



## ***Coaching as a method of supporting development of children and youth***

### **Scenarios**

październik 2015 – maj 2016

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**Workshops scenario no 1**  
**Coaching in educational practice. Teacher – coach skills**

**Training module:**

**Innovation in education – coaching approach. Outline of coaching. Definitions of coaching, importance and understanding of the concept of “coaching” in each country. Coaching in the educational practice of the organization (examples of coaching in partner institutions).Teacher – coach skills.**

1. **The duration of the workshop:** 4 h: Lecture (L)-30 min., Exercises (E)-3h 30 min.
2. **Proposed number of participants:** 34 in-service teachers.
3. **Purpose of the training:**
  - making participants aware of the importance of coaching as an innovative way to support the development of children and youth based on their own findings, conclusions and resources
  - learning innovative ways of dealing with difficult relationships the coach – student
  - understanding of the coach’s competence as a fundamental criterion for the effective conduct of the coaching process
  - improving the competence of using ICT resources in designing examples of coaching work for selected areas of school work

**4. Learning outcomes:****Participants will:**

- gain knowledge in the field of coaching - a process oriented to strengthen the student through a skillful support
- in making intended changes independently
- be able to make a list / catalogue of coach’s desirable qualities and to build his competence profile
- have skills to design a coaching process to selected areas of the school work using ICT resources

**5. Methods of work:**

- methods from assimilation of knowledge methods group: lecture, work with a text, discussion
- the method of valorisation: the dominance of emotional and expressive activities, role-play
- methods of independent investigation to knowledge: problem-solving, case studies, exchange of ideas, mind map
- practical methods: exercises activating the group.

## 6. Course of the training:

	Thematic scope	Realisation/content	Time		Didactic measures and organisational requirements	Comments
			L	E		
1.	<p>Organisation of classes.</p> <p>Introduction to the subject of the training.</p>	<ul style="list-style-type: none"> <li>▪ Acquainting participants with the subject and objectives of the workshops               <ul style="list-style-type: none"> <li>▪ Group Integration</li> </ul> </li> </ul> <p><b>Exercise 1:</b> "Business Card - gossip ". Each participant receives a sheet of A4 paper, which consists of 3 parts.</p> <p>In the I column the participant draws his silhouette and presents his zodiac sign, in the II column- what is his/her mood today and why, and in the III column - where he would like to take his friend and why? All information on the business card must be presented in a graphical form.</p> <p>Presentation in pairs:</p> <p>a) the participant chooses and approaches a person, tells his/her name, tells another person what his/her drawings contain and they swap cards;</p> <p>b) then they part, look for another person and begin to "gossip" saying the name of the person from whom they received " a business card", pointing at him/her and telling the remembered information, and then swap the "business card";</p> <p>c) next they approach another participant and "gossip" about the person whose "business card" is in their hands and so on.</p> <p>d) the person conducting the workshops moderates the exchange of business cards. At one point he/she stops the exchange, asks to find the owner of the currently held "business card". Then, selected</p>	5 min.	15 min.	<ul style="list-style-type: none"> <li>▪ a large room allowing relocation of participants and work in groups</li> <li>▪ projector</li> <li>▪ multimedia presentation</li> <li>▪ paper sheets</li> <li>▪ markers</li> </ul>	

		<p>persons are asked to present business cards and the moderator confronts information with the author.</p> <p>e) "Business Card", can now be signed and placed in the classroom.</p>				
2.	Innovations in education – coaching approach.	<p>▪ The essence and importance of coaching in education - coaching as a method of interactive process of teaching-learning</p> <p><b>Exercise 2:</b> Watching films: <a href="https://www.youtube.com/watch?v=MLU2SojwyXg">https://www.youtube.com/watch?v=MLU2SojwyXg</a> <a href="https://www.youtube.com/watch?v=UY75MQte4RU">https://www.youtube.com/watch?v=UY75MQte4RU</a> Discussion about situations and relations between the characters in the cartoons.</p> <p>Exercise with the use of the station task method- the group is divided into 6 teams. For each group worksheets that include coaching principles presented in a tabular form are prepared – the task of the group is making reference to the film, source materials in the Net.</p> <p>Paying attention to the behaviour of people presented in the films (<a href="https://www.google.pl/#q=pod%C4%85%C5%BCanie+za+klientem+uczniem&amp;gws_rd=cr">https://www.google.pl/#q=pod%C4%85%C5%BCanie+za+klientem+uczniem&amp;gws_rd=cr</a>) in search of the meaning of terms that require explanation and setting the context for their use.</p> <p>Groups move clockwise to the next station to supplement/ detail principles of coaching developed by the previous team with their own interpretations.</p> <p>Presentation of detailed and common principles of coaching.</p> <p><b>Exercise 3:</b> Defining a set of coach's qualities on the basis of mind mapping - visual presentation of the issue of a good and poor coach with the use of concepts, associations, symbols.</p> <ul style="list-style-type: none"> <li>• Competences of the teacher as a determinant of effective educational process</li> </ul>	20 min.	3 h	<ul style="list-style-type: none"> <li>▪ multimedia presentation</li> <li>▪ Sheets of A4 paper</li> <li>▪ markers,</li> <li>▪ handouts for participants: a case study scenario and issues for discussion</li> </ul>	

