



## 2.4.2 TRAINING MODULES

### For prisoner inmates

Module Title: **The Hen and the Fox**



Including **C**hess **A**s a Re-education **U**p-Skilling tool

# 1- TOPIC AND SCOPE

## 1.1 Main topic

The training module "The hen and the fox" is a training tool for the exclusive use of the trainer (the term trainer refers to trainers and educators who have carried out or intend to carry out their activities in prisons) who will support the chess teacher during sessions in 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.

The training activity does not refer directly to the game of chess but is grafted into 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 Module "The Hen and the Fox" focuses on 1 skill related to intrapersonal skills: motivation. 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

### 2.1 Description of the Practice

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 "The hen and the fox", brings out the theme of choice and understanding - both through the connection with chess, and through a case taken from the animal world, deliberately distant from the prison world - of what are the variables that influence our motivation to action.

Skill developed: motivation

Duration: 50 min. Variable depending on the participants

Procedure: The trainer shows the group two sheets. On the first (fig.1) there is an image of a U-shaped fence with a hen inside and a bowl of birdseed outside (the drawing will be made directly by the trainer and is easy to make). The trainer asks: do you think the hen will be able to eat? Because? A discussion is triggered.

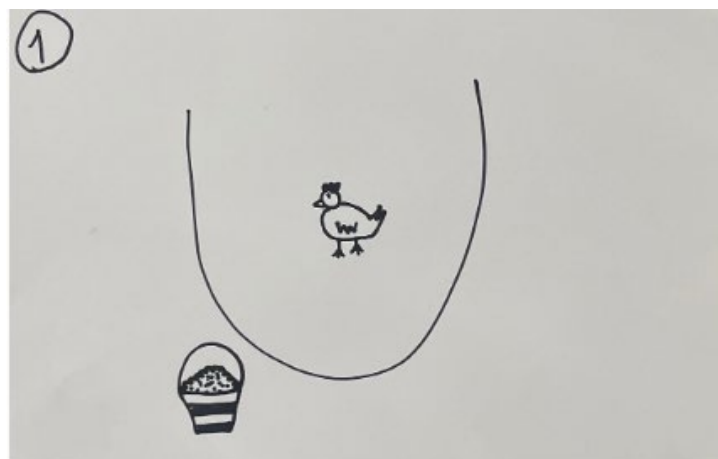


Figure 1

Then the trainer shows the second sheet (fig.2) with the same fence, a fox inside and a dead rabbit outside. The trainer asks: Will the fox be able to eat the rabbit? Because? Discussion follows.



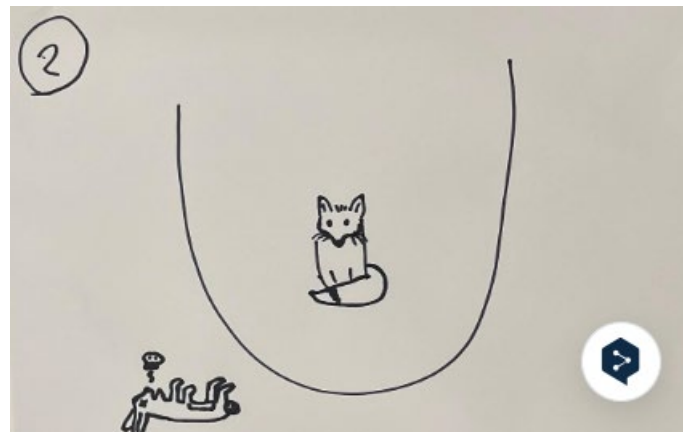


Figure 1

The trainer intervenes by recounting an experiment. "In 1992 some researchers built a U-shaped fence and put a chicken inside it as in fig.1. The hen sees the food and tries to reach it in a straight line by colliding with the net. The food is just a few centimeters away, why should he force himself to go and look for it somewhere else? What motivation would he have? It turns out that only very few chickens are committed to achieving the goal." The trainer shows the third sheet (fig.3) with a hen with its legs in the air inside the enclosure. The same experiment was done with a fox, as can be seen in fig.2. At first, the fox behaved like a chicken. Then he decided to explore the territory and leave the spot closest to the rabbit. It moves a few meters along the fence and reaches the food (fig.4). The trainer will run the drawings during the tutorial.

