



Erasmus+



I'M A COACH, MENTOR – „A GUIDE” OF A YOUNG PERSON

Workshop scenarios

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Module I.

Methodology of workshops "I'm a coach, mentor - "a guide" of a young person.

Blok 1. ABC of the programme "I'm a coach, mentor - "a guide" of a young person.

Scenario No. 1.

Topic: Who? What? How? Where? With whom? Why? For what? - the programme "star of questions".

OBJECTIVES OF THE WORKSHOP:

- Getting to know the programme concept of and the stages of its implementation.
- Defining goals of individual participants and comparing them with the programme's objectives.
- Reflecting on one's own individual and "national" resources, which are an added value to the programme.

ISSUES:

RELATED TO THE CONTENT OF THE "PROGRAM":

MODULE I: METHODOLOGY OF WORKSHOPS "I am a coach, mentor - 'a guide' of a young person."

BLOCK 1. ABC OF THE PROGRAM: "I am a coach, mentor - 'a guide' of a young person."

PAGES 4-8

- Origin and objectives of the project and the programme, "I am a coach, mentor - 'a guide' of a young person."
- The individual goals of participants and objectives of the programme.
- Stages of the project and the programme implementation.
- Characteristics of the workshop programme "I'm a coach, mentor - 'a guide' of young person" (methods, forms of work, educational materials).
- Expected results of the programme and project.

METHODS AND FORMS OF WORK:

- Lecture.
- "Star of questions".
- Discussion.
- Work with the whole group, in pairs and individually.

TEACHING MATERIALS:

- Alternatively, a Power Point presentation, laptop, projector.
- Flipchart.
- Poster with a "star of questions", in addition sheets of A4 paper with brief information about the programme.
- Price tags in two colours.
- identification tags for participants and instructor.
- Appendix included in Part IV.
 - ✓ Appendix No. S1/ 1. *How to introduce participants into the details of the programme, using a "star of questions"?*

DURATION OF THE WORKSHOP:

- 2 teaching hours

COMMENTS:

- Room arrangement - chairs for participants arranged in a semicircle.

COURSE OF THE WORKSHOP:

1. The trainer (the person conducting the workshop) greets training participants, introduces herself/himself (who they are, what they do on a daily basis, what professional experience they have got, why the topic of the programme is close to them, etc.).
2. Introduction to the programme: the trainer shows a "star of questions" drawn on a poster (Appendix S1/1 *How to introduce participants into the details of the programme, using a "star of questions"?*) informing participants that she/he will use the diagram to familiarise participants with the details of the programme.
3. After the presentation of the elements corresponding to the questions written on the points of the star, the trainer asks the participants of the workshop to think and write down in their "Mentor and Coach Diaries" individual goals, which are associated with their participation in the workshop. They talk for a moment about the goals in pairs, with the person sitting next to them.
4. When the participants complete their task, the trainer shows a poster with written objectives of the programme "I'm a coach, mentor - 'a guide' of the young person." She/he reads them aloud, and before asks everyone to think which programme objectives are consistent with their individual objectives. Participants approach the poster and stick their price tag next to objectives consistent with their individual goals (representatives of Poland and France can be distinguished by the colour of the tags).
5. The trainer talks with the group about the results of this "voting" (which goals are equally important for the creators of this programme and its beneficiaries, which were indicated less frequently or have not been indicated at all- why the latter are important for the programme and its effects, etc.).
6. As the summary the trainer asks for ideas how the "star of questions" can be used in work with youth. She/he reminds participants that in the "Diary ..." they should note important - from the point of view of the participant - information, reflections and ideas from each workshop session.

7. The trainer asks the participants to discuss in pairs the principles that should be determined and adopted during the workshop. Interlocutors for 5 minutes write down their proposals in the form of short declarative sentences (e.g. We are punctual, We listen when someone speaks) on separate sheets of paper. Then the trainer invites to a lap according to the following steps:
 - ✓ The first couple reads what is written on one of the sheets and puts it on the floor inside the semi-circle.
 - ✓ To this card other pairs add their notes, which have the same or similar content.
 - ✓ Another pair reads their proposal - other pairs add their similar proposals.
 - ✓ etc. - until all sheets are on the floor.The trainer refers to the proposals of principles accumulated on the floor and on this basis, together with a group determines the points of the contract for the time of training and writes them on a flipchart.
8. The session ends with a lap in which participants introduce themselves to the group - selected questions from the "star" can be used e.g. : Who am I (WHO)? WHERE do I work? WHAT do I do every day and WHAT do I like best about my job? and, in addition: HOW? (The trainer asks for the use of metaphorical comparison: I'm like ... because).

Module II.

Coaching, mentoring – their place in educational systems. Coach's and mentor's competence profile.

BLOCK 1.

Status of mentoring and coaching in Polish and French educational Systems.

Scenario No. 2.

Topic: Formal and legal basis for coaching and mentoring in Poland and France.

OBJECTIVES OF THE WORKSHOP:

- Understanding the structure of the Polish and French systems of education, social services, labour and employment, and other which can support the development of individual young people.
- Defining similarities and differences in systemic and institutional solutions – ideas how to use French and Polish solutions in the transnational exchange of experiences and creation of innovative forms of supporting youth development.

- Improving the skills of self-assessment - defining institutional and personal potential useful in the coaching and mentoring work with young people and the challenges requiring a plan for the future directions for individual and institutional learning.

ISSUES:

RELATED TO THE CONTENT OF THE "PROGRAM":

MODULE II. COACHING, MENTORING – THEIR PLACE (ROLE) IN EDUCATIONAL SYSTEMS. COACH'S AND MENTOR'S COMPETENCE PROFILE.

BLOCK 1: Status of coaching and mentoring in Polish and French educational Systems.

- 1.1. Formal and legal basis for coaching and mentoring.
- 1.2. The quality of the activities of youth workers in the light of the results of educational studies, reports, - challenges and opportunities for coaching and mentoring.
- 1.3. Examples of good practice in Polish and French educational systems.

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METHODS AND FORMS OF WORK:

- Mini lecture.
- Practical exercises.
- Mind map.
- Analysis of the force field.
- Discussion.

LEARNING MATERIALS:

- Alternatively, a Power Point presentation, laptop, projector.
- Flipchart.
- Poster Paper.
- Markers (a set of different colours for 4 groups).
- Appendixes included in Part III:
 - ✓ Appendix No. S2/2. The division into groups - auxiliary material (to cut and use in the draw).
 - ✓ Appendix No S2/3. Procedural basis for supporting the development of individual young people by youth workers in Poland and France - manual for work in groups (x 8).
 - ✓ Appendix No. S2/ 4. labels - national flags (to mark posters).

DURATION OF THE WORKSHOP:

- 2 teaching hours

COMMENTS:

- Room arrangement - chairs for participants arranged in a semicircle, in the back of the room tables to work in 8 small groups.

COURSE OF THE WORKSHOP:

1. The trainer divides participants into groups: participants draw lots (separately in national groups), taking cards with one of the verses of the popular song "Brother John" / "Frère Jacques" (**Appendix No. S2/2.** Division into groups - auxiliary material). They disperse freely in the room, then at the trainer's signal

they begin to sing their verse (in their language), repeating it until they find all the people singing the same verse / melody. In this way, they form 4 Polish and 4 French groups. Groups sit at the tables.

2. Each group receives instructions to work (**Appendix No. S2/ 3. Procedural basis for individual support of youth development by youth workers in Poland and France**). Focusing on their task, the group discusses solutions in their country, which allow personalised support of the development of young people by youth workers, shows strengths and weaknesses of these solutions. They write down their ideas on a poster according to the pattern in the instruction.
3. Groups sit on chairs arranged in a semicircle and present created posters one by one (Area I - FR presentation +PL presentation, Area II - FR and PL presentation, etc.). After each stage of the presentation:
 - ✓ the trainer asks to identify common elements in a given area – he/she highlights them on the posters with a red marker;
 - ✓ then the trainer encourages participants to discuss (in groups in which they worked at the tables) solutions used in the partner country (Poles about French solutions, French - about Polish solutions) and indicate those that are, in their opinion, interesting and worth adapting in their country/ institution/facility. The trainer sticks the label - the flag of the country (**Appendix No. S2/4**) "buying" a given solution, on the poster, next to the particular solution.
4. The trainer asks participants to make a note in their "diary" about important, in their opinion, observations/ ideas, and then encourages them to share the content of their notes with the group.
5. At the end of this session the trainer invites participants to sing the song "Brother John" / "Frère Jacques" together in their mother tongues.

Scenario No. 3.

Topic:

Key competences as the basis for a comprehensive and personalised development of youth supported by people working with them.

OBJECTIVES OF THE WORKSHOP:

- Analysis of the components of European key competences in order to identify the knowledge, skills and attitudes most important in the job of a coach and mentor – a guide of young people.
- Improving the skills of self-assessment - determining institutional and personal potential useful in coaching and mentoring work with young people and the challenges requiring a plan for the future directions of individual and institutional learning.

ISSUES:

RELATED TO THE CONTENT OF THE "PROGRAM":

**MODULE II. COACHING, MENTORING – THEIR PLACE (ROLE) IN EDUCATIONAL SYSTEMS.
COACH'S AND MENTOR'S COMPETENCE PROFILE.**

BLOCK 1: Status of coaching and mentoring in Polish and French educational Systems.

- 1.1. **Formal and legal basis for coaching and mentoring.**
- 1.2. **The quality of the activities of youth workers in the light of the results of educational studies, reports, - challenges and opportunities for coaching and mentoring.**

PAGES 8-38

METHODS AND FORMS OF WORK:

- Mini lecture.
- Practical exercises.
- Mind map.
- "Talking Wall".
- Discussion.

TEACHING MATERIALS:

- Alternatively, a Power Point presentation, laptop, projector.
- Appendixes included in Part IV:
 - ✓ Appendix No. S2/4. Labels - flags to mark mind maps used in the exercise.
 - ✓ Appendix No. S3/5. Instructions to the exercise "Wandering competences."
 - ✓ Appendixes No. S3/6A, 6B, 6C, 6D, 6E, 6F, 6G, 6H - key competencies recommended by the European Parliament and the Council of Europe in learning throughout life (each appendix – 2 copies of A3 paper).

DURATION OF THE WORKSHOP:

- 2 teaching hours

COMMENTS:

- Room arrangement - chairs for participants arranged in a semicircle, at the back of the room chairs arranged in two circles (as in the diagram in Appendix No. S3/5. Instructions to the exercise "Wandering competences").

COURSE OF THE WORKSHOP:

1. The trainer introduces participants to the topic of the session - presents the most important information about the Recommendation of the European Parliament and the Council of 18 December 2006 on key competences for lifelong learning (2006/962 / EC). A multimedia presentation or a poster with a mind map "Key Competences for Lifelong Learning" may be an illustration of the mini-lecture (the template in the program).
2. The trainer explains to the participants the course of the exercises - hands them instructions (Appendix No. S3/5. Instruction to the exercise "Wandering competences").
3. Participants sit in their circles. Each pair (1-8) receives an appropriate appendix:
 - 1) **Appendix No. S3/6A** Competence: COMMUNICATION IN THE MOTHER TONGUE,
 - 2) **Appendix No. S3/6B** Competence: COMMUNICATION IN FOREIGN LANGUAGES,

- 3) **Appendix No. S3/6C** Competences: MATHEMATICAL AND BASIC COMPETENCES IN SCIENCE AND TECHNOLOGY (on two A3 sheets)
- 4) **Appendix No. S3/6D** Competences: IT,
- 5) **Appendix No. S3/6E** Competence: SKILLS TO LEARN,
- 6) **Appendix No. S3/6F** Competences: SOCIAL AND CIVIC (on two A3 sheets)
- 7) **Appendix No. S3/6G** Competence: INITIATIVE AND ENTREPRENEURSHIP
- 8) **Appendix No. S3/6H** Competence: CULTURAL AWARENESS AND EXPRESSION.

Notice! Before handing in maps the trainer marks them with "labels" - sticks in the corner an appropriate label with the flag of PL or FR.