		<p><b>Exercise 4:</b> On the basis of the effects of teams' work from exercise 3, participants build a competence profile of the coach. Self-reflexive task - conversation in pairs on their predispositions and areas for further development.</p> <p>Snowball method (in groups of 4 or 6) - participants talk about the subject. Then together they draw a poster defining skills necessary in coaching (communication, interpersonal, cognitive skills necessary in the learning process and achieving results) and skills important in the coach's work.</p> <ul style="list-style-type: none"> <li>▪ Attributes of the model of teacher's emotional competence.</li> <li>▪ Emotional intelligence in coaching – the model of behaviour change - KASH model (knowledge-attitude-skills-habits) - fundamentals of good coaching process.</li> </ul> <p><b>Exercise 5:</b> Introducing an attribute - discussing in groups about activities / behaviours associated with teacher's characteristics according to KASH model (self-confidence, controlling the group). Scenario analysis of a case study (Jadzia Kruk), role play highlighting behaviour of the characters and remodeling behaviour of acted roles. Discussion in groups. Defining behaviour in accordance with a prepared sheet of tasks on the basis of observations of the behaviour of participants. Sheet of self – reflection- participants of the session shall consider the tasks in the worksheet to get information if they were able to show self-confidence before, or what they should do to show more of self-confidence.</p> <p>The importance of teacher coaching in the learning process.</p> <p><b>Exercise 6:</b> introduction of an attribute - a case study - A FISHERMAN - dialogue role-play. Summary discussion in groups.</p> <p><b>Exercise 7:</b> Planning and organising the coaching based on the</p>				
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		decision tree diagram or Ishikawa's fish process – designing in groups examples of coaching work in the school for some problems in areas of school work and interpersonal relationships (eg. teacher-student, teacher-teacher, teacher - parent).				
<b>3.</b>	Summary and evaluation.	<ul style="list-style-type: none"> <li>As a summary - a lap in a circle: The person conducting workshops shows a list of unfinished sentences: I learned that ..... I'm going to use ..... I liked most ... I liked least ... ..</li> </ul> <p>Participants complete these sentences on their sheets. Then they put them in the middle of the room face down. Each person chooses one card and sticks it anywhere in the room, then participants walk around the room and read completed sentences. Teacher asks participants whether it was easier to complete the sentences in writing or orally. Complete sentences give insight into the results of group work.</p> <ul style="list-style-type: none"> <li>Gathering and organising relevant information on coaching in teacher's work.</li> <li>Evaluation - training participants fill in an evaluation questionnaire - gathering feedback on the organisation and conduct of training and the person conducting training.</li> </ul>	5 min.	15 min.	<ul style="list-style-type: none"> <li>flip charts</li> <li>sheets of A4 paper</li> <li>markers,</li> <li>multimedia presentation</li> <li>evaluation questionnaire</li> </ul>	
<b>TOTAL</b>			<b>30 min.</b>	<b>3 h 30 min.</b>		



## **Workshops scenario no 2**

### **Effective communication coach - student**

### **Training module:**

**The relationship coach – student. Communication skills of the teacher – coach as the motivating factor in the process of learning by students and in cooperation with parents. Two-way communication - motivating dialogue. Innovative ways of solving problems relating to difficult situations In relation the coach-student.**

**1. The duration of the workshop:** 12 h: Lecture (L) - 2h , Exercises (E) -10h).

**2. Proposed number of participants:** 34 in-service teachers.

#### **3. Training objectives:**

- directing and enriching the perception of school events in the context of interpersonal narrative and the importance of two-way communication in effective educational dialogue
- improving the competence of using ICT resources in designing innovative solutions for working with children and young people

#### **4. Learning outcomes:**

Participants will:

- become aware of sources of potential communication errors and their consequences for the efficiency of communication, which will allow them to pay more attention to everyday communication
- create, with the help of the person conducting the exercises, a list of rules for creating precise verbal messages, which they can use in everyday communication
- gain knowledge about communication tools: closed / open questions, paraphrase, clarification and the rules of their application in conversations

#### **5. Teaching methods by W. Okoń typology:**

- methods of knowledge assimilation: lecture, work with text, discussion
- the method of valorisation: emotional and expressive activity
- methods of independent investigation to knowledge: case study
- practical methods: exercises activating the group, charades, snowball, mind mapping

