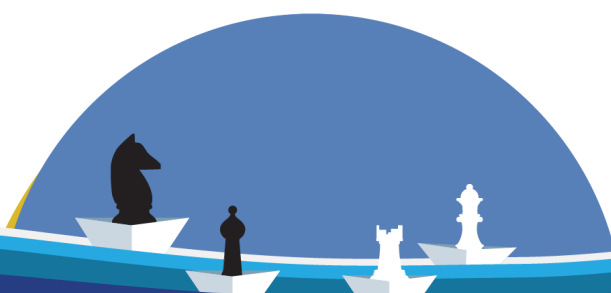




## 2.4.4 TRAINING MODULES

### For prisoner Inmates

Module Title: **Which chess piece are you?**



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

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# 1- TOPIC AND SCOPE

## 1.1 Parent topic

The Module "What chess piece are you?" 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:

- transcultural
- easily understandable
- Equipped with simple rules
- analogic
- with just a few physical devices

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 "What chess piece are you?" module focuses on empathy. 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.



## 1.2Target

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 Module "Which chess piece are you?" gets to the heart of the game of chess: the skills of the chess trainer and teacher are supported and merged to start an exercise based on the recognition of the personality, behavior and emotions of the people with whom you enter into a relationship.

Skill developed: empathy.

Duration: 40 min. Variable depending on the participants

Briefing: the trainer talks about empathy and introduces the objectives of the game. The chess teacher explains the value and the "personality and behavior" of the pawn, knight, bishop, rook, queen, and king. For example, even if there is a hierarchy, everyone can eat anyone. the pawn, which appears as the weakest piece, can eat the king that represents the most important piece, etc. See Briefing in Training approach.

Procedure: The trainer asks to draw the chess piece with psychological and behavioral characteristics that, according to him, have been adopted by the instructor during the explanation of the tactics and strategies of the game. Expresses through drawing the association with the instructor as he or she has known him or her during the sessions. Drawings are delivered anonymously. The instructor can have this exercise done at the beginning and end of the cycle of sessions to see how it is perceived by the participants.

Debriefing: The questions used during the debriefing are: how did you feel? Confused, amazed, embarrassed, amused? What did you learn from this activity? What difficulties did you encounter in imagining the characteristics of a person and depicting them with a drawing? How much have you been concerned about not being offensive or inappropriate?

## 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 empathy, for the search for and implementation of new life projects.

## 2.3 Learning Outcomes

The learning objectives are the development and growth of the ability to:

- knowing how to connect to the moods of others;
- understand more quickly the different psychic states of the people with whom one enters into relationships;
- adapt one's behavior to the emotional states of others.

## 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 devices 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: paper and pencils

## 4- REMARKS

This activity is to be carried out when people know each other and have a minimum of confidence with each other. If the activity lasts too long, it can be interrupted after two or three reflections and resumed later.





## 5. DISCLAIMER

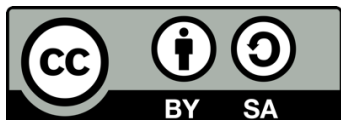
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### Authors

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