

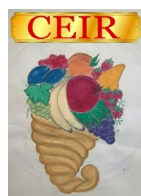


2.4.12 TRAINING MODULES

for prison inmates

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

Module's title: **Respect of Rules in chess practice**



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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?

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.

When a person decides to start playing chess, he must understand, accept and follow all the laws and rules of the game adopted in chess. They are observed by everyone who sits down at the chess table. In theoretical training module introduction to the game of chess was described sequentially in a manner including topics:

- 1.) What is chess;
- 2.) What is the history of chess;
- 3.) Getting to know the chess table and chess pieces;
- 4.) Important chess terms;



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- 5.) Chess game strategy: beginning, middle game, end game;
- 6.) Moves of chess pieces;
- 7.) Chess clock and key time controls in chess.

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.



Including **Chess As a Re-education Up-Skilling** tool

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).

The game of chess is played on a square chessboard, with each player controlling an army of 16 pieces: a king, a queen, two rooks, two knights, two bishops, and eight pawns. The goal of the game is to checkmate your opponent's king, which means putting it in a position where it cannot escape capture. Each player starts the game with their pieces arranged in a specific way on the board. The board is divided into 64 squares, with each player's pieces arranged on the first and second rows (or ranks) of the board.

The white player always moves first, and players take turns making one move per turn. The pieces are moved according to specific rules, with each type of piece moving in a different way. For example, the rook can move any number of squares along a rank or file, the bishop can move any number of squares along a diagonal, and the pawn can move one square forward (or two squares on its first move) but can capture an opponent's piece by moving one square diagonally. See below for a detailed description.

During the game, the chessboard must be placed between the two opponents so that the white corner square (namely h1 or a8) is located to the right of each player. The chessboard is divided into sixty-four white and black squares, eight in each row. At the beginning of the game, white pieces are always placed in the first and second rows, and black pieces are placed in the seventh and eighth rows. Each piece occupies only one space. It is important to remember that at the beginning of the game, white's queen is always on the white square, and black's queen is always on the black square. Sixteen pieces stand on each side of the chessboard. The white and black pieces on the table stand symmetrically, facing each other. The pieces are placed as follows: (from the left), The Rook, The Knight, The Bishop, The Queen, The Bishop, The Knight and The Rook. A pawn stands in front of each piece.

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 acquiring of civic values and ways of their respect in chess play and wider world.

The practice aims to achieve the following objectives:

- Develop an understanding of key civic values and their importance in both personal and communal contexts.
- Enhance cognitive skills such as critical thinking, problem-solving, and strategic planning through chess.
- Foster a sense of respect for rules and the importance of ethical behaviour in competitive and everyday settings.
- Promote rehabilitation and reduce recidivism by providing inmates with constructive and mentally stimulating activities.

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 paly and wider world
- Learn the ways of demonstrating of the respect to civic values.

By the end of the training, participants will:

- Have a clear understanding of various civic values and how they apply to both chess and everyday life.
- Demonstrate improved strategic thinking and planning abilities.
- Exhibit respect for rules and ethical behaviour in both chess games and broader social interactions.

- Feel more confident in their ability to reintegrate into society and contribute positively to their communities.

2.4 Training Approach

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

The training module is designed to integrate various pedagogical methods to enhance the learning experience of prison inmates. The methods included are the Montessori method, the Steiner method, and American methods of incorporating laughter and humour, among others.

Here is a detailed breakdown of the activities, including descriptions of these pedagogical approaches:

Learning Unit 1: Introduction to Civil Values through Chess (120 minutes)

Activity 1.1: Brief history of chess and its significance in developing strategic thinking and patience.

Montessori Method: Incorporates self-directed, hands-on learning and collaborative play. Participants will engage in interactive activities where they learn about the history and rules of chess through exploration and guided discovery.

Activity 1.2: Discussion on Rawls' Veil of Ignorance and its application in creating a fair society.

Steiner Method: Emphasizes holistic learning and the integration of artistic expression. This discussion will be facilitated through group activities that encourage critical thinking and empathy, integrating storytelling and role-playing to understand societal structures and fairness.

Activity 1.3: Introduction to core civil values such as respect, responsibility, and integrity, and their representation in chess pieces.

American Method of Humour: If the audience is receptive, this session can include light-hearted examples and humour to illustrate the importance of civic values, making the learning process enjoyable and memorable.

Learning Unit 2: Practical Chess Sessions (90 minutes)

Activity 2.1: Hands-on chess playing session to illustrate the importance of strategic planning and foresight.