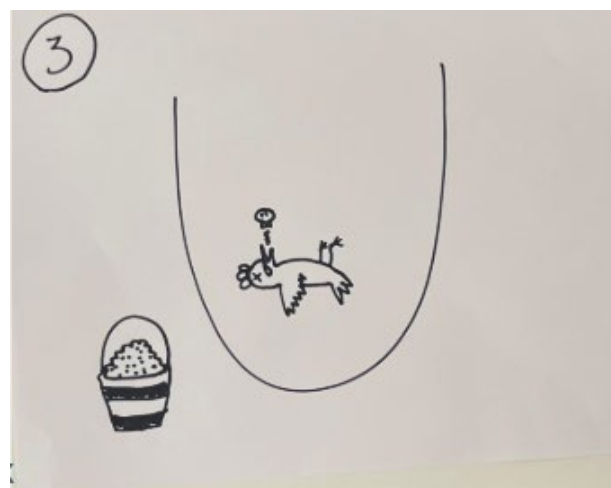


Figure 2

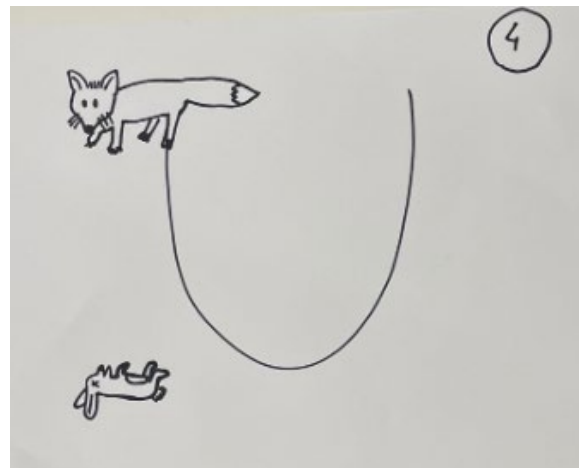


Figure 3

Debriefing: based on the findings, the trainer will ask questions and stimulate reflections on the topic of motivation. Please refer to the questions on personal memory and emotions in Debriefing, Training approach. In this activity, you should connect with the game of chess and ask more specific questions, such as: When did you feel trapped during a chess game? When did you give up? What prompted you to find a way out? What kind of satisfaction did you have when you reached your goal? Or questions related to the experiment: on what occasions have you been foxes and in which chickens? Which goals stimulate your motivation the most?

## 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 motivation to action, for the search for and implementation of new life projects.

## 2.3 Learning Outcomes

Learning outcomes are all linked to motivation and relate to the development of understanding and awareness:

- the different types of needs that push us to act;
- their specific needs (success, relational, security, etc.);
- intrinsic and extrinsic motivations;
- how to correlate one's expectations with the ability and real possibilities of being able

## 2.4 Training approach

**REFLECTIVE METHOD.** The trainer will not talk directly about motivation. He will not teach this skill to prisoner inmates by providing examples of characters who, by virtue of personal motivation, have achieved excellent results in life. The trainer, observing the behaviors that emerge during the meeting, will activate a reflection through questions, examples, metaphors and analogies. It will be precisely reflection that will generate new stimuli and new intentions for change.

**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.

Let's take an example: During a more complex chess exercise than usual, the trainer notices that someone stops playing, shows signs of surrender or blatantly admits "I can't, I give up!". These behaviors can be linked to the theme of motivation, which the trainer can introduce by making them think about the differences between intrinsic and extrinsic motivation. 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.

Three categories of questions have been developed to stimulate both individual reflection and group discussion:

1. **Remembrance.** Operational reflection. The trainer takes the participants back to their recent past by stimulating the re-enactment of the most important moments experienced during the activity through questions such as: what were the most interesting phases of the exercise? What were the most relevant actions in view of the final result? What happened during the activities?

2. **Personal emotions.** Subjective reflection. The trainer has the participants



analyze their state of mind during the exercises with a series of questions: How did you feel? What emotions did you feel during the activities? When did you feel these emotions? When did you experience these other emotions (e.g. disappointment, boredom, annoyance, etc.)? What actions, mine or those of other people present in the courtroom, triggered these emotions?

3. Interpersonal relationships. Intersubjective reflection. The trainer stimulates the analysis of internal relationships present before, during or after the activity carried out together. Guiding questions can be: Did you have difficulty communicating during the exercise? Have different likes and dislikes emerged from those you had before? Were there conflicts or alliances? Were there any fractures in the group?