4. The trainer gives the signal to start the first lap, and then every five minutes, the next.
5. After the last lap pairs 1-8 PL and FR hang their maps next to each other - in this way "a talking wall" is created - a place that is visible to all participants who can see the final result of the exercise.
6. The trainer starts a discussion at "the talking wall":
 - *What knowledge, in the light of the results of this exercise, appeared the most desirable in the work of a person supporting individual development of young people - which elements were indicated most often? To which competencies this knowledge relates?*
 - *What skills have proven to be the most desirable - what was indicated here most frequently? In which competence are they included?*
 - *What attitudes, beliefs, values turned out to be the most desirable? Which competences do they concern?*

For a summary of the discussions the trainer presents participants with data from the report of the Commission of the European Union/EACEA/Eurydice, 2012 Developing Key Competences at School in Europe: Challenges and Opportunities for Policy) Eurydice report. A multimedia presentation can be used for summary.

7. Participants sit in a semi-circle. The trainer asks their opinion on the usefulness of the exercises that can be applied in work with youth presented in this session.
8. Last minutes of the session are devoted to making notes in "Diaries".

Scenario No. 4.

Topic:

Factors influencing the effectiveness of learning and development of young people and the competences by people working with them workers.

OBJECTIVES OF THE WORKSHOP:

- Analysis of the factors influencing the effectiveness of learning and development of young people in order to determine the most important competences in the work of people working with them.
- Improving the skills of self-assessment - determining institutional and personal potential useful in coaching and mentoring work with young people and the challenges requiring a plan for the future directions of individual and institutional learning.

ISSUES:

RELATED TO THE CONTENT OF THE "PROGRAM":

MODULE II. COACHING, MENTORING – THEIR PLACE (ROLE) IN EDUCATIONAL SYSTEMS. COACH'S AND MENTOR'S COMPETENCE PROFILE.

BLOCK 1: Status of coaching and mentoring in Polish and French educational Systems.

- 1.2. **The quality of the activities of youth workers in the light of the results of educational studies, reports, - challenges and opportunities for coaching and mentoring.**
 - Factors influencing the effectiveness of learning and development of young people in the light of international and national reports, expert opinions and forecasts.
 - Polish and French teachers against international background- conclusions from TALIS and national surveys.

PAGES 17-38

METHODS AND FORMS OF WORK:

- Mini lecture.
- Practical exercises.
- Criteria Poker.
- Discussion.
- Film.

TEACHING MATERIALS:

- Alternatively, a Power Point presentation, laptop, projector.
- Poster paper, markers, glue.
- Price tags in three colours (orange, yellow, green).
- Appendixes included in Part IV:
 - ✓ Appendix No. S4/ 7. Factors influencing students success - instruction how to play criteria poker.
 - ✓ Appendix No. S4/8. Factors affecting students success – cards for criteria poker.
 - ✓ Appendix No. S4/9. Factors affecting students success - research by professor John Hat Krishnamurti.
 - ✓ Appendix No. S4/10. Self-evaluation as the key factor in the learners success.
 - ✓ Appendix No. S4/11. Image of Polish and French teachers in the TALIS 2013 study – auxiliary material for the instructor.
- A lecture by professor John Hatti selected by the instructor: lecture at a conference TEDxTalks in Norrköping, Sweden - <https://www.youtube.com/watch?v=rzwJXUieDoU> or version with subtitles: <http://www.edunews.pl/badania-i-debaty/badania/2832-eight-rules-important-to-work-teacher>

DURATION OF THE WORKSHOP:

- 4 teaching hours

COMMENTS:

- Room arrangement - chairs for participants arranged in a semicircle, at the back of the room tables to work in groups of 3-5 person.

COURSE OF THE WORKSHOP:

1. The instructor introduces participants to the topic of the session - informs them about the research conducted by the team of John Hatti (scope, methodology).
2. The instructor divides the participants into groups of 3-5, which sit at the tables. The instructor distributes instructions how to work using criteria poker (Appendix No. S4/7. Factors affecting students' success - instruction for criteria poker), and after getting to know the content by the participants and preparing game board by each group, the instructor hands in a set of cards for poker to the card guard (Appendix No. S4/8. factors affecting students' success- cards for criteria poker). The instructor informs that participants have got 15 minutes to put all the cards.
3. Groups play criteria poker – the instructor indicates the passage of time.
4. After the game they present posters before the whole group.
5. The instructor hands in information about the results of research by professor John Hatti (Appendix No. S4/9. *Factors affecting students' success of - research by professor John Hatti*) to the participants. The instructor starts the discussion by asking questions:

- ✓ Which group listed the key factors for students' success similar to those in the research?
- ✓ What surprised you most in the research results?
- ✓ How do you understand self-evaluation? What are its elements? What are the manifestations and consequences of underestimated evaluation? What are the manifestations and consequences of overestimated evaluation? What characterises a healthy self- evaluation?

For a summary of this part of the discussion the instructor hands in material concerning self-evaluation (Appendix No. S4/10. *Self-evaluation as the key factor in the learners success in the light of professor John Hatti's research*) to the participants and invites them to read it individually, and then briefly discuss in pairs what is important for a person working with young people to be able to build a healthy self-evaluation of a teenager.

- ✓ What conclusions for those working with young people result from the research of John Hatti and other researchers that are cited in the study on self-evaluation? (Conclusions are being written on a flipchart).
- ✓ What skills / competencies of youth workers seem to be most needed in the light of the research? (Suggestions are written on a flipchart)
- ✓ How do you rate your level of possessing these competencies?

Here the instructor distributes among participants price tags in three colours. The instructor asks each participant to go to the poster and stick: an orange tag next to the competences, which he/she possesses in a high degree; yellow - at a basic level; green - the competencies that are a challenge for him/her. The instructor briefly discusses the results of this mini-survey with the group.

6. The instructor in a mini-lecture, provides participants with important information about images of Polish and French teachers in the light of the TALIS 2013 (Appendix No. S4/11. *Image of Polish and French teachers in the TALIS 2013 study* - auxiliary material for the instructor).
7. The instructor invites participants to watch a lecture by professor John Hattie (a selected lecture).
8. At the end of the session, participants complete their "Diaries".

BLOCK II.

Coaching and mentoring as a way of supporting the development of learners

Scenario No. 5.

Topic:

Coaching and mentoring as a method of supporting the development of learners. Terminology dilemmas.

OBJECTIVES OF THE WORKSHOP:

- Organising terminology concerning coaching and mentoring processes - differences and similarities.
- Identifying key competences of people supporting youth development by coaching and mentoring.
- Triggering reflection about the potential and desired paths of development of the student with whom the participant plans coaching and mentoring cooperation.

ISSUES:

RELATED TO THE CONTENT OF THE "PROGRAM":

MODULE II. COACHING, MENTORING – THEIR PLACE (ROLE) IN EDUCATIONAL SYSTEMS. COACH'S AND MENTOR'S COMPETENCE PROFILE.

BLOCK 2. Coaching and mentoring as a method of supporting the development of learners.

2.1. Coaching and mentoring – definitions and terminology dilemmas.

2.2. Coaching and mentoring – the idea and objectives of using methods in work with youth.

PAGES 44-61

METHODS AND FORMS OF WORK:

- Mini lecture.
- Practical exercises.
- Film.
- Discussion.

TEACHING MATERIALS:

- A laptop, projector, speakers.
- Film *Akeelah and the Bee*, 2006, USA, written and directed by Doug Atchison (excerpts).
- Poster paper, marker.
- Coloured A4 paper (red, blue, white, yellow).
- Appendixes included in Part IV:

- ✓ Appendix No. S5/12. Instructions for work with the film.
- ✓ Appendix No. S5/13. Selected definitions of coaching and aphorisms describing its essence (mind map).
- ✓ Appendix No. S5/14. Selected definitions of mentoring and aphorisms describing its essence (mind map).
- ✓ Appendix No. S5/15 Exercise sheets "Coaching and mentoring" (copies on self-adhesive paper).
- ✓ Appendix No. S5/16. The table to the exercise "Coaching and mentoring".
- ✓ Appendix No. S5/17. "The figure" - a vision of my student's/ward's development.
- ✓ Appendix No. S5/18. The theory of personality by Tylor Hartman - qualities of the ward, guidelines for a mentor / coach).
- ✓ Appendix No. S4/10. Self-evaluation as the key factor in the learners' success (appendix used / recollected before work with the film).

DURATION OF THE WORKSHOP:

- 4 teaching hours

COMMENTS:

- Room arrangement - chairs for participants arranged in a semicircle, at the back of the room tables to work in 4 groups.

COURSE OF THE WORKSHOP:

1. The instructor introduces participants to the topic of the session - invites them to see a fragment of the film *Akeelah and the Bee* (2006, USA, written and directed by Doug Atchison). Indicates the task associated with the film (observation of one of nine selected characters in the film, focusing on the characteristics, behaviour, attitude, language, etc.). The instructor asks participants to remember or make brief notes about the most important ideas, words, etc. Participants are divided into 9 teams (of 2-3 persons), and receive the appropriate work instructions (Appendix No.S5/ 12. Akeelah and her environment - the instructions for work with the film).
2. Participants watch a fragment of the film (from the beginning to the 16th minute - till the end of the scene when Akeelah has got a second meeting with the school principal in his office) – the instructor turns on stop-frame.
3. For five minutes participants are talking in pairs / trios - participants exchange their opinions and determine answers to questions about the character they watched.
4. Each group briefly presents their findings. The instructor supplements information if needed, pointing to the situations, behaviours, words of the character important for his/her characteristic, eg .:
 - ✓ Akeelah's monologue at the beginning of the film: *You know that feeling when no matter what you do and where you go, just don't fit in? Don't know the word for that. Alienation? Strangement? Incompatibility? No, those ain't right ... But there is gonna be a word for it. Her self-reliance, but also loneliness (I don't need any help from him. I can do this on my own or: But I don't like school. Don't see why I got to do anything for them?).*

- ✓ Clearly lowered self-esteem of the girl, manifestation of self-rejection, strong fear of failure and the reaction of her peers (see Appendix S4/10. *Self-evaluation as the key factor in the learners' success*), e.g. : *So that everybody called me a freak and brainiac? No I ain't down for no Spelling Bee or: I told you, I don't wanna do this. They are laughing at me or And get up in front of everybody? I'd probably pee in my pants or: But I couldn't spell the word pulchritude or I don't wanna do that. Everybody is gonna be looking at me and there's gonna be tones of words I don't know.*).
- ✓ Georgia's, a friend of Akeelah, low self-esteem, and simultaneously her self-acceptance; supportive attitude in relations with Akeelah (enthusiastic, natural reaction to correct answers in a school contest, *You gonna do it? Oh, you'd probably be good, You kicked some major buddy on the stage today; Girl, if I could spell like you, I know I could be a flight attendant*).
- ✓ Inflated self-esteem and its manifestations in Terrence (*I've heard about that. You are gonna be against rich white kids. They'll tear your black ass.*) and her mobbing classmates (*Hey freak! We want you to take care about our English homework. Everybody say you're a brainiac. (...) Like hell you ain't. Always get the As down, right*)
- ✓ Healthy self-esteem of Devon, Akeelah's brother, his optimism and belief in his sister's potential, skilful support (*I'll have my wings and my college degree before you know or: Skip the classes? (...) Better not be skipping no classes, or: So you are scared? Come on. How do you think I felt when I had to jump out of the plane for the first time? My whole body said DO NOT DO THAT! But sometimes your brain got to be smarter than the body or Than do it for daddy. you know how he was about words . He'd love to see you do something like this*).
- ✓ Language and messages spoken by adults in relationships with Akeelah, e.g. :
 - questions and messages "settling" the duties and obligations (*Maybe you'd be down for spending the rest of the semester in detention for all your absences?*) and questions and messages opening her reflection about her own goals and potential (*Why not [take part in the competition]? - asks Akeelah her brother; The girl has potential, but she needs to be coached*). It is difficult to see in other dialogues in this part other just "neutral" opening questions and messages directed to a teenager;
 - opinions and assessments of girl's successes (*You could be one of my very best students. But you don't turn in half your homework, sometimes you don't even show for the class? What's going on?*);
 - "commands" leaving the girl no choice, not giving her a chance to take decision independently (*Want you to come to my office please, or I want you to do the Bee today.*)
- ✓ attitude and opinions of her mother (*Good, you stay on the ground. Let the white boys go up there. You stay down where you belong.*)