## 7. Course of the training:

	Thematic scope	Implementation/content	Time		Didactic measures and organisational requirements	Comments
			L	E		
1	Organisation of classes.	<ul style="list-style-type: none"> <li>▪ Acquainting participants with the subject and objectives of the workshops</li> <li>▪ Group integration – exercise „charades” - presenting information on the fish cards with the help of body language (gestures, facial expression)</li> </ul>	5 min.	40 min.	<ul style="list-style-type: none"> <li>▪ a large room allowing relocation of participants and work in groups</li> <li>▪ auto creative fish cards professions and activities</li> <li>▪ projector</li> <li>▪ multimedia presentation</li> </ul>	prepare auto creative fish cards professions and activities
2	Precision of verbal Messenger.	<ul style="list-style-type: none"> <li>▪ Sources of potential communication errors and their consequences for the efficiency of communication.</li> </ul> <p><u>Exercise 1:</u> showing the sources and effects of communication errors. Each participant receives a sheet of A4 paper. The teacher presents the next steps for the implementation of specific actions:</p> <ol style="list-style-type: none"> <li>a) folding cards into 2 equal parts, and then tearing off the upper right corner</li> <li>b) folding the paper again and tearing off the upper right corner</li> <li>c) at the end, participants show the effects of their actions.</li> </ol> <p>In conclusion, it should be emphasised, and shown that the differences between individual sheets (despite the same command for all) are the result of errors (in this exercise done on purpose) of the sender - imprecise message and the recipient - no possibility of asking questions.</p> <ul style="list-style-type: none"> <li>▪ The ability to ask questions as an element of constructive dialogue.</li> </ul>	25 min.	2 h	<ul style="list-style-type: none"> <li>▪ multimedia presentation</li> <li>▪ flipchart</li> <li>▪ flipchart paper</li> <li>▪ sheets of A4 paper</li> <li>▪ markers,</li> </ul>	In case of a large group participants may need to consider doing the exercise in small groups, with the support and monitoring of the process. The effects of the work of small groups should be collected on the board, summarised and possibly supplemented by the teacher.

The function of open questions and closed questions in communication.

Exercise 2: Participants split into pairs. Each of them has to come up with a character. A character can be historical, literary or real, but widely known. The task of each participant is to find out what kind of character his/her colleague from the pair is. For this purpose, they can ask questions. However, in the first stage, participants ask only closed questions (ie. Those that can be answered yes/no/do not know).

In the second stage of the exercise participants (after choosing another character) can ask any questions, ie. open and / or closed. Of course, with the exception of questions like: "Who are you?"

The teacher discusses the division of questions into open and closed, and then asks participants about their experience when they used only closed questions (first stage) and when they also used open questions (second stage).

The teacher highlights the differences between the information got through different types of questions and different applications of open and closed questions in the process of gathering information.

- Building motivation of the teacher - student to work on increasing the effectiveness of their communication as a condition for an effective educational process.

Exercise 3; Individual diagnosis of motivation needs - test according to the concept by S.P. Robbins "what motivates you."

Exercise 3a: "brainstorming" work in teams of 6-7 persons - creating a list of rules facilitating the precision of verbal messages. Moderating the discussion:

a) asking questions like "what words should be avoided to make the

- Robbins test

		<p>message accurate?"</p> <p>b) reformulating the proposals of participants, c) reporting one's own proposals.</p> <p>Creating a list of rules resulting from the teams proposals and showing them on the board. In the summary, participants should be encouraged to apply these principles in daily communication, especially when the precision of communication is particularly important. This is very important in the process of coaching. The wording of questions in the coaching conversation is crucial for realising by the student of his/her potential, setting goals essential for his/her personal development. The coach does not talk about problems, but about the challenges. The main thing is not to determine why something does not work, but what can you do to get it working. Through questions the coach listens and helps the student to understand the situation and find solutions.</p>				
3	The essence of two-way communication.	<ul style="list-style-type: none"> <li>▪ The role of active listening, building an attitude of responsibility for communication effectiveness</li> <li>▪ <u>Exercise 4</u>: divide the group into 2 teams, one of which remain in the room and prepare a story (fable, legend) of minimum 10 sentences, and the second team leaves the room.</li> </ul> <p>The essence of the exercise is the oral presentation of the story content to the first person from a group standing outside. His/her task is to faithfully repeat the content to the next person, etc., until the story "reaches" the last person. People listening cannot ask questions, they cannot ask for repetition and cannot write down the story.</p>	30 min.	3 h 30 min.	<ul style="list-style-type: none"> <li>▪ Multimedia presentations</li> <li>▪ The story <i>Little Green Riding Hood</i></li> <li>▪ Sheets of A4 paper</li> <li>▪ markers</li> </ul>	<p>You can use a different story, which, however, should meet two conditions:</p> <ul style="list-style-type: none"> <li>- Should be long enough- minimum 10 sentences</li> <li>- Should refer to the well-known story (e.g. a fairy tale, legend), so to activate ready interpretation schemes. At the same time, there</li> </ul>

The task of story authors team, who do not take part in the transmission of the story, is to observe and record the behavioural features (body posture, the precision of the message and its fidelity with the original story- writing down the changes undergone by the story).