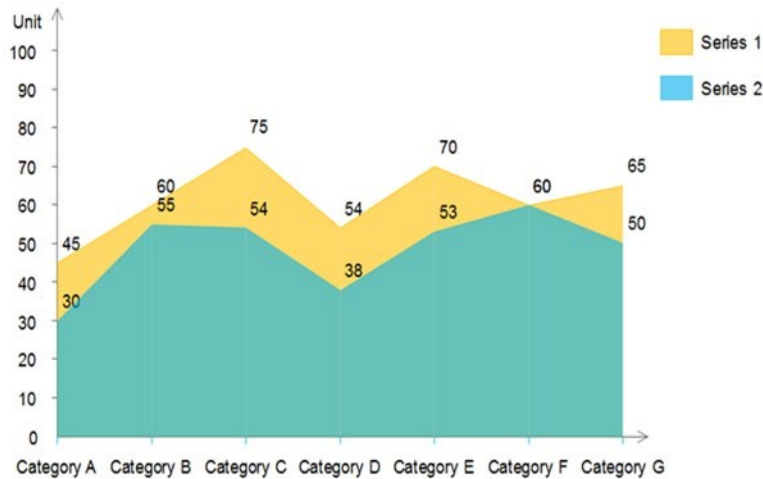
The questions presented are suggestions that the trainer must take care to adapt, using the most appropriate verbal and non-verbal language, to the different and unpredictable circumstances.

**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.

**ANALYTICAL SHEETS.** The analytical sheets (presented in the Tools section) are an effective and easy-to-use tool to observe and monitor the evolution, during the sessions, of the level of Motivation of each individual participant and to understand the changes in the classroom climate. At the end of the interventions, the data collected can be displayed in an area graph similar to the one presented below.





There are 3 types of analytical sheets:

1. Individual observation sheets. Tool for the trainer to identify, through the Likert scale, the quality of learning and awareness of the 3 skills by each participant.
2. General observation sheet. A tool for the trainer to identify, through the Likert scale, the level of attention and collaboration within the group.
3. Self-assessment form. To be completed by each participant at the end of the meetings. Useful both for participants to rethink the training path, and for the trainer to understand how much learners are able to apply learning to real life.





## 3- TOOLS

**Materials:** 4 sheets with one drawing each

### INDIVIDUAL OBSERVATION FORM

Date:	Name:
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Insert, on each card, the evaluation scale from 1 to 5 with the associated values.

Very much = 5

Much = 4

Quite = 3

Little = 2

Not at all = 1

Self-awareness	Vote				
	1	2	3	4	5
Reflects on activities and their own behavior					
Is aware of their emotions					
Productive emotions (curiosity, fun, etc.) are more intense than hindering ones (frustration, etc.)					

Self-control	Vote				
	1	2	3	4	5
Shows self-control and ability to manage emotions					
When extreme feelings emerge (anger, impatience) he <u>is able to</u> control them immediately					
Follows established rules and commitments					

### GENERAL OBSERVATION SHEET

Date:
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Insert, on each card, the evaluation scale from 1 to 5 with the associated values.

Very much = 5

Much = 4

Quite = 3

Little = 2

Not at all = 1

	Vote				
	1	2	3	4	5
They show attention					
They are actively involved in the proposed activities					
I am comfortable asking for explanations					
They intervene pertinently					
They gladly answer questions					
Collaborate					

Notes.....

#### SELF-ASSESSMENT FORMS

Date:	Name:
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Insert, on each card, the evaluation scale from 1 to 5 with the associated values.

Very much = 5

Quite a lot = 4

Little = 2

Not at all = 1

Self-awareness	Vote				
	1	2	3	4	5
How much have you learned about this skill after the training course?					
How much do you think you can apply it to your behavior?					
How much would you like to improve on this skill?					

Self-control	Vote				
	1	2	3	4	5
How much have you learned about this skill after the training course?					
How much do you think you can apply it to your behavior?					
How much would you like to improve on this skill?					

## 4- REMARKS

In prison, emotions are mute. Talking about emotions or what insiders call meta-skills or soft skills in prison is almost a taboo. Among the most present emotions are vigilance, fright, suspicion, reaction to danger. The hazard prediction system is triggered in a preventive manner even in the absence of an alarm. That is, an extreme and anticipatory response linked to the emotion of fright is activated even if there is no real reason. In prison you don't wait, you don't look for clues to corroborate or not the feeling of danger because it would be too risky. There is a tendency to implement emotional responses of fright, fear and danger to oneself: all reactions caused by life in recluse

## 5- DISCLAIMER

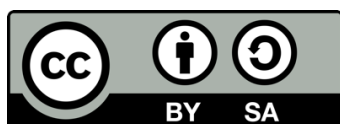
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### Authors

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