5. Pairs / trios receive material to read from the instructor- mind maps (Appendix No. S5/13. Selected definitions of coaching and aphorisms describing its essence and Appendix No.S5/ 14. Selected definitions of mentoring and aphorisms describing its essence). The instructor asks to read them and discuss in pairs/ trios about the similarities and differences between coaching and mentoring.
6. Each pair/trio of participants draws cards with fragments characterising coaching or mentoring (Appendix No. S5/15 exercise sheets "Coaching and mentoring" - before the draw cards must be shuffled). The instructor invites participants to a lap (until all cards are used): each team reads aloud the text from their card and decide whether the description applies to coaching or mentoring. The card is stuck in the appropriate column of the table drawn on the poster and hung on the flip chart (Appendix No. S5/ 16. Table to the exercise "Coaching and mentoring").
7. The instructor asks participants to think about their student with whom they will cooperate in the process of individualised support of development with the use of mentoring, coaching. The instructor asks that everyone chose the
8. A4 sheet in the colour which he/she associates with a given student, bent the sheet vertically and tear out "a figure". When the "figure" is ready, the instructor directs participants step by step through exercise (description: Appendix No. S5/17. "The figure"- a vision of my student's/ward's development).
9. Participants join in pairs, in which they discuss the results of this exercise, looking for similarities and differences in their notes, reflecting on the value of the exercise and possibilities of its use in work with youth. They note down their opinions and ideas in their "Diaries" and volunteers share the content of their notes with the whole group.
10. The instructor, referring to the selection of the colour of the card, informs participants about the theory of personality based on the colour code by Tylor Hartman. The instructor can give participants the material for independent reading (Appendix No. S5/18. The theory of personality by Tylor Hartman – ward's/student's features, tips for a mentor/coach) and suggest them to do Hartman's test in their spare time (referring them to the diagnostic tools, available in the network).
11. Before the break, participants hang their "figures" on the " talking wall".

BLOCK III. Competences and work conditions of a coach and mentor.

Scenario No. 6.

Topic:

The coach/mentor in action - steps in cooperation with the ward/student and competences of the coach/mentor useful at each stage.

OBJECTIVES OF THE WORKSHOP:

- Providing participants with knowledge about the stages of mentoring and coaching in co-operation with the ward/student.
- Identifying key competencies of people supporting youth in the context of the characteristics of various stages of cooperation.
- Triggering reflection about the potential and desired paths of development of the ward/student with whom the participant plans coaching and mentoring cooperation.
- Triggering reflection on the resources of the person planning to support young people with the use of mentoring and coaching techniques.

ISSUES:

RELATED TO THE CONTENT OF "PROGRAM":

MODULE II. COACHING, MENTORING – THEIR PLACE (ROLE) IN EDUCATIONAL SYSTEMS. COACH'S AND MENTOR'S COMPETENCE PROFILE.

BLOCK 2. Coaching and mentoring as a method of supporting the development of learners.

2.2. Coaching and mentoring – the idea and objectives of using methods in work with youth.

BLOCK 3. Competences and work conditions of the coach and mentor.

3.1. Coach's and mentor's competence profile.

- Key competencies people working with youth as its guide – coach, mentor.
- Personality traits of people working with youth.
- Competencies related to the workshop of mentor's work.
- Competencies related to the workshop of person's work, who uses techniques of coaching in youth work.

PAGES: 52-70

METHODS AND FORMS OF WORK:

- Lecture.
- Practical exercises.
- Film.
- "Balloon".
- Discussion.

TEACHING MATERIALS:

- A laptop, projector, speakers.
- Film *Akeelah and the Bee*, 2006, USA, screenplay and directed by Doug Atchison (fragments - in accordance with appendix no. 19.).
- Poster with questions / instructions to film excerpts.
- Poster with a diagram of a hot air balloon, sheets of A4 paper - labels with questions to the balloon.
- Sticky notes (Post-it) in three colours.
- 4 sheets of poster paper with headings: 1) Crystallisation of the relationship, 2) Determination of objectives, 3) Development of relationship - proper work on the objectives; 4) Completion.
- Markers (one for three participants).
- Sheets of A4 paper cut in halves horizontally (several for each of the trios).
- Appendixes included in Part IV:
 - ✓ Appendix No. S6/19. Development of mentoring relationship.
 - ✓ Appendix No. S6/20. Mentor/coach in action - dialogues with selected scenes from the film *Akeelah and the Bee*. Auxiliary material for the instructor.
 - ✓ Appendixes No. S6/21A - 21F. Mentor/coach in action. Competences useful at various stages of work with the student / ward.
 - ✓ Appendix No. S6/22. Our communication skills in work with the ward/student. Poster for diagnosis.
 - ✓ Appendix No. S4/10. Self-evaluation as the key factor in the learner's success (material used / reminded if necessary)

DURATION OF THE WORKSHOP:

- 4 teaching hours

COMMENTS:

- Room arrangement - chairs for the participants arranged in a semi-circle in front of the screen.

COURSE OF THE WORKSHOP:

1. The trainer introduces training participant to the topic of the session - explains the exercises with fragments of the film *Akeelah and the Bee*. In previous session they got to know the young character from the film and the environment in which she lives. This session will enable participants to trace the successive stages of cooperation and development of relationship of Dr. Larabee with Akeelah.
2. The instructor divides participants into new groups of three and hands them in a diagram illustrating the development of relations in mentoring (Appendix No. S6/19). The instructor asks participants to read the Appendix, and then asks, to which stage the contacts of the Professor with the girl they watched in the previous session may be included (answer: the stage of crystallisation of the relationship).
3. The instructor uncovers questions written on the poster for which answers should be found, when watching next fragments of the film:

- 1) What stage of development of relation between the mentor/coach and the ward is that? What elements of this stage have you noticed in the scenes watched?
 - 2) What helps in and what hinders cooperation of Dr. Larabee and Akeelah?
 - 3) What role in this fragment does Dr. Larabee play - a mentor or/and coach?
 - 4) What indicates this? What messages/questions/behaviour characteristic for the role of the mentor and/or coach have you noticed in this fragment of the film?
 - 5) How do you see Akeelah in comparison with the moment when you met her for the first time? Do you see any changes? If so, what are they?
 - 6) What competencies (knowledge, skills and/or attitudes) of the mentor/coach are particularly important at this stage of cooperation with the ward/student? Name them and write down on cards (each competence on a separate sheet - next to the competence write M and/or C, classifying this competence as typical for a coach, mentor or both of them) - stick the card on the appropriate poster (relating to the stage of development of the relation in mentoring).
4. The instructor invites participants to watch the first part of the movie (Appendix No. S6/20 - Scene 1). After watching the instructor asks for a five-minute conversation in threes, in order to note the names of the desired competencies of the mentor/coach.
 5. When participants have performed this task the instructor arranges a lap until all sheets are used, in which groups stick cards with competencies on the appropriate (here on 1) poster. Note! Groups read cards/the name of competence one by one, not repeating those already stuck on the poster.
 6. This procedure is repeated until the fifth is uncovered.
 7. The instructor invites participants to discussion, moderating it with questions:
 - ✓ Are there in the relationship of the mentor/coach with the ward/student always two consecutive stages listed in the scheme (Appendix No. S6/19):
5. *Follow-up - converting mentoring relation into a friendly, informal relation* and 6. *The incubation period - the "time of inaction in which the seed sown in the minds of the students has time to germinate and give crop"*? Why?
 - ✓ Is stage 7 *Evaluation ("time of harvesting and estimating profits", evaluation)* always present in the relationship of the mentor/coach with the ward/student? Why?
 - ✓ Why the evaluation stage is important in this relationship?
 - ✓ What competencies are important for people working with youth at stage 7 *Evaluation ("time of harvesting and estimating profits", evaluation)*?

The instructor hangs another poster - with the heading 7 *Evaluation* and write on it the names of competences given by the participants with the letter C and/or M.

8. Participants watch the last part of the film *Akeelah and the Bee* (Appendix No. S6/19. Scene 6) – the instructor asks them earlier to try this time to answer questions from the poster (in case of question 6 they should write down those competences that they did not take into account in the previous exercise, referring to the stage of evaluation). After the film and brief discussion groups of three complete the poster 7. *Evaluation*.

9. The instructor forms six teams. Each of them receives one of the Appendixes No. S6/21 A - 21F. *The mentor/coach in action. Competences useful in various stages of work with students/wards*, analyses its content and completes posters with significant competences, which were not included in the previous exercises (teams one by one complete posters, informing the whole group what competences they considered to be important and worth adding to posters).
10. The instructor asks participants to think a moment about their communication competences. The instructor shows the poster with the diagram of the balloon drawn on it (Appendix No. S6/22 *Our communication competences in cooperation with students. A poster for diagnosis*) and attaches a label with questions next to the basket:
 - ✓ *What are my strengths in communication with wards/students? Which communication competences have I mastered best?*The instructor hands out orange post-it cards to participants and asks everyone to write the name of the communication competence, which is his/her strongest point. If there are several of them, they should be written on separate cards. Participants approach the poster and stick their cards on the balloon's envelope.
11. The instructor repeats the same scheme of action, sticking on the poster next to the balloon's envelope, the second label with questions:
 - ✓ *Which communication competences do I want to work on in the nearest future? What communication skills are a challenge for me?*Participants write answers on yellow cards and stick them on the balloon's envelope.
12. The final stage of the exercise is to diagnose the obstacles to effective communication with the ward/student. Answers to questions:
 - ✓ *What hinders my effective communication with wards/students? What communication barriers are most difficult for me?*participants write on blue cards and stick at the level of ballast.
13. The instructor can, together with the group, analyse the data collected on the balloon (group similar information, name categories - areas, formulate conclusions). The analysis can also be performed during a break by the instructor, and the results can be presented to the group at the beginning of the next session, starting a block associated with communication.
14. The instructor asks how the balloon method can be used in work with wards/students.
15. At the end of the session the instructor asks participants to make notes in their "diaries". Volunteers can share their messages with the group.

Scenario No. 7.

Topic:

ABC of interpersonal communication. Communication barriers and ways of overcoming them.

OBJECTIVES OF THE WORKSHOP:

- Updating the participants' knowledge about interpersonal communication.

- Improving the ability to establish contact with the student/ ward.
- Improving the ability to maintain and develop relationships with student/ ward based on the principles of effective communication (active listening, facilitation, consistency of verbal and non-verbal messages).

ISSUES:

RELATED TO THE CONTENT OF "PROGRAM":

MODULE II. COACHING, MENTORING – THEIR PLACE (ROLE) IN EDUCATIONAL SYSTEMS. COACH'S AND MENTOR'S COMPETENCE PROFILE.

BLOCK 3. Competences and work conditions of the coach and mentor.

3.1. Coach's and mentor's competence profile.

3.2. Effective communication as the basis for coaching and mentoring.

PAGES: 61-75

METHODS AND FORMS OF WORK:

- Lecture.
- Practical exercises.
- Discussion.
- Film.

TEACHING MATERIALS:

- Excerpts from the film "School of Life" (directed by William Dear, screenplay by Jonathan Kahn, Canada, USA, 2005).
- Poster with questions - instructions for watching the movie "School of Life."
- Colorful sheets of A4 paper (green and red - cut in halves horizontally).
- Adhesive tape or plasticine for sticking sheets.
- Appendixes included in Part IV:
 - ✓ Appendix S7/23. Questionnaire for self-diagnosis "My speaking skills."
 - ✓ Appendix S7 / 24. Speech by Michael D'Angelo - film "School of life".
 - ✓ Appendix S7/25. The most common errors of social perception in interpersonal communication.
 - ✓ Appendix S7/26. Factors affecting communication of the teacher/coach / mentor with a teenager. Auxiliary material for the instructor.
 - ✓ Appendix S7/27. Questionnaire for self-diagnosis "My style of communication."

DURATION OF CLASSES:

- 4 teaching hours

COMMENTS:

- Room arrangement - chairs arranged in a semicircle. At the back of the room tables to perform tasks in groups.

COURSE OF THE WORKSHOP:

1. The instructor introduces participants to the topic of the session - presents its objectives, emphasises the aspect of updating basic knowledge of interpersonal communication, and practical nature of the exercises proposed in this part of the workshop.
2. The instructor invites participants to self-diagnosis "My speaking skills" (Appendix S7/23). Questionnaire for self-diagnosis "My speaking skills"), and to

write the conclusions resulting from self-diagnosis and guidelines for themselves in the "Diaries".