Observers cannot in any way suggest or prompt the accuracy of the story.

The exercise ends with a presentation of the person who was the last recipient of the story.

Moderating the discussion "what were the steps" of transfer of "the created story" by individual tellers. The reference to the insights and reflections made by the observers. Emphasising that often, despite good intentions (no one wanted to deliberately distort the message) we:

- *listen selectively,*
- *involuntarily add new information,*
- *impose own interpretations unintentionally distorting the information.*

- Active listening techniques: reflecting, paraphrasing, clarification

Exercise 5: divide the group into 3 teams - reflecting, paraphrasing, clarification, within which they will transmit feedback from their perspective to the prepared messages of the sender. You need to prepare messages according with associated techniques of active listening.

Role play of dialogues.

Exercise 6: in pairs running short 2-3 sentence dialogue and paraphrasing messages using snowball method. Writing down

- copies of exercises – one for each group

should be significant differences between the original, well-known story and the story presented by the teacher in this exercise.

What facilitated and what hampered determining the causes of specific results in the presented situation.

As the result of a team analysis did the interviewee change the

		<p>examples of paraphrased sentences. In groups of 6-8 choose topics for discussion by making a clarification (focusing on the most important topic).</p> <p>The first person pronounces a sentence on the chosen topic, the next person paraphrases this sentence by adding his/her own opinion, which, in turn, is paraphrased by another person who adds his/her own opinion and so on.</p> <p>The summary of the exercise is to reflect experienced feelings/emotions, for example "I have the impression that you are happy that thanks to paraphrase opinions became more understandable to you" or "it seems that you are angry with that question".</p> <p>Role-play by chosen participants using pieces of the dialogues to express reflecting, paraphrasing, clarification.</p> <ul style="list-style-type: none"> <li>▪ Motivation dialogue - external motivation determinants arising from the school and environmental context.</li> </ul> <p><u>Exercise 7:</u> Mind mapping- teams of 6-persons develop a catalogue of associations to the problem of school and environmental context. Presentation of the outcomes.</p> <p><u>Exercise 8:</u> "Why did this happen" - case study - analysis of the causes for achieving success or failure. The person presenting the initial data on a selected event gives some facts, then answers questions from other members of the team, not suggesting them his/her point of view. In 4-person teams an interview concerning the above mentioned event which ended in success or failure, is conducted. Together finding the causes of success / failure by asking a selected person questions relating to the impact of the conditions on the final result.</p> <p>Presentation of proposals.</p>				<p>interpretation of events. Did he/she notice additional conditions.</p> <p>How often do we stick only to the first, not always full, interpretation of the causes and effects and what does it depend on.</p>
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Exercise 9: Recognition of one's own motives for actions and the factors shaping them. In pairs conducting a conversation and trying to determine an event that then will be subject to a thorough analysis, for example: monotonous apartment cleaning, shopping in the store, cosmetic treatment, exercise at the gym, cooking.

The task of a pair is to establish possible variants of behaviour of the person taking part in the selected event. Changing at least three times the circumstances of his/her actions. Reflection - preparation of a graphical presentation concerning the effects of action conditions on the results achieved by the person.

Presentation to what extent the change of conditions may worsen or improve the results.

To what extent motivation may affect the organisation of the conditions of our actions - can you draw practical conclusions.

- The importance of non-verbal communication - body language in interpersonal communication.

Exercise 10: in groups of 6-persons use brainstorming to generate and write down features characteristic for non-verbal communication.

Exercise 11: The division of the group into 3-person teams – in each team assigning the role of observer, whose task is to monitor the progress of communication conducted in pairs including verbal and nonverbal forms. The discussion should not exceed 5 minutes.

Observers receive the exercise sheet with the scope of conducted observation. They also observe the skills of active listening, in terms of asking questions, paraphrasing, focusing.

Members of the team conducting the dialogue do not know the scope which is subject to observation.

After the end of the dialogue and the work of the observer, each

- exercise sheet with the scope of observation



		<p>observer reports to members of his/her team their non-verbal behaviour.</p> <p>Discussion highlighting characteristic behaviour of persons conducting the dialogue. Initiating a panel discussion on the questions:</p> <ul style="list-style-type: none"> <li>– <i>was interest in what the partner was saying reflected in posture and eye contact,</i></li> <li>– <i>how the lack of interest was expressed</i></li> <li>– <i>were there any behaviours that distracted the partner.</i></li> </ul> <p>Participants carry out a conversation with certain obstacles- game signals.</p> <p>Participants sit in a circle so that everyone can see each other. Everyone invents his/her own individual signal, eg. a pat on the arm or crossing legs. Before the game, participants demonstrate their signals. The person starting the game must first demonstrate (once or more times) his/her signal, then the signal of someone else. The owner of this signal must then respond by giving his/her signal and the signal of another person. A person who does not respond immediately or give a wrong signal is out of the game. The game continues until only one player remains.</p> <p><i>At the end of the exercise, you can ask participants the following questions:</i></p> <ul style="list-style-type: none"> <li>– <i>was it difficult to communicate in such conditions?</i></li> <li>– <i>do non-verbal behaviours impede or facilitate communication and why?</i></li> </ul>					
4	Assertiveness and its importance in everyday.	<ul style="list-style-type: none"> <li>▪ Introduction of the concept of assertiveness as a tool for increasing the efficiency of communication.</li> </ul> <p><u>Exercise 13:</u> Creating opportunity to examine one's own assertiveness</p>	15 min.	1h 30 min.	<ul style="list-style-type: none"> <li>▪ assertiveness test for each participant with a description of interpretation</li> </ul>		

