



GOOD PRACTICES

Partner: Skill Up

Practice's title: **Behavioral Traps and Chess**



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

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1- BACKGROUND AND SCOPE

1.1 Background

Where does the practice come from? What is the context in which the practice was created and experimented first?

The behavioural 'trap' is an educational, training and management intervention tool that helps parents, coaches, counsellors, managers, teachers or tutors to engage co-workers, adults, adolescents and students, with a special focus on the ones who need a special attention, by appealing to their interests.

The term '**trap**' was first coined by scholars D. M. Baer and M.M. Wolf in the 1970s and has since been increasingly used to describe how contingencies operate naturally, as reinforcers, to promote and maintain behavioural improvements.

Thus, in the 1980s and 1990s, behavioural traps were used both to deepen the concepts and practices of change management, change management, not only at the level of personal training, but also to facilitate the analysis of company dynamics, to overcome objections and characteristic resistance to change.

1.2 Main subject

What is the main subject at the heart of the practice? What are the themes developed in the practice?

A Behavioral Trap is a technique using natural contingencies of reinforcement to promote and maintain generalized behavior changes.

The behavioral traps are used to further the change management concepts and practices.

The practice uses the metaphors related to chess, and its multidisciplinary and playful-educational approach, to achieve an essential feature: **"easy to enter and difficult to exit."** Relatively simple responses are necessary to enter the trap, yet once entered, the trap cannot be resisted in creating general behavior change.

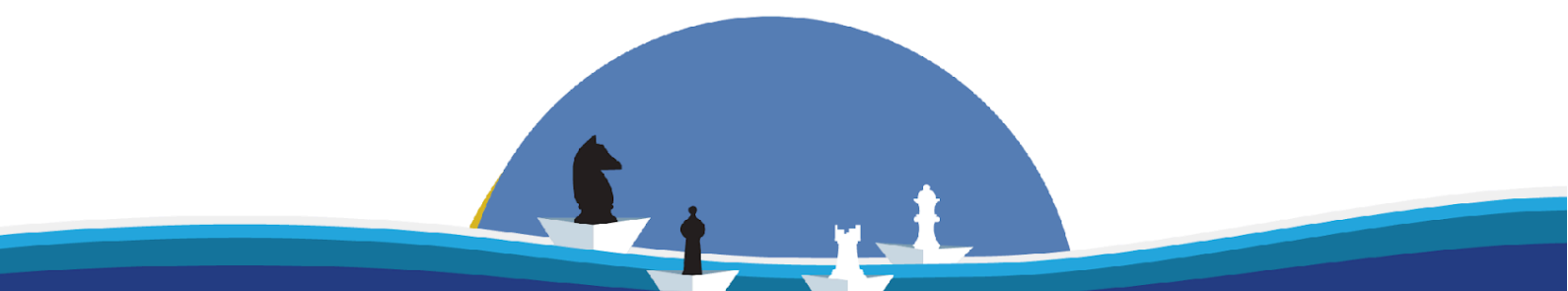
Teachers/trainers and coaches will learn how to build and set behavior traps functioning as a "success circle", to help persons to develop positive and constructive knowledge and skills.

1.3 Target

What's the intended target group of the practice? Are there primary and secondary beneficiaries? (eg.: other teachers as primary beneficiaries and adult learners as secondary beneficiaries, or viceversa).

The practice can be used with a number of targets:

- Educators, teachers, trainers.
- Adults from all the paths and backgrounds,
- School students.



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 creation and use of traps involves 5 steps:

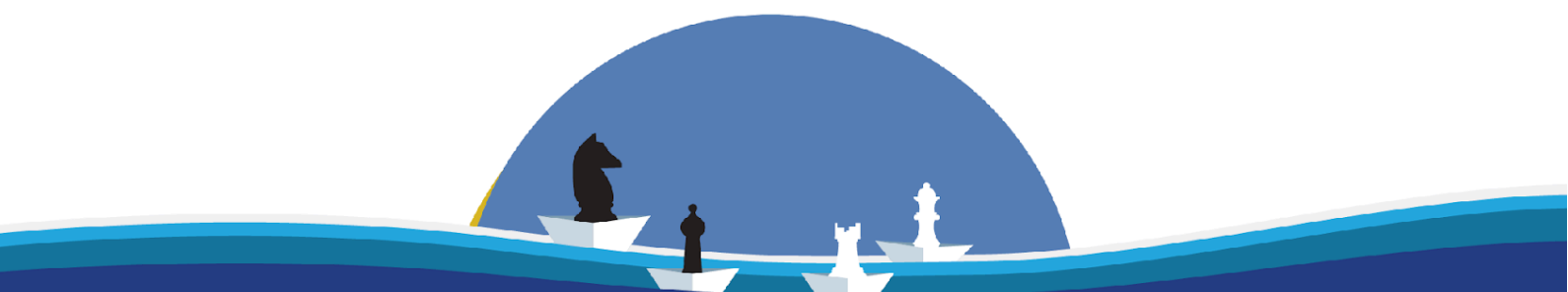
1. **Identifying the “prey”:** deciding which of the school, social, relational, professional skills you want to develop.
2. **Finding a powerful bait:** what are the prevailing interests of the students to be used
3. **Preparing the trap:** making it available, attainable and ‘tangible’ for the students.
4. **Maintain the trap:** it is important not to abuse it, but to expect and appreciate even small results, proceeding step by step.
5. **Evaluate one's catch:** check whether the learners' skills show significant improvement; i.e. if it proves to be ineffective, it is necessary to understand the reasons and modify and/or replace it.