3. The instructor invites participants to watch a fragment of the film "School of Life". Briefly introduces them to the issues in the film:

A history teacher at the Fallbrook school, Professor Warner, 43 times was selected the Teacher of the Year by the students. The sudden death of the mentor during the closing ceremony of the school year is a surprise for youth and teachers. His place in the new semester takes a new teacher - Michael D'Angelo. The scene, which we are going to watch in a while, is the first meeting of the headmaster and teachers with the students after the holidays. Narrated by Dylan Warner, the grandson of the late professor – a student of high school, in which his father, Matt Warner, works as a teacher of natural sciences.

4. The instructor asks participants to pay attention to communication (verbal and nonverbal) between persons playing in the film. The instructor divides the group (eg. by counting) into three teams of observers. The instructor shows the instructions for watching the film written on the poster:

✓ Group 1. What relationships between teachers and students can be observed during the ceremony? What testifies to it? What are the students' reactions in relation to individual teachers?

✓ Group 2. What relations between adults can be observed during the ceremony? What testifies to it? How individual teachers (Headmaster Bass, natural sciences teacher Matt Warner, art teacher Denis Davies, coach Vern Cote, maths teacher Maggie Little, an English teacher Dan Parks) react to the presence and behaviour of the "new" - Michael D'Angelo?

✓ Group 3. How Michael D'Angelo speaks to young people? How does he construct his speech- what are the key elements/steps? What reinforces the strength of his message?

5. Participants watch the video (from 12 min. 57 sec. To 16 min. 59 sec. Film). After watching each group exchanges impressions and opinions, they determine their position (answer questions – instructions for observation) and choose the person who represents them before the whole group. The third group as an auxiliary material can receive the content of the speech by Michael d'Angelo (Appendix S7/24. Speech by Michael D'Angelo - film "School of Life").
6. After the last presentation, the instructor invites participants to discuss the importance of the first contact with the student and the impact of the so-called first impression on further relationships. The discussion may be inspired by the questions:
 - ✓ What it is worth paying special attention when planning the first meeting with the student/ward?
 - ✓ How to make the messages sent to the student/ward at the first meeting 'icebreakers', building understanding and friendly attitude, and motivating teenager to cooperate?
 - ✓ How important is the first impression for cooperation between the mentor/coach and the student/ward? What should the mentor / coach know about the effect of first impression? What should he/she avoid?
7. The summary of the discussion is a mini lecture by the instructor "ABC of communication" (on the basis of the content of the "Programme"), with particular emphasis on the effects of the first impressions (e.g. The Pygmalion effect and Golem effect), and other errors of social perception (compare

Appendix No. S7/25. *The most common mistakes in social perception of interpersonal communication* – the instructor hands out a copy of the appendix to each participant).

8. The instructor hands out Appendix No. S7/25 to each participant. *The most common mistakes in social perception of interpersonal communication* and asks to read it. Invites participants to share with the group their experiences connected with errors of social perception:

- ✓ *Have you ever experienced errors of social perception? How did it look like?*
- ✓ *Give an example when you yielded to the effect of first impression, and subsequent contacts with the person have changed your opinion about him/her.* (Here, after examples by the participants, it is worth recalling the case of Maggie Little, maths teacher from the movie "School of Life").
- ✓ *What kind of threat to the cooperation between the mentor/coach and the ward/teenager can bring a stereotypical perception by a young person of the teacher/adult adopting an "institutional" role of a mentor?*
- ✓ *How a guardian of a young person – a mentor/coach - may counteract the effects of being perceived in a stereotypical way by a mentee?*
- ✓ etc.

The instructor writes on the poster the most important conclusions from the discussion.

9. The instructor before showing another part of the film "School of Life", divides participants into six groups. The instructor explains the task:

- ✓ Group I will observe factors facilitating effective communication of the teacher/tutor/mentor / coach with a teenager, related to the teacher.
- ✓ Group II will observe factors facilitating effective communication of the teacher/tutor/mentor /coach with a teenager, related to the teenager.
- ✓ Group III will monitor external factors facilitating effective communication of the teacher/tutor/mentor /coach with a teenager.
- ✓ Group IV will monitor communication barriers in relations between the teacher/guardian/mentor/ coach and the ward/teenager, related to the teacher
- ✓ Group V will monitor communication barriers in relations between the teacher/guardian/ mentor/coach and the ward/teenager, related to the teenager.
- ✓ Group VI will monitor external communication barriers in relations between the teacher/guardian/mentor/coach and the ward/teenager, related to the teenager.

The instructor suggests that it is worthwhile to write down observations and noticed factors, including - specific messages, features of body language, etc.

10. Participants watch a part of the film "School of Life" (from 17.14 to 25.04).
11. After watching groups meet for a few minutes to exchange observations and write down noticed factors (each factor on a separate sheet: the factors positively affecting communication - on the green sheets, and the factors hindering communication - on red ones).
12. The instructor invites groups to present their findings - in turn: first - fourth, second - fifth, third - sixth. Chosen persons read the factors and stick them on a prepared place on the wall or on the floor, under the labels:

<i>Factors facilitating communication between the teacher/guardian and student</i>	<i>Factors hindering communication between the teacher/guardian and student</i>
<i>Teacher/guardian</i>	<i>Teacher/guardian</i>
<div></div>	<div></div>
<div></div>	<div></div>
<i>Teenager</i>	<i>Teenager</i>
<div></div>	<div></div>
<div></div>	<div></div>
<i>External conditions</i>	<i>External conditions</i>
<div></div>	<div></div>
<div></div>	<div></div>

Participants may complete statements with additional observations and propose to supplement notes. The instructor draws attention to these factors, which have not appeared in the findings and also proposes additional factors (see Appendix S7/26. Factors affecting communication of the teacher/coach/mentor with a teenager. Auxiliary material for the instructor).

13. The instructor encourages participants to self-diagnose their communication style (Appendix S7/27. Questionnaire for self-diagnosis "My style of communication"). Before the break participants complete their "diaries".
14. If there is still some time left the instructor invites participants to justify the answers to the question: *Is it possible to effectively change your communication style with a teenager, having long work experience and fixed communication habits?* For a summary of the discussion and the session the instructor shows selected parts of the film "School of Life", illustrating the change that has taken place in professor Warner (57.43 - 59.48: biology lesson or otherwise 01.19.46 - 01. 22.00: I want to know what you would like to do, or a visit to the hall of Mr. D or 01.31.38- 01.35.30: I teach differently or 01.42.26 - 01.43.30 : You're looking at the miracle of nature).

Scenario No. 8.

Topic:

Feedback in the context of mentor's / coach's messages supporting the development of the student/ward.

OBJECTIVES OF THE WORKSHOP:

- Improving skills of formulating messages supporting the development of the student/ward.

- Providing participants with knowledge about the nature and models of feedback.
- Improving the ability to give and receive constructive feedback (positive and negative).

ISSUES:

RELATED TO THE CONTENT OF "PROGRAM":

MODULE II. COACHING, MENTORING – THEIR PLACE (ROLE) IN EDUCATIONAL SYSTEMS. COACH'S AND MENTOR'S COMPETENCE PROFILE.

BLOCK 3. Competences and work conditions of the coach and mentor.

- 3.1. Coach's and mentor's competence profile.**
- 3.2. Effective communication as the basis for coaching and mentoring.**

PAGES: 61-75

METHODS AND FORMS OF WORK:

- Lecture.
- Practical exercises.
- Discussion.
- Film.

TEACHING MATERIALS:

- Excerpts from the film "To be and to have" (directed by Nicolas Philibert, France 2002)
- Appendixes included in Part IV:
 - ✓ Appendix S8/28. What helps, what hinders communication - 1.
 - ✓ Appendix S8/29. What helps, what hinders communication - 2.
 - ✓ Appendix S8/30. What helps, what hinders communication - 3.
 - ✓ Appendix S8/31. What helps, what hinders communication - 4.
 - ✓ Appendix S8 /32. Verbal communication: index of good practices.
 - ✓ Appendix S8/33. Feedback - basic determinants.
 - ✓ Appendix S8/34. Feedback - parts of the film "To be and to have". Auxiliary material for the instructor.
 - ✓ Appendix S8/35. Models of feedback.
 - ✓ Appendix S8/36. Feedback sheet ("Nutritious sandwich of feedback") - 3-4 copies for each participant.

DURATION OF THE WORKSHOP:

- 4 teaching hours

COMMENTS:

- Room arrangement - chairs arranged in a semicircle. At the back of the room tables to perform tasks in groups.

COURSE OF THE WORKSHOP:

1. The instructor refers to the topic of the previous session on effective interpersonal communication. The instructor informs that the issues will be continued, with particular emphasis on communication supporting the

development of students/wards, including giving constructive feedback. The instructor quotes Jerzy Bobryk, who emphasised subordination of conversation techniques to the very act of dialogue:

Conversation is an activity that makes use of communicative competence (not just linguistic competence), is a behaviour taking place in the presence and with the participation of another person, it is both the act of transmission and reception of language messages, as well as a specific type of interaction between people, aimed at regulating or maintaining desired relationships with other people, indirect achievement of certain practical purposes, changing the situation of the interlocutors, sometimes psychological development of participants of the conversation.

2. The participants are divided into four groups - each takes seats at the table, and its members receive appropriate worksheets:
 - ✓ Group 1. **Appendix No.S8/28**. What helps, what hinders communication- 1.
 - ✓ Group 2. **Appendix No.S8/29**. What helps, what hinders communication- 2.
 - ✓ Group 3. **Appendix No.S8/30**. What helps, what hinders communication- 3.
 - ✓ Group 4. **Appendix No.S8/31**. What helps, what hinders communication- 4.
3. Members of each group perform tasks together on work sheets (15 minutes).
4. The instructor creates new groups of four - composed of one representative from each previous group 1-4. For 20 minutes (5 minutes for each representative), members of the group present the findings written on their work sheets.
5. After 20 minutes, the instructor places **Appendix S8/32** on tables. *Verbal communication: index of good practices*, asks to read it, and discuss solutions adopted in groups 1-4 and - if necessary - make corrections on the work sheets **S8/28 - S8/31**.
6. The next stage of this session is practising skills of giving and receiving feedback. Participants sit in a circle, every person receives and reads individually **Appendix S8 / 33**. *Feedback - basic determinants*.
7. The instructor invites participants to "visit" a school and observe the moment when the teacher gives the students feedback about their progress. The task of participants is to indicate to what extent the feedback given by the teacher is constructive, what are its strengths, what information is missing, which of the known models of feedback (FUKO, "sandwich" Hair-pin SPINKA) they can recognise in the teacher's speech, etc.
8. Participants watch a selected part of the film "To Be and to Have" or three parts of the film (it is up to the instructor). When using a few pieces, after each the film is stopped and followed by discussion:
 - ✓ 01.29.52 - 01.31.51 – Julien
 - ✓ 01.31.52 - 01. 33 – Olivier
 - ✓ 01.33 - 01.36.30 – NathalieThe conversation of the teacher, Georges Lopez, with the students - **Appendix S8/34**. *Feedback –fragments of the film "To Be and to Have". Auxiliary material for the instructor.*
9. The instructor invites participants to read **Appendix S8/35**. *Models of feedback*. The instructor asks:
 - ✓ which described models participants know,

- ✓ which models they use every day in their work with students/wards,
 - ✓ which models they apply in interactions with other teachers,
 - ✓ which models are used every day by their superiors.
10. The instructor invites participants to the next exercise - "Feedback in practice".
Explains the steps:
- 1) The instructor nominates one person from the group, who steps out to the centre of the room and gives a three-minute speech on a selected topic (e.g. "Safety Pin". Topics are not related to the content of the workshop. "The nominated" person has as much time to prepare the speech, as long it takes to go to the centre of the room.
 - 2) The speaker delivers a "speech", and during this time each participant writes on the feedback sheet (**Appendix S8/36. Feedback sheet - "Nutritious sandwich of feedback"**) his/her observations (e.g. the choice of words, the structure of speech, intonation, voice modulation, accent, non-verbal language, originality, humour, the ability to draw attention, etc.). The instructor is the "guardian of time" - indicates the minute remaining to the end of the speech by lifting a blue marker, and the end of time – with a red one.
 - 3) For a minute after the speech participants complete their notes.
 - 4) The speaker indicates one person who will provide positive feedback, then a second, who will give negative remarks.
 - 5) The instructor indicates one person who will comment on the quality of positive feedback transmitted orally, and then another person who will refer to the quality of the negative feedback.
 - 6) Each participant hands in completed feedback sheet to the speaker.
 - 7) The speaker comes up with another topic (e.g. "Window") and indicates the next person to walk to the center and give a "speech".
 - 8) exercise is continued in accordance with the previously described steps (depending on time available, participants should perform the exercise 2-3 times).
11. At the end of the session, participants complete their "Diaries".