	communication	<p>profile – test.</p> <p><u>Exercise 14</u>: role-play presenting assertive behaviour to selected situation scenario.</p> <p><u>Exercise 15</u>: group work based on individual cards with exercises - recognising assertive behavior.</p>			<p>of results</p> <ul style="list-style-type: none"> <li>▪ 6 situations scenarios to role play</li> </ul>	
5	Innovative methods of solving problems in difficult relations between the coach and the student.	<ul style="list-style-type: none"> <li>▪ Characteristics of a set of behaviours for a particular syndrom - style of communication - (instrumental, self-centered and allocentric style)</li> <li>▪ <u>Exercise 16</u>: test - determination of the individual style of conversation. Analysis of the most common categories of behaviour reflecting the style of communication and the interaction process between participants.</li> <li>▪ <b>The causes of interference in the reception of the message.</b> <u>Exercise 17</u>: - determining the individual way of receiving the message based on the test Ears by von Thun (authors: Aleksandra Osiak, Izabela Śliwińska). <u>Exercise 18</u>: work in pairs using the exercise card - receiving messages. Summary of the exercise</li> <li>▪ <b>Working with resistance - possible difficult situations and ways of overcoming them - five steps to deal with the resistance by John Enright'a.</b> <u>Exercise 19</u>: mind mapping - in groups of 6-persons identify problem areas for three aspects: personal, intellectual, organisational. Presentation of the outcomes.</li> </ul> <p>Stress – as a dynamic relation between a person and the environment. Stressors and specific symptoms of stress. Techniques for coping with stress.</p> <p><u>Exercise 20</u>: analysing one’s own behavior in a stressful situation and its consequences - in teams of 4 persons fill in the worksheet</p>	30 min.	2 h	<ul style="list-style-type: none"> <li>▪ Task sheet „communication barriers”</li> <li>▪ test Ears by vonThun (authors: Aleksandra Osiak, Izabela Śliwińska)</li> <li>▪ exercise cards – receiving messages</li> </ul>	

		<p>"My reaction to stress." Discussion - sharing comments and observations.</p> <p><u>Exercise 21</u>: "think positively" analysis of given situations and giving opposite answers - conversion of negative sentences into positive. Doing exercise sheet individually, and then in groups of 4-persons reading the responses to the situations described.</p>			<ul style="list-style-type: none"> <li>▪ exercise cards „what is stress”</li> <li>▪ exercise cards „think positively”</li> </ul>		
<b>6</b>	Summary and evaluation of workshops.	<p>For a summary of a lap in a circle:</p> <p>- I think I will use ..... –</p> <ul style="list-style-type: none"> <li>▪ Collecting and sorting relevant information concerning the importance of two-way communication in the educational dialogue</li> <li>▪ Evaluation - participants fill in an evaluation questionnaire - to gather feedback on the organisation of workshops and persons conducting them.</li> </ul>	10 min.	20 min.	<ul style="list-style-type: none"> <li>▪ Evaluation questionnaire</li> <li>▪ Sheets of paper</li> <li>▪ markers,</li> <li>▪ multimedia presentation</li> </ul>		
<b>TOTAL</b>			<b>2 h</b>	<b>10 h</b>			

## **Workshops scenario no 3**

### **GROW model. 4MAT model by Berenice Mc Carthy**

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## Training module:

### GROW Model as a coaching method. Essence and specifics of the 4MAT model by Berenice Mc Carthy.

1. **Duration of the workshops:** 18 h: Lecture (L)-2h 30 min. Exercises (E) -15h 30 min.
2. **Proposed number of participants:** 34 in-service teachers.
3. **Goals:**
  - preparing for the use of innovative methods of effective learning in teaching and educational work with children and youth
  - providing participants with conceptual categories that will enable understanding the GROW model and its importance in coaching
  - getting to know the specifics and the essence of the 4MAT teaching model by Berenice Mc Carthy
  - improving the competences of using ICT resources in designing innovative solutions when working with children and youth
4. **Effects:**

