



2.4.7 TRAINING MODULES

for prison inmates

Partner: Club Magic & INDEPCIE SCA



MAGIC
Club de Ajedrez



INDEPCIE

Module's title: **Developing Social Competences**



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
2.2 Aim/goal.....	8
2.3 Learning Outcomes.....	8
2.4 Training Approach	8
3 TOOLS.....	10
4 OBSERVATIONS	11
5 DISCLAIMER	12



1.SUBJECT AND SCOPE

1.1 Main subject

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

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

What's the specific target group of the practice?

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

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).

LU3. Communication and reflection: Strategic Language (30 minutes)

OBJECTIVES

- To teach rules of social interactions through a series of chess terms and how they can be applied inside and outside the board.
- To value the consequences of not planning actions.
- To increase respect for social norms, about others and oneself.

DURATION

Thirty minutes in total.

- Five minutes for the explanation of the activity by the instructor.
- Fifteen minutes to introduce the chess concepts.
- Ten minutes for discussion and final reflection.

*The duration of the practice can easily vary depending on the time available.

Either using more/less concepts and examples or leaving more time for final considerations.

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, paper and pens (optional). We can provide pens and papers for people to write the definitions and later on, write sentences using them or we can just have a chat.

DEVELOPMENT

We emphasise how important it is to develop and use a strategic language since, as we know, we think with words.

Therefore, "if we lack a strategic vocabulary, we can hardly act strategically in life". We invite you to reflect and rethink what kind of vocabulary you use and how you use it. In this practice, we teach you some terms taken from chess that can be useful for everyday life. Within chess and its practice, we have a series of terms that are used very often and that can be extrapolated outside the chessboard. Here the trainer will give examples of what the following terms mean in the field of chess and will ask, through the direct participation of the inmates, that they expose examples in their daily life of this chess language and how to reflect on it

List of terms to be discussed:

“Threat”: more or less obvious play, which may or may not be executed in the next move and which will bring us trouble. In chess, it is said that “the threat is stronger than the execution”.

“Initiative”: A very chess-related term that refers to the fact that one of the players is in a certain way leading the game in a direction akin to their intentions. In chess we say that at the beginning of the game White has the initiative because they make the first move.

“Compensation”: It is used when a player has a material disadvantage but in exchange has the initiative or a good attack that somehow balances the situation.

“Critical move or critical moment”: They occur few times in the game, but they determine to a great extent its outcome, they are very important decisions in which it is necessary to stop and think. In chess, deciding when to castle or where to attack are usually critical moments.

“Prophylaxis”: It is a move that prevents future problems in the game, basically trying to prevent our opponent’s ideas, such as moving one of the



side pawns after castling to “open a window” to the king.

As the trainer goes through this list, they can put some examples on the board to make it more enjoyable.

These words can be used in language to refer to everyday situations. The next step for the trainer is to ask the participants to think of their own examples. They can start with the following example to give the inmates an idea:

“Now that you are going to start teaching chess, you have to know not to lose the initiative of the class”.

DEBATE

- Do you think strategy is important in life, or is it better not to go to the trouble of having a plan?
- Most of the strategic terms involve both players. Do you think that stopping to think, both in chess and in life, helps us to understand other people?
- Can you think of any other chess terms that we haven't mentioned that you think are useful?



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?

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

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?

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

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

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

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.

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



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.

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 Indecie and their expertise in this field.

5 DISCLAIMER

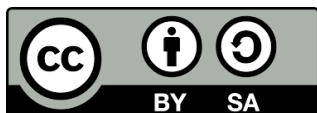
Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Authors

© May 2024 – Skill Up Srl, UniChess ssrl, 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.