Scenario No. 9.

Topic:

Coaching Conversation.

OBJECTIVES OF THE WORKSHOP:

- Providing participants with knowledge about the specifics of the coaching conversation.
- Improving the skills of conducting coaching conversations with the use of selected coaching tools and techniques.
- Triggering reflection on one's own competencies needed in the work of the coach and directions of self-development in this field.

ISSUES:

RELATED TO THE CONTENT OF "PROGRAM":

MODULE II. COACHING, MENTORING – THEIR PLACE (ROLE) IN EDUCATIONAL SYSTEMS.

COACH'S AND MENTOR'S COMPETENCE PROFILE.

BLOCK 3. Competences and work conditions of the coach and mentor.

3.1. Coach's and mentor's competence profile.

3.2. Effective communication as the basis for coaching and mentoring.

PAGES: 61-75

METHODS AND FORMS OF WORK:

- Mini lecture.
- Practical exercises.
- GROW.
- Circle of satisfaction.
- Cartesian Questions.
- Discussion.

TEACHING MATERIALS:

- A laptop, projector.
- Poster paper, markers.
- Poster with questions to analyse circle of satisfaction.
- Poster with GROW model (as in Appendix S9 /38).
- Poster with instructions for observers.
- Poster with questions for summarising discussion.
- Appendixes included in Part IV:
 - ✓ Appendix No. S9/37. Circle of satisfaction (one copy for each participant).
 - ✓ Appendix No. S9/38. GROW model - the structure of the coaching conversation by John Whitmore (poster).
 - ✓ Appendix No. S9/39. Questions useful in coaching conversation conducted in accordance with the GROW model - stage 1 (GOALS) (one copy for each participant).
 - ✓ Appendix No. S9/40. Questions useful in coaching conversation conducted in accordance with the GROW model - Stage 2 (REALITY) (one copy for each participant).
 - ✓ Appendix No. S9/41. Questions useful in coaching conversation conducted in accordance with the GROW model - stage 3. (OPTIONS) (one copy for each participant).
 - ✓ Appendix No. S9/42. Questions useful in the coaching conversation conducted in accordance with the GROW model - stage 4. (WILL) (one copy for each participant).
 - ✓ Appendix No. S9/43. Model of multi-level coaching by Robert Dilts (one copy for each participant).

DURATION OF THE WORKSHOP:

- 4 teaching hours

COMMENTS:

- Room arrangement - chairs for participants arranged in a semicircle. The space in the room, allowing discussions in pairs.

COURSE OF THE WORKSHOP:

1. The instructor introduces students to the topic of the session, presents its objectives. Refers to the content of the session devoted to the coach's and mentor's competences - points out that the essence of the exercises that will be conducted in a moment, is practical improvement of coaching competences of the guardian of a teenager.
2. Each participant receives **Appendix No. S9/37**. Circle of satisfaction. For 10 minutes, participants work individually, completing the circle.
3. After this time the instructor asks questions concerning the results of the exercise – can show the poster, on which the questions are written:
 - ✓ What do you see when you look at your level of satisfaction with various aspects of life?
 - ✓ What relationships between different areas do you see? Were these relations clear to you before the exercise with the "circle of satisfaction"?
 - ✓ Which area is most important to you? Why do you perceive this area as the most important?
 - ✓ Which area has the greatest impact on other/satisfaction level in the remaining areas? Why do you think so?
 - ✓ Which area do you think requires most of your attention and care? Select the area where a change could positively affect other areas.
4. The instructor asks to mark on the circle (with a different colour than in the previous stage of the exercise) the target level of satisfaction in the area that participant finds the most important, also in the context of the influence of this area on the other ones.
5. The instructor presents and explains a structure of a coaching conversation presented on a poster- model GROW (**Appendix No. S9 / 38**. GROW Model - the structure of the coaching conversation by John Whitmore).
6. Participants form groups of four. Each group will deal with a different stage of GROW model - will come up with questions that the coach could/should ask the student at this stage and write them on the poster.
7. After completing the task groups present a list of their questions in turn. After each presentation the instructor distributes relevant **Appendix (S9/39 - S9/42)**, asks for reading it and reporting possible additions to the poster. On the sheets with **appendixes S9/39 - S9/42**, participants can also jot down interesting questions from the posters.
8. The instructor explains another exercise in which:
 - ✓ every person will have the opportunity to take the role of a coach, coachee and observer of the coaching conversation,
 - ✓ each person will choose a topic on which the coachee will work during a short coaching session (this may be a problem resulting from self-diagnosis using the circle of satisfaction or other – the aim of the exercise is to "test" the GROW model, not "reveal" personal problems)
 - ✓ the result of the conversation should be determining a specific, real, time-bound "first step" toward solving the problem,
 - ✓ The talks will take place in three twenty-minute "laps" – below are the roles, which will be played by persons with number "one", "two" and "three" in the next laps:

Lap No.	Role		
	coach	coachee	observer
I.	1	2	3
II.	3	1	2
III.	2	3	1

- ✓ The role of the observer is discreet and not interfering with the conversation, noting of observations, for example:
 - Does the coach keep the GROW structure of the conversation?
 - How does the coach establish relation with the coachee? How does he/she maintain it?
 - Is the coach sticking to his/her role – e.g. refrains from assessments and advice, respects autonomy of the student, transfers responsibility to the student, keeps emotional distance etc.?
 - Can the coach "work with silence"?
 - Does the coach consistently direct the conversation towards the future the desired results, and does not focus on the past - the causes of the problem?
 - Is the coach able to listen actively?
 - What coaching tools does the coach use?
 - How does the coach ask – does he/she avoid closed questions in favour of open, are the questions understandable, etc.?
 - Instructions for observers should be written on the poster.
- 9. Participants form teams of three. They occupy space so as to not interfere with the discussions of the other teams. During the conversation the "coach" can use **appendixes S9/39 - S9/42**.
- 10. Participants perform the exercise. The instructor silently watches its implementation and ensures that participants have a sense of security, prevents external interference, respects the time allocated for the next lap.
- 11. The summary of the exercise is a discussion with participants, moderated by instructor's questions:
 - ✓ Which role was the hardest for you?
 - ✓ Which role was most educating for you?
 - ✓ What is your most important experience as a coach, coachee, observer?
 - ✓ If you think about your future coaching conversations with clients, which experience from our exercise seems to be crucial for you?

Participants individually refer to any questions - their sequence written on the poster does not imply the sequence of answers, or pressure to answer each of them.
- 12. Participants take notes about the conversation in their "Diaries".
- 13. The instructor at the end of the session shows, in mini lectures, a coaching multilevel model by Robert Dilts (participants receive a scheme in **Appendix No. S9 / 40. Model of multilevel coaching by Robert Dilts**).

Scenario No. 10.

Topic:

Organisational culture - in search of resources and difficulties in communication of the team of youth workers.

OBJECTIVES OF THE WORKSHOP:

- providing participants with knowledge about the characteristics and determinants of organisational culture
- diagnosis of the organisational culture of the institution/facility, in which participants are working, to determine the resources and difficulties in internal communication affecting the quality of cooperation with youth
- triggering reflection and starting discussion on how to strengthen and use the potential of the organisation for the benefit of the ward's/student's development
- triggering reflection and initiating discussion about the impact of the weaknesses of organisational culture on the development of wards/students and ways of eliminating weaknesses of the organisation (in the context of the features of its organizational culture)

ISSUES:

RELATED TO THE CONTENT OF "PROGRAM":

MODULE II. COACHING, MENTORING – THEIR PLACE (ROLE) IN EDUCATIONAL SYSTEMS. COACH'S AND MENTOR'S COMPETENCE PROFILE.

BLOCK 2. Coaching and mentoring as a method of supporting the development of learners.

2.2. Coaching and mentoring – the idea and objectives of using methods in work with youth.

BLOCK 3. Competences and work conditions of the coach and mentor.

3.3. Psychological and social conditions of work - on the way to personalised education:

- organisational culture - in search of resources and difficulties in communication of the team of youth workers.

PAGES: 52-61, 75-78

METHODS AND FORMS OF WORK:

- Lecture
- Practical exercises
- Discussion

TEACHING MATERIALS:

- A laptop, projector, speakers.
- Sheets of A4 paper with drawn symbols of the types of organisational culture (spider web, a Greek temple, network, stars).
- Poster paper, markers.
- Price tags (can be in two colours).

- Appendixes included in Part IV:
 - ✓ Appendix No. S10/44. Questionnaire for the diagnosis of organisational culture.
 - ✓ Appendix No. S10/45 Types of organisational culture. Key to the questionnaire.
 - ✓ Possibly **Appendix No. S2/4**. Labels – national flags.

DURATION OF THE WORKSHOP:

- 2 teaching hours

COMMENTS:

- Room arrangement - chairs for participants arranged in a semicircle. At the back of the room tables to work in eight small groups.

COURSE OF THE WORKSHOP:

1. The instructor introduces students to the topic of the session –in a mini lecture explains what the organisational culture is.
2. Each participant receives a questionnaire for diagnosing organisational culture (**Appendix No S10/44**. Questionnaire for diagnosing organizational culture) and fills it in individually and then, with the help of the key (**Appendix No S10/45**. Types of organisational culture. The key to the questionnaire) interprets the score.
3. On a flipchart the instructor sticks sheets of paper with symbols of the types of organisational culture. The instructor distributes among participants price tags and asks them to stick their tags on the flipchart on the symbol that corresponds to the result of the diagnosis carried out by them¹.
4. The instructor starts a discussion: *What type of organisational culture is dominant in your organisations? What type is the least often? Why is it like that? Has it something in common with the specificity of national systems? etc.*
5. Participants are divided into eight small groups, e.g. by saying words: web, temple, network stars, and within the so selected groups are divided into two subgroups. The instructor explains the exercise:
 - ✓ Each group will deal with one type of organisational culture.
 - ✓ Subgroup 1 will discuss the advantages of the respective type of culture, and then note on the poster:
 - What impact on young people with whom we work, can these advantages have? What are the benefits for youth, whose development we support?
 - What actions can we take to further strengthen the influence and expand benefits for young people?
 - ✓ Subgroup 2 will discuss the disadvantages of the respective type of culture, and then write down on the poster:
 - What impact on the young people we work with can disadvantages have? What "loss" do they bring to young people whom we support in development?
 - What actions can we take to minimise negative impact and turn the loss

¹ You can prepare two sets of symbols – separately for each national group or distinguish choices with different colours of the tags.

into benefits for young people?

Each subgroup writes their ideas on a poster.

6. Groups present their ideas.

7. The session ends with a brief discussion (*Which proposals for action should be implemented urgently and why?*) and taking notes in the "Diaries."

Scenario No. 11.

Topic:

Communication within the organisation and with external entities.

OBJECTIVES OF THE WORKSHOP:

- triggering reflection about the strengths and weaknesses of internal communication within the organisation and its relationship with the environment.
- planning changes improving internal communication within the organisation.
- planning changes improving communication and relationships of the organisation with external entities.

ISSUES:

RELATED TO THE CONTENT OF "PROGRAM":

**MODULE II. COACHING, MENTORING – THEIR PLACE (ROLE) IN EDUCATIONAL SYSTEMS.
COACH'S AND MENTOR'S COMPETENCE PROFILE.**

BLOCK 2. Coaching and mentoring as a method of supporting the development of learners.

2.2. Coaching and mentoring – the idea and objectives of using methods in work with youth.

BLOCK 3. Competences and work conditions of the coach and mentor.

