken within a fraction of seconds. We can win the game if we make the right decision within that short time. There are times in our life when we need to make quick decisions. The better decisions we take within a short time the better the life that we lead.

**Sometimes it is alright to lose** There is no game in this world in which a player does not lose. Chess is not an exception. It is alright to lose a game in chess but more important is what we learn from our mistakes. Chess and life are similar in this matter. Sometimes in life we lose in many ways but we should give more importance to analysing the mistakes and learn from them. We should remember that we never lose, "we either win or learn".

**It's okay to bluff** In chess sometimes we need to act like we can win the game although it is a losing position. This is something like bluffing the opponent emotionally. This confidence throws people off and can even make them uncomfortable. We can use it to our advantage. Same thing goes in our life. I believe it's okay to put on an emotional mask to bluff others at times, in order to make ourselves feel better.

**Flexibility** We cannot be rigid in planning a game of chess. In every move we may need to change our plan based on the opponent's move. Flexibility in planning is necessary for playing chess. Same thing goes with life. Things do not always go according to our plan and people surrounding us are unpredictable. Remaining flexible is an invaluable life lesson. The less rigid we are, the better we are able to handle situations thrown our way.

**Sacrifice is necessary** In chess we sometimes sacrifice a pawn or other pieces to make a better attack later on in the game. The sacrifice we do helps us to win the game. The same principle applies once we walk away from the chess board. Sacrifice is a necessary part of life. Without sacrifice we may never get what we truly want or what we really need to make our life happier.

**Take notice of patterns** Patterns are everywhere and the better we are spotting them, the better we can be. This skill is used in chess to identify the patterns of moves that the opponent makes. When we can take notice of patterns we are better equipped to predict the next move. We can even find mistakes in their game just by noticing their patterns. We can use this skill in our real life too by noticing the patterns of our neighbourhoods. The more we can notice other's pattern, the better we become in dealing with them.





**Think ahead and outside the box** Chess trains us to think ahead and outside the box. There are many times in a game where our plans are foiled and we need a better solution to stay in the game. We always think many moves ahead in chess. This is also a skill we will need over and over again in life. Thinking outside the box helps us find solutions to problems in ways that others may not think of. Grab the right opportunity In chess, whenever we get an opportunity to take an opponent's piece which will make our position better, we should take it. We should not miss any opportunity like this as opportunities do not always arrive when we want them to. So when any opportunity is presented to us, we should not wait. This principle is used in chess all the time. The same goes with life. If we are given any small or big opportunity during our lifetime, we should not let it pass by. We must take it and run with it.

**Be confident and stand your ground** We need to be confident in our moves we make. Chess is about making strong moves and sticking by them. In life too, if we plan or do something, we need to make sure to stand on our ground and fight for what we think is better for us.

**Be aggressive and take action** When there is a problem or a threat in chess, we sometimes need to be aggressive and take action. We either make a wise move for defence or make a strong attack. This rule applies in life as well. Sometimes we need to be aggressive and take action to change things or to make a difference. Nobody would want to let life pass by without going after the things they want.

**Have Fun** Every game we play, we should have fun. We enjoy playing chess whether we win or lose. It is most important in the game of chess and in everyday life too. We should do what makes us happy and enjoy everything we do.



## 4- OBSERVATIONS

*This space can be used for all comments and observations, including what you couldn't fit in the previous sections of the template.*

In learning related to civic values, opinion about relevance of chess pieces and civic values can differ. In democratic society based on civic values, any opinion is welcome. The focus of training has to be on engagement of prison inmates to

- express ideas, feelings, opinions, affection,
- maintain or improve their relationship with others, and
- solve and strengthen their social situation (León, 2009) and social integration.

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## 5.Disclaimer

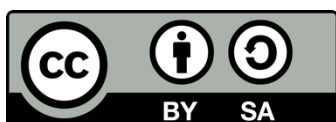
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