**Participant will:**

  - acquire elementary knowledge constituting the grounds for learning in the context of different learning styles
  - present learning style model by David Kolb, which will allow them to design an educational process for the subject / the problem
  - realise the specific nature and essence of the 4MAT teaching model by Berenice Mc Carthy
  - demonstrate ability to present their own ideas, supporting them with arguments in the context of theoretical basis for the 4MAT model by Berenice Mc Carthy
  - acquire skills to create methodological solutions, which they will design using 4MAT model by Berenice Mc Carthy
  - recognise and formulate ethical dilemmas related to their own work and expectations, and the needs of the school environment - seek optimal solutions to emerging problems
  - create, using the GROW model, a structure of a coaching conversation with the student to a given problem
  - acquire practical ability to apply known methods of coaching work in specific pedagogical activities.
5. **Methods of work:**
  - methods of assimilation of knowledge: lectures, work with a text, discussion
  - the method of valorisation: the dominance of emotional and expressive activity
  - methods of independent investigation into knowledge: a text,
  - practical methods: exercises activating the group, mental map, a decision tree.

## 6. Course of the training:

	Thematic scope	Implementation/content	Time		Didactic measures and organisational requirement	Comments
			L	E		
1	Organisation of classes. Introduction of the topic of training.	<ul style="list-style-type: none"> <li>▪ Introducing the topic and goals of the workshops to participants.</li> <li>▪ Group integration.</li> </ul> <p><b>Exercise 1: "IMAGES" - colourful photos / illustrations cut down from newspapers (scenes from life, objects, flowers, buildings, streets, people) are required for this exercise Participants choose photos that:</b></p> <ul style="list-style-type: none"> <li>– show a positive feature of their character or</li> <li>– best describe their friend or</li> <li>– are consistent with their philosophy of life and they justify their choice</li> </ul>	10 min.	30 min.	<ul style="list-style-type: none"> <li>▪ a big classroom allowing free movements of participants and work in groups</li> <li>▪ projector</li> <li>▪ multimedia presentation</li> </ul>	
2	GROW Model as a method of coaching work.	<ul style="list-style-type: none"> <li>▪ <b>The essence and importance of the GROW model in improving the efficiency of a coach</b></li> </ul> <p><b>Exercise 2: Designing the coaching conversation for a selected area of school life using the structure of 4 steps - presentation/role-play.</b></p> <ul style="list-style-type: none"> <li>▪ <b>The essence of Cartesian questions in the GROW model.</b></li> </ul> <p><b>Exercise 3: Referencing to the designed conversations in the GROW model and formulating answers including Cartesian questions:</b></p> <ul style="list-style-type: none"> <li>– What will happen when I reach the goal,</li> <li>– What will not happen when I reach the goal,</li> <li>– What will not happen when I don't achieve the goal,</li> </ul>	30 min.          10 min.	4h          1 h	<ul style="list-style-type: none"> <li>▪ multimedia presentation</li> <li>▪ sheets of A4 paper</li> <li>▪ markers,</li> <li>▪ flipchart</li> <li>▪ paper for flipchart</li> </ul>	We present a short description of all stages. They don't have to be considered as absolutely obligatory but we recommend to introduce them in such order.

		<ul style="list-style-type: none"> <li>- What will happen when I don't achieve the goal.</li> </ul> <p>Summarising questions:</p> <ul style="list-style-type: none"> <li>- what feelings accompany you after the completion of the exercise,</li> <li>- what are you experiencing now,</li> <li>- what are you taking for yourself.</li> </ul>				
3	4MAT by Berenice Mc Carthy as an innovative method of transfer of knowledge between the teacher and student.	<ul style="list-style-type: none"> <li>▪ Modern trends in teaching and learning – teaching in the light of neurodidactics – videoconference with M. Żylińska.</li> <li>Moderating a discussion in the context of the analysis of work organization in the light of the knowledge gained from neurodidactics.</li> <li><b>Exercise 4: Constructive look at one's own teaching – learning – when we support the work of the brain, and when we make it more difficult.</b></li> <li>The division of participants into 6 teams. Each group receives a poster and a decision tree and by brainstorming look for arguments “for and against” to the selected problem.</li> <li><b>Presenting prepared posters, presentation by team leaders of the accepted proposals. A summary of the outcomes of teams' work.</b></li> <li>▪ 4MAT Model by Berenice Mc Carthy – 4 learning styles.</li> <li>▪ <b>Exercise 5: Linking required skills to learning styles.</b> Dividing the group into 4 teams. Each team receives one of the four 4MAT learning styles by Berenice Mc Carthy with a description of typical behaviour for the style and the list of action verbs by B. Bloom. The group's task is linking required skills trained by the teacher to a particular style using the list of action verbs: why ?, what ?, how ?, what if ?</li> <li>Then, each team using the card with classification</li> </ul>	1h	9h	<ul style="list-style-type: none"> <li>▪ Diagnostic sheets for testing learning styles</li> <li>▪ Active verbs by Bloom</li> <li>▪ Card with classification of didactic methods by Kupisewicz</li> <li>▪ Flipchart paper</li> <li>▪ PATAFIX glue to mount the posters on the wall</li> <li>▪ sheets of A4 paper</li> <li>▪ markers</li> <li>▪ multimedia presentation</li> <li>▪ videoconference with M. Żylińska</li> </ul>	

