



## 2.4.3 TRAINING MODULES

### For prisoner Inmates

Module Title: **Together**



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# 1- TOPIC AND SCOPE

## 1.1 Parent topic

The "Together" Module is a training tool that will be used by the trainer (the term trainer refers to trainers who have carried out or intend to carry out their activities in prisons) who will support the chess teacher during sessions within prisons.

Those who work in the field of training and enter prison must know the context, the rules, the logic and the roles that are represented in it because the prison experience affects both the subjective dimension of people (prisoner inmates and trainers), and the production of overall meanings of the training experience. For these reasons, the module has been designed to be adapted to a different, and in many ways more complex, environment from the one usually attended by those involved in training.

The design of the following activity has taken into account some crucial factors, such as cultural, linguistic or age differences that can be found within the group of learners. This form is therefore easy to understand and has simple rules.

The training activity does not refer directly to the game of chess but is part of the sessions dedicated to learning the game and aims to stimulate reflection, encourage new points of view, new visions of the inside (understood both as prison and as the interiority of the person) and offer the possibility of rediscovering the positive aspects of the self to rethink and redefine one's social life, relational and also professional outside the prison walls.

The "Together" Module focuses on social skills. Soft skills in prison often remain silent or are silenced by different behavioral obligations. The exercise presented in the Module, free of conditioning and with simple rules, gives participants the opportunity to express different identities and attitudes related to the meta-competence in question.

## 1.2 Target

Trainers, educators, teachers, counselors, tutors, social workers, etc.

## 2- DESCRIPTION OF THE PRACTICE

### 2.1 Description

The activity in question is an intervention to strengthen transversal skills through close collaboration, during the intervention between experts in the game of chess and experts in training and learning development. The game of chess is a metaphor and at the same time a pragmatic example that supports the exercise presented. The activity of the "Together" Module is aimed at strengthening some social skills (collaboration, active listening, negotiation, conflict resolution, etc.). It is very focused on the discipline of chess, as it aims to bring out the differences between personal goals and collective goals and to analyze the different strategies to achieve them.

Skills developed: Social skills (collaboration, active listening, negotiation, conflict resolution)

Duration: 60 min. Variable depending on the participants

Briefing: the trainer introduces the themes of the activity based on the analysis of cases involving animals and in particular the search for solutions to manage the coexistence between humans and animals (a neutral, low-risk and understandable theme for all). Some news cases will be shown and the participants, even if everyone will have their own vision and values, will have to find possible solutions in a collaborative way.

Procedure: the trainer introduces 3 current cases.

- The case of the bear JJ4 and the death of the runner in Trentino. 3 min read
- The case of wild animals in the city (foxes, hedgehogs, wild boars, etc.). 3 min read
- Cases of dangerous animals kept at home as pets. 3 min read

The trainer divides the participants into 2 or 3 groups and will assign a case to each group. Each group will have to find a solution by negotiating and collaborating. E.g. case 1: is it right to kill the bear? What can be done to prevent other similar events from happening?

Debriefing: It is important to activate a link with chess. Chess is a peaceful game that is a simulation of war. There is a strategic shift of pieces to conquer others keeping in mind the specific situation and relationships in which those pieces can be played advantageously. In this case, however, the advantage is collective and each of you, to achieve this goal, had to adapt your ideas to those of the group. You have implemented strategic relationships for non-conflictual activity. The pieces you moved are your social skills: listening to the opinions of others, negotiating, managing possible conflicts, etc. How did you feel? What difficulties did you encounter? See Debriefing, and Training approach.

### 2.2 Purpose/Objective



The main objective of the activity is to start a process of self-training that develops in the course and also after the training intervention. Self-education means the assumption of responsibility for one's own way of being and the ability to observe oneself in relation to others.

Training is the beginning of a path for the person who, more aware of his or her uniqueness and individuality, sees a more important goal: to choose a path of reintegration, personal and professional, in civil society.