Sports Pedagogy Methods: This session will include techniques from sports pedagogy to promote teamwork, discipline, and strategic thinking. Inmates will play chess in pairs or small groups, fostering cooperation and mutual support.

Activity 2.2: Group discussions on the parallels between chess strategies and real-life decision-making processes.

Conventional Pedagogies: This activity will use conventional teaching methods such as guided discussions and Socratic questioning to help participants draw connections between chess strategies and everyday life decisions.

Activity 2.3: Exercises in sportsmanship and ethical behaviour during chess games.

Montessori Method: Focus on self-reflection and personal responsibility, encouraging inmates to evaluate their behaviour and its impact on others.

Learning Unit 3: Reflection and Application (60 minutes)

Activity 3.1: Reflection on personal experiences with civic values in everyday life and during chess games.

Steiner Method: Participants will engage in artistic expression (drawing or storytelling) to reflect on their experiences, facilitating deep personal insights and learning.

Activity 3.2: Role-playing scenarios where participants must apply civic values and respect rules in hypothetical situations.

American Method of Humour: Role-playing can include humorous scenarios to illustrate serious points about civic values and rules, making the learning experience more engaging.

Activity 3.3: Final assessment and feedback session to reinforce learning outcomes.

Montessori Method: Use self-assessment and peer feedback to encourage self-directed improvement and collaborative learning.

The training approach is a blend of theoretical discussions, practical chess sessions, and reflective exercises. The methodology includes:

- **Interactive Lectures:** To introduce and explain key concepts of civic values and their significance.
- **Practical Chess Games:** To provide hands-on experience and reinforce the application of civic values.
- **Group Discussions:** To encourage sharing of ideas and collaborative learning.
- **Reflective Exercises:** To allow participants to relate their learning to personal experiences and future aspirations.
- **Role-Playing:** To simulate real-life scenarios and practice decision-making based on civic values.

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.*

Necessary tools and materials for successful implementation include if it is possible:
Chess sets (one per two participants)
Whiteboards and markers for instructional purposes
Printed materials on civic values and their definitions
Access to chess-related literature and resources
Evaluation sheets for feedback and assessment
Audio-visual aids for illustrative purposes (e.g., projectors, computers), but it appears to Latvian case.

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.

Definition of Civic Values in Chess

Civic values refer to the shared principles and standards that guide individuals in a community to behave in ways that are respectful, ethical, and beneficial to society. These values promote a sense of responsibility, cooperation, and mutual respect among members of the community. In the context of chess, civic values are reflected through the behaviour and attitudes of the players both on and off the board.

Key Civil Values Demonstrated Through Chess:

Respect:

On the Board: Players show respect by following the rules of the game, acknowledging their opponent's skill, and maintaining a sportsmanlike attitude regardless of the game's outcome.

Off the Board: Respect extends to honouring the contributions and efforts of fellow participants, coaches, and the broader chess community.

Responsibility:

On the Board: Players take responsibility for their moves, decisions, and strategies, accepting the consequences of their actions during the game.

Off the Board: Responsibility includes punctuality for matches, preparation for games, and commitment to continuous improvement and learning.

Integrity:

On the Board: Integrity in chess means playing honestly, avoiding cheating, and adhering to the established rules and ethical standards of the game.

Off the Board: Integrity involves honesty in one's interactions, transparency in one's intentions, and maintaining a trustworthy reputation.

Fairness:

On the Board: Fair play is essential in chess, where players compete on an equal footing, respecting the rules and the spirit of the game.

Off the Board: Fairness involves treating others impartially, providing equal opportunities for all participants, and fostering an inclusive environment.

Patience:

On the Board: Chess requires players to be patient, carefully considering their moves and strategies before acting.

Off the Board: Patience is also necessary in learning and mastering the game, understanding that improvement comes with time and practice.

Critical Thinking:

On the Board: Players develop critical thinking skills by analysing positions, predicting opponents' moves, and planning their strategies.

Off the Board: Critical thinking is valuable in making informed decisions, solving problems, and approaching challenges methodically.

Cooperation:

On the Board: While chess is a competitive game, players often cooperate by sharing knowledge, offering tips, and analysing games together to learn and grow.

Off the Board: Cooperation extends to participating in team events, supporting fellow players, and contributing to the community's collective success.

By integrating these civic values into the chess training module, inmates can not only improve their game but also develop important life skills that will help them reintegrate into society and lead more fulfilling lives.

5.Disclaimer

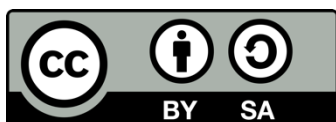
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