		<p>of methods links them to the selected style and trained skills. Presentation of the outcomes of individual teams and final summary discussion – indicating doubts and questions which occurred during work.</p> <p><b>Exercise 6: Constructing a course of didactic procedure according to the 4MAT model by Berenice Mc Carthy.</b> Dividing the group into 8 teams. Reference to detailed rules of didactic procedure of 4MAT teaching model by Berenice Mc Carthy and on this basis elaborating a structure of classes in a given subject, topic, problem. Presentation of the individual team's outcomes and discussion about adopted solutions.</p> <ul style="list-style-type: none"> <li>▪ David Kolb's model as a fundamental model of learning based on experience.</li> </ul> <p><b>Exercise 7: Diagnosing preferred learning style by D. Kolb – test.</b></p> <p><b>Exercise 8: Determining advantages and limitations of a particular learning style by D. Kolb using SWOT analysis. Working in teams of 4 persons – writing down their ideas to 4 ranges: strengths, weaknesses, opportunities, threats for given styles.</b> Joint analysis of the outcomes, defining the demands for the future optimisation of the work process for specific learning styles. Summary of the effects of group work.</p> <p><b>Exercise 9: Designing optimal teaching units/learning process units (classes with the form teacher, lecture for parents) using D. Kolb model – working in teams of 4 persons using ICT.</b></p>			<ul style="list-style-type: none"> <li>▪ Kolb test – learning style</li> </ul>	
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4	Summary an workshops evaluation.	<ul style="list-style-type: none"> <li>▪ Summary <b>Exercise 10:</b> "My thoughts (on a large piece of paper write the name of the participant vertically and then from each letter horizontally participants share their thoughts concerning today's classes - exercise" Jadwiga " - A-active methods is the way to success and so on. - I- interesting is Kolb's cycle</li> <li>▪ Summing up essential information concerning learning styles.</li> <li>▪ Evaluation – participants fill in an evaluation questionnaire – collecting information on the organisation and conduct of workshops and persons conducting them.</li> </ul>	20 min.	1h	<ul style="list-style-type: none"> <li>▪ Evaluation questionnaire</li> <li>▪ Sheets of paper</li> <li>▪ markers</li> <li>▪ multimedia presentation</li> <li>▪ exercise sheets – summing up acquired skills and planning how to use them</li> <li>▪ pens</li> </ul>	
<b>TOTAL</b>			<b>2h 30 min.</b>	<b>15h 30 min.</b>		

## **Workshops scenario no 4**

### **Learning styles**

## Training module:

### Learning styles

1. **Workshops duration:** 6 h: Lecture (L) – 1, Exercises (E) – 5 h.

2. Proposed number of participants: 34 in-service teachers.

3. **Training goals:**

- preparing to apply innovative methods of effective learning in teaching work with children and youth
- acquisition of skills for recognising learning preferences as a condition for motivation in the successful acquisition of knowledge and skills
- preparation for the effective organisation of the educational process allowing the development of creativity and innovation through the use of alternative methods and forms of work organisation
- improving the competence of using ICT resources in designing innovative solutions in work with children and youth

4. **Training outcomes:**

Participants will:

- acquire knowledge of basic theories of learning and teaching, which will allow to understand the determinants of those processes
- gain knowledge concerning the importance of the theory of multiple intelligences by Howard Gardner, which will enable them to determine the type of intelligence, and adequately to the diagnosis, create their own and the student's personalised profile of intelligence
- realise the importance of different learning styles, as a way of conditioning the efficiency of learning
- be able to use in practice diagnostic tools for the study of learning styles and the consequences of skipping them
- realise the importance of diagnostic competences in professional support of the student in the educational process and the complexity of inference on the basis of external symptoms
- be able to specify a list of preferred ways of learning on the basis of available diagnostic tools
- have a deepened abilities to diagnose and rationally assess complex learning situations, which will enable them to predict solutions and anticipate the impacts of planned activities in specific practical areas
- have a comprehensive knowledge and skills in practical use of ICT resources in searching, collecting and selecting the information necessary to design teaching.