3.3. Psychological and social conditions of work - on the way to personalised education.

- organisational culture - in search of resources and difficulties in communication of the team of youth workers
- communication and collaboration with the environmental organization - in search of opportunities to improve the quality and impact of support for youth

PAGES: 52-61, 75-78

METHODS AND FORMS OF WORK:

- Lecture.
- Practical exercises.
- Work with text.
- "Talking Wall".
- "Thermometer".
- Discussion.

TEACHING MATERIALS:

- Poster paper, markers.
- Glue.
- sheets of A4 paper (several for each pair of participants).
- Price tags.
- Poster with questions for discussion.
- Poster with questions "5Q".
- Poster with a thermometer drawn on it.
- Appendixes included in Part IV:
 - ✓ Appendix No. S11/46. Internal communication and communication with the environment – "Road signs".
 - ✓ Appendix No. S11/47. Internal communication and relationships in my organisation - the instructions to the exercise.
 - ✓ Appendix No. S11/48. Communication and relationships of my organisation with the environment - instructions to the exercise.
 - ✓ Appendix No. S11/49. The organisation, in which I want to work - instructions to the exercise.
 - ✓ Appendix No. S2/4. Labels - national flags (to mark the posters).

DURATION OF THE WORKSHOP:

- 3 teaching hours

COMMENTS:

- Room arrangement - chairs in a semicircle, at the back of the room tables to work in groups.

COURSE OF THE WORKSHOP:

1. The instructor introduces participants to the topic of the session. Then the instructor divides the group into two teams consisting of people from one country and within each of these teams, participants are divided into two groups. Note! If the participants represent different institutions / organisations, - as many groups as there are institutions / organisations represented by participants must be created within the national team.
2. The instructor invites the teams to sit at tables, on which they can find previously prepared materials to work:
 - ✓ poster paper and markers, glue
 - ✓ cut out road signs (**Appendix No. S11/46. Internal communication and communication with the environment - "road signs"**)
 - ✓ instructions to complete the task (**Appendix No. S11/47. Internal communication and relationships in my organisation - the instructions to the exercise or Appendix No. S11/48. Communication and relationships of my organisation with the environment - instructions to the exercise**).
3. Groups should carefully read the instructions, ask questions if in doubt. Each team designates a person who will be the "guardian of time."
4. The instructor gives the signal to start the task. The instructor do not interfere with the work of teams, allows free discussion and taking decisions concerning the selection of road signs. The instructor can turn on a quiet music.

5. When the time for the task is finished the instructor invites teams to "visit" other tables (5 minutes at each table - clockwise direction). Note! At each table one person –a host receiving "guests" should remain for the time of "visits" – the instructor encourages conversation, asking questions.
6. After the "visit lap" the instructor asks participants to take seats in a circle. The instructor starts a discussion, led by questions written on the poster:
 - ✓ What kind of signs dominated on our posters? Information signs? Warning signs? Prohibitory signs?
 - ✓ What can be the reason of such proportions?
 - ✓ What was surprising for us in this exercise?
 - ✓ How our image of the institution/organisation can affect internal relationships?
 - ✓ How our image of the institution/organisation can affect our work with young people?
 - ✓ How our image of the institution/organisation can affect our relationships with entities in its environment which have an influence on our work with young people?
 - ✓ How our image of the institution/organisation can affect our work with young people?
7. The instructor summarises the discussion by asking the question: What message/the most important conclusion for your institution/organisation emerges from this exercise?
8. The instructor asks participants to determine this message/conclusion in pairs. Each pair writes their message/conclusion on a sheet of A4 paper, and then reads them and sticks on "the talking wall" – in the place indicated by the instructor.
9. The instructor invites participants to the same tables, at which they previously worked and introduces the second phase of the exercise (*You are going to build an organisation in which you would like to work ...*). The instructor distributes instructions for performing the task (**Appendix No. S11/49**. The organisation, in which I want to work - instructions to the exercise), asks to read them, explains doubts.
10. The instructor distributes among the participants a new set of road signs (**Appendix No. S11/46**. Internal communication and communication with the environment - "road signs"). The "reorganisation" of the group is marked on their posters by sticking "signs of change" next to the previous signs and by circling them with a marker.
11. Participants sit in a circle. Each team presents the effects of their "reorganisation of the institution," at the end of the presentation giving the total cost of the change.
12. The instructor comments presentations with a mini-lecture on the cost of changes (e.g speaks about the "hole costs" in the management of change). The instructor does not elaborate on the theme, not to block creativity and courage of participants in the next stage of the exercise! – the instructor can show a chart, explain its elements.
13. Participants return to the tables and work on the recommendations arising from changes proposed on posters. They write their findings on the posters, following auxiliary questions exposed on a flipchart (so-called 5Q)
 - ✓ What can we do less?
 - ✓ What can we do more?
 - ✓ What can we do differently?
 - ✓ What can we stop doing?
 - ✓ What can we start doing?

14. Summary of the session can be arranged in two ways:

✓ **Version 1.**

Teams stick posters on the wall in an easily accessible place. Each participant receives 3 tags. The task is to carefully read the notes on the posters, and individually choose the most urgent, the most interesting, the most valuable/useful recommendations by granting them their "points/tags" (they can grant their points to two or three recommendations or give 3 points/tags to one recommendation). Note! It is not allowed to give votes to recommendations written by their own team!

✓ **Version 2.**

The teams present posters with their findings, and after all the presentations posters are displayed on the wall and participants "vote" with tags.

16. Before the break, participants complete their "Diaries", and then, before leaving the room, each of them marks on the thermometer scale drawn on the poster (e.g. the scale from -10 to +10) their evaluation concerning usefulness of recommendations developed during the exercise.

Scenario No. 12.

Topic:

An adult working with young people as a mentor/coach - on the way to personalised education.

OBJECTIVES OF THE WORKSHOP:

- providing participants with knowledge about the origins and characteristics of personalised education
- improving the ability to analyse the student's learning process as a way to satisfaction from Labour Well Done
- triggering reflection on the role of the teacher/mentor/coach in creation of conditions facilitating development of the student, based on optimistic pedagogy / personalised education

ISSUES:

RELATED TO THE CONTENT OF "PROGRAM":

MODULE II. COACHING, MENTORING – THEIR PLACE (ROLE) IN EDUCATIONAL SYSTEMS. COACH'S AND MENTOR'S COMPETENCE PROFILE.

BLOCK 2. Coaching and mentoring as a method of supporting the development of learners.

2.2. Coaching and mentoring – the idea and objectives of using methods in work with youth.

BLOCK 3. Competences and work conditions of the coach and mentor.

3.3. Psychological and social conditions of work - on the way to personalised education.

- an adult working with young people as a mentor/coach - on the way to personalised education

PAGES: 52-61, 75-78

METHODS AND FORMS OF WORK:

- Lecture.
- Practical exercises.
- Film.
- Discussion.
- "Talking Wall.
- Litter bin and suitcase.

TEACHING MATERIALS:

- Poster paper, markers.
- Sheets of A3 paper (one for each participant).
- Sticky notes (post-it).
- Poster with the scheme and questions to the exercise *I and the success of my ward/student*.
- Poster with a litter bin and suitcase drawn on it.
- A selected film (summarising introductory lecture):
 - ✓ Ken Robinson's Lecture *Let's bring on the revolution in teaching* (https://www.ted.com/talks/sir_ken_robinson_bring_on_the_revolution?language=pl#t-309692) or a cartoon version of his lecture *Changing*
 - ✓ *Education paradigms* (www.ted.com/talks/ken_robinson_changing_education_paradigms <https://www.youtube.com/watch?v=oVEkNVmPBcg> EN or EN) or a selected film about schools based on the concept of personalised education:
 - ✓ Film about STERNIK Schools (<https://www.youtube.com/watch?v=j9toj4ot8sU>)
 - ✓ ŻAGLE School (<https://www.youtube.com/watch?v=iT1JZ8cpbmM>)
 - ✓ STRUMIENIE School (https://www.youtube.com/watch?v=nr5w1zcM_rA)
 - ✓ Lesson on natural science in ŻAGLE School (<https://www.youtube.com/watch?v=TizLAuBc8w4>)
 - ✓ film *Polaris, where science has no boundaries*; as supplementary material for the instructor- An article by the managers of the school: Roel Vivvit; Michelle Navarre, *Polaris Charter Academy. Single Campus. The renewal of the charter 2011 - 2012*, and a film from an expert session at the International Conference on The Quality of education or/and the quality of evaluation.

- Appendixes included in Part IV:

- ✓ Appendix No. S12/50. Questionnaire for self-diagnosis of achievement motivation.
- ✓ Appendix No. S12/51, Appendix No. XXX. The key to the questionnaire for self-diagnosis of achievement motivation.
- ✓ Appendix No. S12/52. I and the success of my ward/student.

DURATION OF THE WORKSHOP:

- 3 teaching hours

COMMENTS:

- Room arrangement - chairs in a semicircle, at the back of the room tables for work in groups.

COURSE OF THE WORKSHOP:

1. The instructor introduces students to the topic of the session – in a mini lecture presents the genesis and main assumptions of personalised education. For the summary of the lecture participants can watch one of the films presenting the idea of a personalised education, e.g. :
 - ✓ Ken Robinson's Lecture *Let's bring on the revolution in teaching* or a cartoon version of his lecture *Changing education paradigms* or a select film about schools based on the concept of personalised education:
 - ✓ Film about STERNIK Schools
 - ✓ ŻAGLE School
 - ✓ STRUMIENIE School
 - ✓ Lesson on natural science in ŻAGLE School.
2. The instructor asks participants to share their thoughts concerning the film (*What elements of work with youth presented or recommended in the film do I use? How do I do it? What I would like to introduce to my work with students? etc.*)
3. The instructor - referring to one of the objectives and foundations of personalised education (shaping proactive attitudes, orienting towards the search for new experiences, enjoying learning, discovering and success) - invites participants to do self-diagnosis (**Appendix No. S12/50.** Questionnaire for self-diagnosis of achievement motivation) and then to read and interpret the results (**Appendix No. S12/51.** The key to questionnaire for self-diagnosis of achievement motivation).
4. The instructor encourages participants to share their thoughts about the results of self-diagnosis – maybe they will be willing to answer the question, how their attitude to the success can affect young people with whom they work as teachers, mentors, coaches.
5. Participants receive a sheet of A3 paper, on which they will perform the next exercise. The instructor presents a poster with a scheme of a note (according to the sample in **Appendix No. S12/52.** I and the success of my student) that each participant is to do on their sheet, thinking of a teenager (student, ward), which they individually support or intend to support with the use of mentoring and coaching techniques. Participants make brief descriptions in accordance with the following steps:
 - ✓ ① *Think about your student/ward. Recall the recent situation, when he/she became the author of "a job well done". It does not have to be*

a great success, and does not necessarily have to be associated with learning. Describe briefly the situation stating what was the "job well done".

- ✓ ② Now think about the moment when your student/ward realised his/her success. How did he/she behave? What did he/she say? What did his/her body "say"? How /did he/she call his/her success? And what was your role and attitude at this point?
 - ✓ ③ Joy and satisfaction – Did he/she show it/feel it? How did you recognise that he/she did? How did he/she celebrate his/her success? How did he/she reward himself/herself? And you – how did you show him/her your joy? How/Did you honour his/her victory? How did both of you "celebrate the success"?
 - ✓ ④ When did your ward/student start again "to look for another reason to joy" - take measures focused on a new challenge? Did he/she tell you about that? Did you ask him, "What next?"? Did your ward/student plan his/her next experience - the way to success? Did he/she name his/her new goal? What was your share in this?
6. Participants join in pairs. They talk about their experiences with "the success of ward/student," compare their notes.
 7. The instructor asks pairs to, based on their experiences described in the exercise *I and the successes of my ward/student*, write on sticky notes how they celebrate successes of their wards/students (according to the principle: each way to celebrate a success on a separate sheet).
 8. Cards are stuck on the poster – the instructor groups similar ways, names categories created in this way and then invites participants to a discussion, moderated by questions:
 - ✓ What ways to celebrate student's successes dominate in your organisations?
 - ✓ Are these methods a part of system solutions, ceremonies agreed and in force in your organization?
 - ✓ Is your role and actions in a situation when the student achieves success, a part of the system solutions, procedures agreed and in force in your organisation?
 - ✓ Why is it worth discussing and including different ways "to celebrate" student's success in the system solutions of the organisation, relying on the philosophy of personalised education?
 9. The instructor invites participants to watch the film *Polaris*, where science has no boundaries and pay attention to what solutions were introduced in the school to make the students enjoy learning and to duly appreciate and celebrate student's success. After watching the film participants share their opinions. The instructor writes ideas that appeared in the discussion on a flipchart which contribute to building conditions and climate for personalised education. After the discussion the instructor can tell about the Polish Public Primary School in Zastruże (Publiczna Szkoła Podstawowa im. Astrid Lindgren w Zastrużu), which based its concept on the pattern of Polaris school (<http://www.spzastruze.pl/>).