Through chess, it is possible to grasp the main interest of the person (learner, worker, unemployed person), to whom one wishes to transfer specific educational values, useful for one's own and daily activities, and link the traps to such interest.

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?

With regard to adult learners, the objective of using the behavioural trap is to **contextualise** the rule and practice of chess with their ordinary activities, making



strengths, weaknesses, opportunities and threats evident, just like an S.W.O.T. analysis.

The most important goal is to improve people's awareness, collaboration and motivation by taking cues from each chess piece and implementing their different tactics and strategies.

2.3 Learning Outcomes

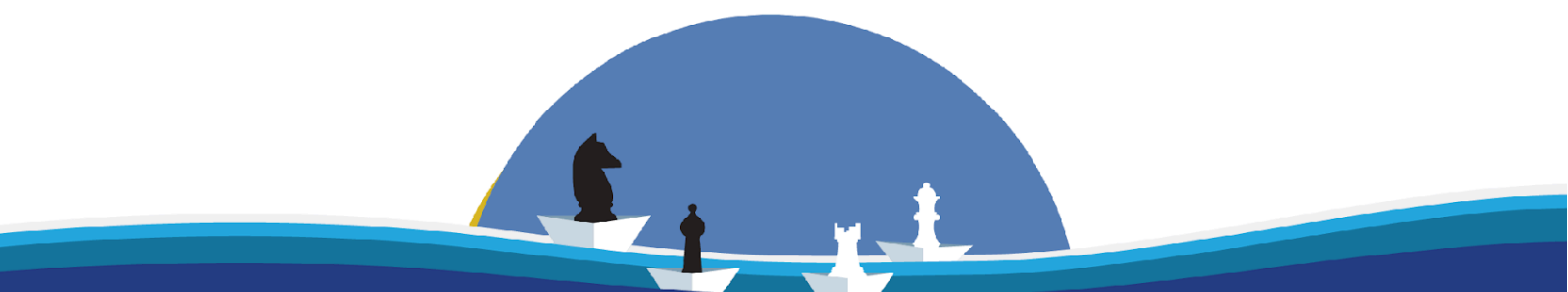
What learning outcomes are expected from the practice in order to consider it successful? What will the participant learn? How will the training help their behavioural competences?

- Pedagogical communication by chess.
- Active participation and interaction.
- Curiosity towards an unconventional approach for studying and working.
- Broadening the body of knowledge.
- Autonomy in learning, "learning to learn," to the point of mastering the thinking process.
- Structural cognitive modifiability, as the change produced is autonomous and self-regulating.
- Adapting flexibly to any new situation.

2.4 Training Approach

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

In order to grasp the greatest possibilities of adapting the potential of chess to the educational, pedagogical, training and management concepts that are to be transferred, it is necessary to articulate all the possible connections of chess itself



with the subjects, towards which the pupil has shown great passion and, in any case, to particularly appreciate.

By way of example, if the person is passionate about history and, on the other hand, deficient in teamwork, a cultural excursus is made to the time of Sparta, showing how the humble hoplites, comparable to the humble chess pawns, actually made the city's fortunes in the wars against rival Athens, according to their sense of self-denial and belonging, unrelated to their individual role in the battle line-up.

Among the innumerable disciplines interconnected with chess that can be used as behavioural traps are the following: mathematics; numerology; symbolism; literature and poetry; geography; painting; philosophy; etymology; cinematography; heraldry; archaeology; the art of war...

A further example, expendable in business dynamics, concerns the need that in business, as in chess, in order to avoid conflicts and misunderstandings, there must be an effective systemic approach, where everything interacts harmoniously with everything, not neglecting any of the relationships present (interpersonal; intrafunctional; intraorganisational; interorganisational).

Through the interactions resulting from the behavioural traps, one can also combine these two systems of thought, elaborated in the research of D. Kahneman and A. Tversky:

'System 1' – Intuitive thinking, is automatic, fast, associative, impulsive, effortless thinking, which we are not aware of using and which we generally consider to be guided by intuition, using associative and non-statistical thinking.

'System 2' – rational thinking, on the other hand, is cognitive, slow, logical, self-aware, reflective, consumes energy and we use it when reasoning or mental effort is required.

In essence, the complexity of the game of chess, as opposed to the relative simplicity of the rules, must lead to mental rules to be followed when making decisions in complex situations.

3- TOOLS

Which tools and materials are necessary for this practice to be implemented/to be successful?

The only tools requested are chess boards.

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.

This practice was developed by Unichess and Skill Up for the Erasmus+ project "CHESS for Lifelong Learning" (2022-1-IT02-KA210-ADU-000083311).

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.

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