



2.4.6 TRAINING MODULES

for prison inmates

Partner: Club Magic & INDEPCIE SCA



MAGIC
Club de Ajedrez



INDEPCIE

Module's title: **Listen and Participate**



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

Summary

1- SUBJECT AND SCOPE	3
1.1 Main subject	3
1.2 Target	3
2- OUTLINE OF THE PRACTICE	4
2.1 Description	4
2.2 Aim/goal	7
2.3 Learning Outcomes	7
2.4 Training Approach	7
3- TOOLS	8
4- OBSERVATIONS	8
5- DISCLAIMER	9

1- SUBJECT AND SCOPE

1.1 Main subject

The main subject of the module is the “OTHERS” area, meaning how you as an individual interact with the world around you, with things that are not directly related to you.

Specifically, in this area we work and develop communication as a skill to interact in the “others” area, understanding its importance in the way we use it in order to establish and maintain interpersonal relations.

1.2 Target

The target group of the project are prison inmates, chess players and also learners in general as they can be used by a wider public.

2- OUTLINE OF THE PRACTICE

2.1 Description

LU2. Knowing how to listen and participate (30 minutes approximately)

The time taken in this exercise depends on the learner's knowledge in chess.

OBJECTIVES

To encourage listening skills, communication, a participative attitude and creativity.

PARTICIPANTS

Class group. Those who don't know yet how to play chess can pay attention to the movement of the pieces, which will be specially indicated by the trainer.

MATERIALS

Demonstration chess board.

INITIAL CONSIDERATIONS

The exhibition of classical, 19th century-style games with lightning attacks and spectacular sacrifices is very well received by the inmates. It is intuitively similar to the chess they like to play. The trainer will give a brief historical introduction prior to the game, always according to the guidelines we have already indicated here, and will take every opportunity to underpin strategic ideas and emotional aspects and values if necessary. This game belongs to Morphy, and the trainer already has a good opportunity with what he has learned here. The presentation will be dynamic and participatory, and therefore full of references to the objectives of this module.

After a biographical and historical introduction - about Morphy, about the game in the 19th century - the trainer will reproduce the game on the wall board. During the presentation, he/she will explain ideas, concepts, in clear language and without losing sight of the meaning of the explanation: for example, if the centre is occupied, it can be indicated "to occupy the centre is normally to go to what is important, to what really matters", etc. When faced with the moves of Morphy's opponent, the inmates can be asked to guess the next moves, giving a clue if necessary, using the same language that everyone can understand: "What is Morphy doing now, will he take the pawn that we would all take, or does he think that it is time to do important things, etc.?" This is the language to adopt. No praise should be spared for the bravery in the game, for the constant desire of good players to improve, for Morphy's honesty towards chess, towards others and towards himself, for playing to win when the easy thing to do in chess and in life is to play without taking risks. It should be an entertaining, amusing, participative demonstration of personal growth, of sincere admiration for good players... It should also be an opportunity to give quick brushstrokes of piece movements for those who have recently joined and still don't know...

Whites: P. Morphy (USA).

Black (in consultation): Count of Isouard and Duke of Brunswick.

Philidor Defense (C41). Paris, 1858.

The chronicles tell that, while waiting for Anderssen's arrival from Breslau to Paris to dispute a (chess) duel with him, Morphy played several sparring games. But he approached them with total concentration, despite the fact that this one was played in a box of the Opera House, during an