10. At the end of the session "diaries" are completed, and the sheets *I and the success of my student* are hung on "the talking wall".
11. Before leaving for a break, participants receive sticky notes in two colours and write on them:
 - ✓ *What do I take from this session? What was most interesting for me, most useful, most innovative, most educating, etc.?* (One colour - cards to stick on "the suitcase".
 - ✓ *What do I "throw away" from today's session? What aroused my resistance? What bothered me? What was controversial for me? etc.* (the second colour - cards to stick "in the litter bin").

Participants can write comments about the content of the sessions, and about the form of workshop, learning climate, the attitude of the person conducting workshop, etc.

Scenario No. 13.

Topic:

Understanding and the essence of permanent education.

OBJECTIVES OF THE WORKSHOP:

- providing participants with knowledge about the genesis and definition of lifelong learning and European guidelines and strategies for learning throughout life
- diagnosis of existing forms/methods of learning of adults working with youth and desired forms of training in the home institution/organisation

ISSUES:

RELATED TO THE CONTENT OF "PROGRAM":

MODULE II. COACHING, MENTORING – THEIR PLACE (ROLE) IN EDUCATIONAL SYSTEMS. COACH'S AND MENTOR'S COMPETENCE PROFILE.

BLOCK 3. Competences and work conditions of the coach and mentor.

3.4. Un Understanding and the essence of permanent education.

PAGES: 78-86

METHODS AND FORMS OF WORK:

- Lecture
- Practical exercises
- Discussion

TEACHING MATERIALS:

- Poster with questions to the exercise *How do we learn? How we would like to learn in our organisation?*
- Poster with the table to summarise the exercise *How do we learn? How we would like to learn in our organisation?*
- Appendixes included in Part IV:

- ✓ Appendix No. S13/53. My institution on the way to the model of a learning organisation.
- ✓ Appendix No. S13/54. Team learning of teachers / youth workers.
- ✓ Appendix No. S14/55. How do we learn? How we would like to learn in our organisation? (poster).
- ✓ Appendix No. S13/56. The four stages of learning and the content of our workshop.

DURATION OF THE WORKSHOP:

- 2 teaching hours

COMMENTS:

- Room arrangement - chairs arranged in a semicircle.

COURSE OF THE WORKSHOP:

1. The instructor introduces students to the topic of the session – in a mini lecture presents the genesis and the main assumptions of permanent education/ concept of lifelong learning (on the on the content 3.4. Understanding and the essence of permanent education) . During the lecture, the instructor can refer to the film *Polaris where science knows no boundaries* watched during the previous session, (statement of the headmaster: *I think that the mission of this school is to make learning important for the children. To make them understand how important lifelong education is. And that we are always learners.*). It is also worth mentioning the concept of a learning organisation.
2. The instructor invites participants to diagnose "At which point on the way to a model of a learning organisation is my/our school/institution/organisation?". Each participant receives a questionnaire for diagnosis (**Appendix No. S13/53** *My organisation on the way to a model of a learning organisation*) and fills it in. The instructor collects questionnaires (the instructor will compare the results when participants will perform the next exercises).
3. The instructor distributes among participants a mind map illustrating the ways/methods of team learning of youth workers (**Appendix No. S13/54**. *Team learning of teachers/youth workers*). The instructor asks to read the Appendix and ask questions concerning the methods/forms of training, the participants do not know. The instructor answers questions.
4. The instructor invites participants to reflect on the existing and desired forms of learning in the organisation. The instructor distributes among participants price tags (9 for each participant). The instructor shows the poster with the table (sample: **Appendix No. S13/55**. *How do we learn? How we would like to learn in our organisation?*). The instructor asks for individual reflection and writing on the mind map (Appendix No. S13/54. *Team learning of teachers/youth workers*) answers to questions (questions are written on the flipchart):
 - ✓ What methods/forms of team learning of adults working with youth MOST OFTEN occur in my institution/organisation? Mark on the mind map with (+) up to 3 such forms/methods.

- ✓ What methods/forms of team learning of adults working with youth LEAST OFTEN occur in my institution/organisation? Mark on the mind map with (-) up to 3 such forms/methods.
- ✓ What methods/forms of team learning of adults working with youth should, in my opinion, be the MOST IMPORTANT in my institution/organisation? Mark on the mind map with (!) up to 3 such forms/methods.

During the exercise the instructor compares and writes on the poster (a mean of choices in each of the points on the sheet) the results of the *diagnosis* At which point on the way to a model of a learning organisation is my/our school /facility/institution/organisation?

5. The instructor invites participants to transfer their choices (stick tags) on the poster (Appendix No. S13/55. *How do we learn? How we would like to learn in our organisation?* A poster).
6. The instructor and participants analyse the results of *How do we learn? How we would like to learn in our organisation?*
7. The instructor provides participants with a summary of results of the diagnosis *My institution on the way to the model of a learning organisation*. The instructor invites participants to a discussion: *How far/close are we to the learning organisation?*
8. Participants complete their “Diaries”.
9. The instructor distributes among participants Appendix No. S13/56. *The four stages of learning and the content of our workshop* and sticky notes. The instructor asks to read and perform the instructions - before going for break, participants stick cards on the flipchart.

Module III.

Practical aspects of coaching and mentoring.

BLOCK I. Diagnosis of the youth in the context of their resources and personal development goals.

Scenario No. 14.

Topic:

Diagnosis of youth in the context of their resources and personal development goals.

OBJECTIVES OF THE WORKSHOP:

- updating the participants' knowledge about the specifics and kinds of youth diagnosis
- improving the ability to diagnose the student's/ward's potential for setting and implementing their development goals

- triggering reflection about the value of one's own actions in relation to student's/ward's diagnosis - strengthening the attitudes of exploring and strengthening the potential of every young person

ISSUES:

RELATED TO THE CONTENT OF "PROGRAM":

MODULE III. PRACTICAL ASPECTS OF COACHING AND MENTORING.

BLOCK 1: DIAGNOSIS OF THE YOUTH IN THE CONTEXT OF THEIR RESOURCES AND PERSONAL DEVELOPMENT GOALS.

BLOCK 2: METHODS AND TOOLS FOR DIAGNOSIS.

PAGES: 87-101

METHODS AND FORMS OF WORK:

- Lecture.
- Practical exercises.
- Discussion.
- Film.

TEACHING MATERIALS:

- "A Short Film About Margaret": <https://www.youtube.com/watch?v=Q-KBVoJHsrQ>.
- Poster with instructions for groups (exercise starting the session).
- Appendixes included in Part IV:
 - ✓ **Appendix No. S14/57.** We define the potential and personal development objectives of the student/ward in the sphere of personal competences (intrapersonal)
 - ✓ **Appendix No. S14/58.** We define the potential and personal development objectives of the student/ward in the sphere of social skills (interpersonal)
 - ✓ **Appendix No. S14/59.** We define the potential and personal development objectives of the student/ward in the sphere of educational and professional competences

DURATION OF THE WORKSHOP:

- 8 teaching hours

COMMENTS:

- Room arrangement - chairs arranged in a semicircle at the back of the room - tables for work in groups.

COURSE OF THE WORKSHOP:

1. Participants are divided into eight teams. Each of them is given a task related to defining diagnosis and its most important determinants, the results should be written on the poster:
 - ✓ Group I. Develop with short terms or phrases each letter of the word DIAGNOSIS.
 - ✓ Group II. Create a mind map concerning DIAGNOSIS.

- ✓ Group III. On the basis of your experience and knowledge, write down what *DIAGNOSIS* is.
- ✓ Group IV. On the basis of your experience and knowledge, write down what *DIAGNOSIS* is not.
- ✓ Group V. Draw a portrait of a *GOOD* diagnostician – a person working with youth.
- ✓ Group VI. Draw a portrait of a *BAD* diagnostician – a person working with youth.
- ✓ Group VII. Factors supporting a good diagnosis of the youth by their guardians.
- ✓ Group VIII. Factors hindering the diagnosis of the youth by their guardians.

Each group presents a poster with the results of exercise. The instructor summarises the presentations, and gives a mini lecture about what the diagnosis of the youth is and what the factors affecting the quality of the diagnosis are.

2. The instructor invites participants to the next exercise – an attempt to diagnose the child's personal potential and define his/her personal development goals. Participants are divided into three teams, each participant receives a proper appendix - instructions for work (Appendixes S14/57 - S14/59). The groups analyse the instruction and the mind map attached. After the time set for the activity they report their observations, concerns, and discuss them together with the instructor.
3. The instructor invites participants to watch a film ("A Short Film About Margaret" – stops after 4 min. 22 sec.). The instructor does not tell the participants the end of the film, does not inform them that the heroine of the film is 12-year-old girl with Down syndrome).
4. Participants perform next tasks from their work instruction, create posters with answers to the questions: *What personal potential did we see in the girl - what are the elements of her potential in relation to the competence we are dealing with? What personal development goals are important for the girl?*
5. The groups present their findings.
6. The instructor asks participants to formulate conclusions from this exercise useful in their work with the student/ward (the instructor should - if it does not appear in the proposals suggested by the participants - emphasise the necessity to base on the potential of the student/ward in planning his/her development path). Conclusions are written by their authors on a flipchart.
7. The instructor invites participants to say goodbye to Margaret, the main character of the film - plays the last scene in which the girl turns to the camera, introduces herself with a smile, saying: *I am Margaret*, and a moment later we see a sentence: *So why do you call me "you retard"?*
8. Participants talk in pairs about their reflections after watching the final scene of the film, they formulate and write down on a piece of A4 paper additional conclusion/s, read them aloud and add them to their poster.
9. The instructor distributes appendixes with mind maps among participants, they were not dealing with in the previous exercise (thus each participant has a set of mind maps illustrating the three competence areas of diagnosis).
10. Participants in eight groups go back to their posters which were created at the beginning of the session. Enriched by the knowledge and experience gained in the training session devoted to the diagnosis of the youth in the context of their resources and personal development goals, complement their posters

(using e.g. different color of the marker or highlight the introduced fragments in another way) with new ideas, symbols, messages, etc.

11. They presented modified posters to the whole group, explaining:
What we changed on the poster?
Why we think that this change is important?
12. Participants make notes in their "Diaries".

BLOCK II. Methods and tools for diagnosis.

Scenario No. 15.

Topic:

Methods and tools for diagnosis.

OBJECTIVES OF THE WORKSHOP:

- updating participants' knowledge about the methods and tools for diagnosis
- creating a situation conducive to the exchange of experiences between the participants -collecting examples of good practice in diagnosing the student/ward and using different methods and tools
- improving the ability to diagnose the potential and situation of the student/ward for setting and implementing their development goals
- triggering reflection about the value of one's own actions in relation to student's/ward's diagnosis - strengthening the attitudes of exploring and strengthening the potential of every young person

ISSUES:

RELATED TO THE CONTENT OF THE "PROGRAMME":

MODULE III. PRACTICAL ASPECTS OF COACHING AND MENTORING.

BLOCK 1: DIAGNOSIS OF THE YOUTH IN THE CONTEXT OF THEIR RESOURCES AND PERSONAL DEVELOPMENT GOALS.

BLOCK 2: METHODS AND TOOLS FOR DIAGNOSIS.