Training in the prison context should therefore be understood as a tool aimed at social reintegration through the stimulation of fundamental skills, such as social skills (collaboration, active listening, negotiation, conflict resolution) for the search for and implementation of new life projects.

## 2.3 Learning Outcomes

The learning outcomes are all linked to Social Skills and are intended to promote the improvement of the ability to:

- active listening;
- collaboration and participation in group activities;
- Conflict management
- communication of one's reasons and emotions.

## 2.4 Training approach

**PARTICIPATORY INTERVENTION:** the meetings will be based on an interactive, flexible and personalized approach, in which learners will be encouraged to participate in the creation of some teaching content in order to have discussion materials aligned with the interests of the learners. The goal of the learning strategies used is mainly to "learn how" rather than "learn something". In this sense, the underlying approach stimulates a less centralized and more collaborative type of learning.

**HOOKING TECHNIQUE.** To facilitate the explicitness, by the learners, their motivations for action, the hooking technique is useful.

During the session, the trainer captures, i.e. hooks into events related to motivation, asks questions, provides feedback and brings out collective reasoning. Hooking is an inductive method: reality, game practice, highlights, from time to time, a certain skill and the trainer must have the ability to perceive it and connect it to his experience and knowledge to then stimulate the participants to think collectively about that specific skill. The goal is to integrate knowledge and know-how.

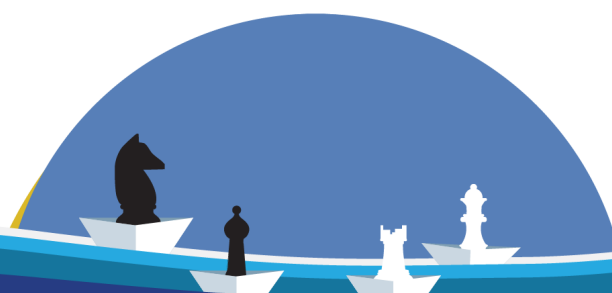
Hooks are precious materials that must be sought by the trainer and then linked, during the meetings, to the meta-skills on which one intends to reason.

**BRIEFING.** Each exercise includes a moment, of about 5 minutes, dedicated to the briefing, in which the group of learners will be explained why they will reason about that particular skill, how it is related to the game of chess and what are the objectives and instructions to complete the proposed experiential activity.

**DEBRIEFING.** Instead, more time will be dedicated to debriefing, a moment of collective reflection crucial to understanding the real subjective and relational implications of the activity carried out. Experiential exercises are heterogeneous classroom tools and it is not possible to provide unambiguous rules for managing the debriefing.

**FEEDBACK.** In the specific prison context, feedback is of the utmost importance. The trainer must give feedback as soon as possible, in real time, as he must link it to the behavioral evidence that emerges during play or training activities. It must always be constructive, that is, offered with the intention of supporting improvement through awareness of one's own behavior and above all respectful, adhering to a logic of service and not of judgment or appeal.

**SETTING AND POSTURE OF THE TRAINER.** It is important to consider that these are not academic classes with a lecturer behind a desk. The environment must convey equality and collaboration and must be free of social hierarchies and discrimination. As a result, the trainer can maintain non-formal postures and attitudes (sits on the desk, walks around desks, sits next to a group of learners, etc.). This is crucial to foster a sense of belonging and allow participants to feel comfortable and participate more actively in the lesson.



## 3- TOOLS

Materials: sheets

## 4- REMARKS

The emotional activation that takes place during the training activity can determine a cognitive evaluation of the situation that induces the prisoner inmates to put in place physiological, expressive and linguistic defenses. Sometimes there may be manifestations of impulsivity and aggression. The conduct of emotional explosion is made more serious by incarceration since aggression serves to control the surrounding environment. It is therefore recommended to stop the activity in case of excessively oppositional behavior.



## 5. DISCLAIMER

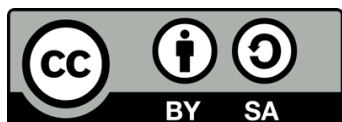
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