### 5. Methods of work:

- methods of knowledge assimilation: lecture, work with a text, discussion
- methods of valorisation: dominance of emotional and expressive activity
- methods of individual investigation to knowledge: case study, situational method, exchange of ideas
- practical methods: group activating exercises

### 6. Course of the training:

	Thematic scope	Implementation/content	Time		Didactic measures and organisational requirements	Comments
			L	E		
1	Organisation of classes. Introduction to the training topic.	<ul style="list-style-type: none"> <li>▪ Acquainting participants with the topic and goals of the workshops</li> <li>▪ Group integration</li> </ul> <p><b>Exercise 1: "group flower" - gathering relevant information identifying the common characteristics of participants.</b> Participants are divided into groups of 5 or 6 persons. Each group sits at a table and receives a poster with a drawn flower centre, and each individual receives one coloured "piece of paper", which will be a "flower petal". The task is to write the initials on the petal, and a brief information about themselves, for example how I like spending my free time. In groups, participants introduce themselves, referring to the information contained on the "petal" and stick flower petals around the flower centre, and then search for one common characteristic for the entire group, which they write in the flower centre.. After the presentation of results of their work, participants design a group flower for the whole group.</p>	10 min.	45 min.	<ul style="list-style-type: none"> <li>▪ a big room allowing free movements of participants and group work</li> <li>▪ projector</li> <li>▪ multimedia presentation</li> <li>▪ Flipchart paper</li> <li>▪ markers</li> <li>▪ self-stick notes in different colours</li> <li>▪ PATAFIX glue to stick the posters on the wall</li> </ul>	
2	Theoretical considerations – what is learning.	<ul style="list-style-type: none"> <li>▪ Learning as the key ability in the lifelong undertaking.</li> </ul> <p><b>Exercise 2: "brainstorming" - identifying determinants of learning.</b> Developing common instruments / motivators for learning / work.</p> <p><b>Exercise 3: "Diamond ranking" – in groups verification of established determinants, agreeing on their validity and ranking them according to the pattern "the most important principles, important principles,</b></p>	10 min.	30 min.	<ul style="list-style-type: none"> <li>▪ multimedia presentation</li> <li>▪ Flipchart paper</li> <li>▪ markers</li> <li>▪ self-stick notes in different colours</li> <li>▪ PATAFIX glue to stick the posters on the wall</li> </ul>	

		less important principles, and the least important principles." Giving reasons for group decisions.				
3	Influence of the learning style on the effects of students' work.	<ul style="list-style-type: none"> <li>▪ The importance of the theory of multiple intelligences by Howard Gardner in the learning process <b>Exercise 4: Determining a personalised profile based on a MI questionnaire and its visualization in a graphical image of the distribution of one's types of intelligence.</b></li> <li>▪ Presentation of the 4 learning styles by Peter Honey and Alan Mumford (divergent, convergent, accommodative, assimilative) - presentation of preferences of an empiricist, analyst, theorist and pragmatic concerning their learning styles and their place in the Honey and Mumford's cycle</li> </ul> <p><b>Exercise 5: Task-tables, each team receives a case study to identify learning style. Building categories of specific terms for a given style. Diagnosing one's own learning style - questionnaires with descriptions of different learning possibilities.</b></p> <p><b>Exercise 6: "Swedish table of methods" of learning - the presentation of exercises OLS- Optimal Learning State - role-play based on the prepared source materials. Improvising a particular situation imagined by a person with any means of expression - gestures, body movements. Discussing the benefits arising from the use of selected " methods from the table".</b></p> <p><b>Exercise 7: group work - developing a set of personal habits of the learning process: before, during and after learning. Discussion in groups, reasons for the choices made.</b></p>	30 min.	2 h 30 min.	<ul style="list-style-type: none"> <li>▪ multimedia presentation,</li> <li>▪ test – multiple intelligences profile by H. Gardner,</li> <li>▪ diagnostic sheets to test learning styles</li> <li>▪ sheets of A4 paper,</li> <li>▪ markers,</li> </ul> <ul style="list-style-type: none"> <li>▪ 6 envelopes with descriptions of desired behaviours in effective learning: before, during and after learning. Sets of relaxing exercises integrating both hemispheres, energising</li> </ul>	

4	Diagnosis as a determinant of effective support of individual learning style.	<ul style="list-style-type: none"> <li>▪ Teacher's diagnostic competences in professional students' support in the learning process.</li> <li>▪ <b>Exercise 8: case study - in groups read the content of a student's description. The task of each group is to design a didactic procedure including adequate working methods and arranging educational space for individual diagnosis of learning style.</b></li> </ul>	5 min.	1 h	<ul style="list-style-type: none"> <li>▪ Multimedia presentation</li> <li>▪ Scenarios case study</li> <li>▪ Computers with internet access or SMART-Board</li> <li>▪ Sheets of A4 paper</li> <li>▪ markers</li> </ul>	
5	Summary and workshops evaluation.	<ul style="list-style-type: none"> <li>▪ Summary</li> <li>▪ <b>Exercise 9: a lap in the circle - "I think I will use ....."</b></li> <li>▪ Collecting and organising relevant information on learning styles</li> <li>▪ Evaluation of training - participants fill in an evaluation questionnaire - to gather feedback on the organisation and conduct of training</li> </ul>	5 min.	15 min.	<ul style="list-style-type: none"> <li>▪ Sheet for auto reflection</li> <li>▪ sheets of paper</li> <li>▪ markers,</li> <li>▪ multimedia presentation</li> <li>▪ evaluation questionnaire</li> </ul>	
<b>TOTAL</b>			<b>1 h</b>	<b>5 h</b>		