intermission of Norma. Anderssen (considered one of the best chess players of his generation) put it this way in a letter: “Morphy treats chess with the seriousness and scrupulousness of an artist. When for us the effort required for a game becomes a reason for distraction and lasts as long as the enjoyment of it lasts, for him it is like a sacred duty. A game of chess was never for him a pastime; it always constituted a problem that required all his effort, a work of vocation to which he applied himself as if he were fulfilling a mission”. About this marvel, Euwe (fifth player to become world chess champion) said, “White gives successive blows, and each one of them with gain of time.” Maroczy (another chess grandmaster) was even more complimentary: “Morphy is in his element. The brilliant combination with sacrifices makes this game one of the most beautiful achievements in the whole history of chess.” 1. e4, e5 2. Nf3, d6 3. d4, Bg4? 4. dxe5, Bxf3 5. Qxf3, dxe5 6 Bc4, Nf6? 7.Qb3, Qe7 8. Nc3! (better than 8. Qxb7, Qb4+) 8... c6 9. Bg5, b5? (Black players tried to solve all the problems at once in an already very delicate position) 10. Cxb5! (but not 10.Be2?, Qb4!, and Black holds) 10.... cxb5 11. Bxb5+, Nbd7 12. 0-0-0, Rd8 13. Rxd7!, Rxd7 14. Rd1, Qe6 15 Bxd7+, Nxd7 (after several sacrifices, another spectacular and lethal one) 16. Qb8+!!!, Nxb8 17. Rd8 mate.

DEBATE

Group discussion: Morphy always played his best with any opponent, even if the player was not very strong. Is that respect for the opponent, or on the contrary, if the other player is not very strong, should the level be lowered a little in order not to upset the opponent?

2.2 Aim/goal

To train trainers and chess players to practical modules, blending chess playing and training exercises, that will develop competences of the “OTHERS” area in prison inmates.

2.3 Learning Outcomes

Participants will learn to:

- Know rules of social interactions through a series of chess terms and how they can be applied inside and outside the board.
- Value the consequences of not planning actions.
- Respect social norms, about others and oneself.
- Improve listening skills, communication, a participative attitude and creativity.

2.4 Training Approach

This module implements a comprehensive training and teaching methodology that combines the metacognitive approach with the chess methodology to enhance cognitive development and achieve higher levels of learning, particularly for individuals such as prisoners. The metacognitive approach focuses on teaching learners to be aware of and control their own learning processes, encouraging self-regulation, reflective thinking, and strategic planning. This approach helps learners set goals, monitor their progress, and adjust their strategies, fostering an environment where they can reflect on their thinking processes and learning experiences to improve future performance.

Chess is used here as the primary training tool within this metacognitive framework due to its universal appeal and inclusivity. Chess enhances cognitive functions like strategic thinking, problem-solving, memory, and concentration. It requires players

to plan ahead, anticipate opponents' moves, and devise strategies, which parallels the metacognitive skills of planning and monitoring one's own learning. By constantly solving problems and adjusting tactics, chess players develop reflective thinking and adaptive learning strategies. Additionally, chess promotes positive social interaction, crucial for developing social competences and learning from others, even among individuals who do not share a common language or have different cognitive abilities.

Targeting prisoners, the ICARUS project leverages this blended methodology to provide an engaging and accessible way for this isolated group to develop critical thinking, problem-solving skills, and self-regulation.

3- TOOLS

All the necessary materials are listed inside the communication practical exercises.

4- OBSERVATIONS

Club Magic has a wide experience with cognitive training through chess (ECAM method) in prisons, which made it easier to adapt their methodology and chess exercises to the metacognitive approach intended for ICARUS with the help of Indepcie and their expertise in this field.

5- DISCLAIMER

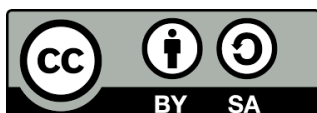
Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Authors

© May 2024 – Skill Up Srl, UniChess ssdl, INDEPCIE sca, Club Magic Extremadura Sport Club, Centre for Education and Innovation Research, Latvian Chess Federation

This publication was carried out with the financial support of the European Commission under Erasmus + Project **“ICARUS – Including Chess As a Re-education Up-Skilling tool”**, N. 2023-1-IT02-KA220-ADU-000152409.

Attribution, share in the same condition



(CC BY-SA) : You are free to Share- copy and redistribute the material in any medium or format and Adapt – remix, transform, and build upon the material for any purpose, even commercially. The licensor cannot revoke these freedoms as long as you follow the license terms under the following terms:

Attribution – you must give appropriate credit, provide a link to the license, and indicate if changes were made. You may do so in any reasonable manner, but not in any way that suggest the licensor endorses you or your use

ShareAlike- If you remix, transform or build upon the material, you must distribute your contribution under the same license as the original

No additional restrictions – you may not apply legal terms.