PAGES: 87-101

METHODS AND FORMS OF WORK:

- Lecture
- Practical exercises
- Discussion
- Film

TEACHING MATERIALS:

- Film:
 - ✓ to use in the classroom (PL/EN version): the speech by Ken Robinson
Individual creativity:

- <https://www.youtube.com/watch?v=TvwWF5kA8jA> or Teachers are like gardeners: <https://www.youtube.com/watch?v=Tto55yb1YNg>
- ✓ for the instructor (PL version): Krzysztof Litwiński, On discovering talents (Vol. 1. <http://talenty.briantracy.pl/o-odkrywaniu-talentow-1/>; Part 2 <http://talenty.briantracy.pl/7-sposobow-na-poznanie-wlasnych-talentow/>; part 3 <https://www.youtube.com/watch?v=DIB-hBxiWb8>)
 - Sheets of A4 paper (one for each participant).
 - Poster Paper or paper tablecloths (suitable for writing notes on them) on the Word Cafe tables.
 - Labels for Word Cafe tables:
 - ✓ Word Cafe. Topic 1. How to diagnose the potential of the student/ward in the area of personal competences (intrapersonal)?
 - ✓ Word Cafe. Theme 2. How to develop the identified potential of the student/ ward in the area of personal competences (intrapersonal)?
 - ✓ Word Cafe. Topic 3. How to diagnose the potential of the student/ward in the area of social skills (interpersonal)?
 - ✓ Word Cafe. Topic 4. How to develop the identified potential of the student/ward in the area of social skills (interpersonal)?
 - ✓ Word Cafe. Topic 5. How to diagnose the potential of the student/ward in the area of educational and professional competences?
 - ✓ Word Cafe. Subject 6. How to develop the identified potential of the student/ ward in the area of educational and professional competences?
 - • Appendixes included in Part IV:
 - ✓ **Appendix No. S14/57.** We define the potential and personal development objectives of the student/ward in the sphere of personal competences (intrapersonal).
 - ✓ **Appendix No. S14/58.** We define the potential and personal development objectives of the student/ward in the sphere of social skills (interpersonal).
 - ✓ **Appendix No. S14/59.** We define the potential and personal development objectives of the student/ward in the sphere of educational and professional competences.
 - ✓ **Appendix No. S15/60.** Talents Model according to Gallup Institute.
 - ✓ **Appendix No. S15/61.** We discuss in WORD CAFE about methods and tools of diagnosis and ways to develop the potential of young people.
 - ✓ **Appendix No. S15/62.** Methods useful in diagnosing potential of young people - the material for the coach/trainer.

DURATION OF THE WORKSHOP:

- 8 teaching hours

COMMENTS:

- Room arrangement - chairs arranged in a semicircle at the back of the room - tables to work in groups.

COURSE OF THE WORKSHOP:

1. Each participant sitting in a circle receives a sheet of A4 paper. The instructor asks him/her to think about student/ward, which he/she will work with in the implementation of the development plan and to look for the answers to the questions:
 - ✓ *What is the most important talent of this young person?*
 - ✓ *How did I learn about this? How did I discover this talent?*
 - ✓ *Which of my pedagogical activities is the most important in strengthening the talent of the student/ward?*Participants individually write answers in the form of brief statements/key words on their sheets.
2. Participants read their notes, and then place them in front of them on the floor - in this way "The ring of young people's talents" is formed.
3. The instructor encourages participants to reflect, asking the following questions:
 - ✓ *What talents were mentioned most often?*
 - ✓ *In which competence areas learned about during previous sessions these talents can be classified?*
 - ✓ *What are the most frequently mentioned ways to discover these talents?*
 - ✓ *What actions of adults working with youth are most often used in the process of strengthening their specific talents?*
 - ✓ *What does these proportions say?*
 - ✓ *etc.*
4. The instructor gives the definition of a talent, created by Gallup. The creator of the CliftonStrengthsFinder Model - identifying talents - is Donald Clifton, who has devoted his nearly 50-year professional career to the analysis of the employees' strengths. In the light of this model a strength is the ability to achieve high performance, preceded by defining personal talents, complementing them with knowledge and skills and the right attitude in a given situation. Talent is therefore a natural potential - a repeating pattern of thinking, feeling and behaviour that appropriately used creates strength and may find practical application.
5. Each participant receives information about the Talent Model developed in the Gallup Institute (**Appendix No. S15/60. Talent Model by Gallup**), reads it individually, and then for 5 minutes is talking with the person sitting on the right about his/her observations. Remembering the information from the "Ring of young people's talents, " during the conversations in pairs participants should think about what talents of young people we forget in schools/institutions, which talents from the list (**Appendix No. S15/60**) are "a discovery" for participants etc. After reading and conversations volunteers can share their findings with the group.
6. To summarise this part the instructor invites participants to watch one of the speeches by Ken Robinson (*Individual creativity or Teachers are like gardeners*).
7. The instructor give participants instructions for exercises that will be another stage of the workshop, lasting approx. 2 hrs (**Appendix No. S15/61. We discuss in WORD CAFE about methods and tools of diagnosis and**

ways to develop the potential of young people.). The instructor explains any doubts, encourages creativity - inventing new ways of carrying out diagnoses and developing the potential of the student/ward and openness in sharing their experiences, examples of good practice in these areas.

8. Participants are divided into 6 groups and go to Word Café tables, marked with appropriate labels. Each group elects a Host. **Notice!** Word Café should also have the right climate - participants can make notes on paper tablecloths in Word Café, it's good to provide them with coffee, background music, etc. During the discussion in the Word Café they can use mind maps from **Appendix No. S14/57 - S14/59.**
9. After finishing the Word Café participants return to the circle and share their impressions from the exercise (*How do we assess the attractiveness of the method? Its effectiveness? How do we assess the usefulness of solutions, pedagogical activities acquired in the Word Cafe? etc.*) The instructor draws attention to the extent to which participants used in the Word Café the content of the workshop (e.g. examples of good practice in the use of coaching and mentoring in youth work, films presented during workshop, diagnostic tools, exercises, etc.) If necessary, the instructor reminds participants of selected resources, suggests ways to use them in the work with the student/ward.
10. Participants make notes in their "Diaries ...".
11. The instructor, referring to the results of the Word Cafe, complements participants' knowledge about the methods of diagnosing the potential of the student/ward - explains methods which have not appeared previously during the workshop or were not indicated/discussed by the participants on posters in the previous exercise (**Appendix No. S15/62. Methods useful in diagnosing potential of young people - the material for the coach/trainer.**). The instructor can also present selected methods by asking participants to take part in a "diagnosis" conducted with a given method, and then inviting them to analyse the results, draw conclusions and formulate recommendations. Examples of exercises:
 - ✓ force field "What helped us and what disturbed when learning during the workshop" (collecting data in the whole group, analysis in two teams - one looks at the factors facilitating learning, the second - the factors hindering learning),
 - ✓ a letter to yourself "I and our training" (an analysis of letters in groups)
 - ✓ wind rose and/or pyramid of priorities and/or "a basket and a suitcase": "Skills acquired during the workshop"
 - ✓ each of the four groups receives a different questionnaire (*Achieving development goals - "Road"; "A form of scale of change" Questionnaire for the diagnosis of student communication skills"; "Tool to assess one's own attitudes KASH model"*), uses it for self-diagnosis, discusses the tool together; then - as in the method of expert groups - recommendations regarding methods/tools are presented in a group consisting of representatives of the four teams, working in the previous stage).
12. Summary of activity.

BLOCK III. Methodology and structure of an individual programme of work with the student/ward.

Scenario No. 16.

Topic:

Methodology and structure of an individual programme of work with the student/ward.

ISSUES:

RELATED TO THE CONTENT OF THE "PROGRAMME":

MODULE III. PRACTICAL ASPECTS OF COACHING AND MENTORING.

BLOCK 3: METHODOLOGY AND STRUCTURE OF INDIVIDUAL PROGRAMME OF WORK WITH THE STUDENT/WARD.

PAGES: 101-106

METHODS AND FORMS OF WORK:

Lecture
Practical exercises
Discussion
Snow Ball
Film

TEACHING MATERIALS:

Film:

Wojciech Świtalski (University of Lodz), Features of a good plan according to Tadeusz Kotarbiński: <https://www.youtube.com/watch?v=YXGvmDSs2DE>

- poster paper
- sheets of A4 paper
- markers

Appendixes from Part III:

- ✓ **Appendix No. S16/63.** Quotes about planning, goals and their implementation
- ✓ **Appendix No. S16/64.** Features of a good plan according to Tadeusz Kotarbiński
- ✓ **Appendix No. S16/65.** An example structure of an individual programme of work with the student/ward.
- ✓ **Appendix No. S16/66.** The structure of the individual programme of work with the student/ward - Stage I. What do I know about the student/ward
- ✓ **Appendix No. S16/67.** The structure of the individual programme of work with the student/ward - Stage II. Getting to know myself

- ✓ **Appendix No. S16/68.** *The structure of the individual programme of work with the student/ward - Stage III. Determining areas for development. Student's profiles.*
- ✓ **Appendix No. S16/69.** *The structure of the individual programme of work with the student/ward - Stage III. Determining areas for development. Synthesis of diagnosis.*
- ✓ **Appendix No. S16/70.** *We define SMART goals*
- ✓ **Appendix No. S16/71.** *The structure of the individual programme of work with the student/ward - Stage III and IV. Development goals. Expected results. Milestones. Session plan.*
- ✓ **Appendix No. S14/57.** *We determine the potential and personal developmental goals of the student/ward within personal (intrapersonal) competences.*
- ✓ **Appendix No. S14/58.** *We determine the potential and personal developmental goals of the student/ward within social (interpersonal) competences.*
- ✓ **Appendix No. S14/59.** *We determine the potential and personal developmental goals of the student/ward within educational and professional competences.*
- ✓ **Appendix No. S9/38.** *The GROW model - the structure of a coaching conversation according to John Whitmore. (Stage 1. Goals)*

DURATION OF THE WORKSHOP:

10 teaching hours

COMMENTS:

- Room arrangement- chairs arranged in a semi-circle, in the back of the room - tables to work in task groups

COURSE OF THE WORKSHOP:

1. Ask the participants to draw an aphorism from the set prepared by you (Appendix No. S16 / 63. *Quotes about planning, goals and their implementation*). Let them read it in silence and then exchange the card with the person next to them and talk for a moment about the message that the aphorisms contain.
2. Present the goals and content of the next sessions to the participants (learning the methodology and working out the structure of an individual programme of work with the student/ward).
3. Divide participants into 4 groups (e.g. P-L-A-N). Assign tasks:
 - ✓ Group 1. (P): *Write features of a good plan on the poster.*
 - ✓ Group 2. (L): *Write features of a bad plan on the poster.*
 - ✓ Group 3. (A): *Think about and write on the poster advice for a person (student/ward) who is going to plan his/her development.*
 - ✓ Group 4. (N): *Think about and write on the poster advice for a person who is going to support the student/ward in planning his/her development.*
4. The groups present one by one the results of their work. Listeners can complement sets of features/ advice with their proposals.
5. Summary of the exercise will be an analysis of the features of a good plan by Tadeusz Kotarbiński. First, invite the participants to watch a short film presenting these features (Wojciech Świtalski, *Features of a good plan according to Tadeusz Kotarbiński*: <https://www.youtube.com/watch?v=YXGvmDSs2DE>), and then give the participants the

mind map (**Appendix No. S16/64. Features of a good plan according to Tadeusz Kotarbiński**). Ask them to indicate those features that did not appear on the posters, or to complement them with additional entries.

6. The instructor initiates a discussion about the structure of the programme of work with students/wards:

- ✓ Where to start planning?
- ✓ How to start direct cooperation with the student?
- ✓ What the first meetings should be devoted to?
- ✓ When to initiate coaching sessions?
- ✓ What the next sessions should be devoted to?
- ✓ When and how to check that everything goes "right"?
- ✓ How to finish the implementation of the programme?
- ✓ etc.

He/she asks participants to discuss the above-mentioned aspects in pairs and write the agreed structure on sheets of A4 paper. He/she may suggest that at the beginning they can recall the stages of mentor/coach's cooperation/development of a relationship with the student/ward, discussed in previous programme blocks.

7. After completing the task, working with the snowball method, the pairs join into fours and develop together a structure scheme; then fours join in eights, which together develop a solution. Finally, they write down the agreed structure on the poster and present to the others.

8. It is important that the instructor should see to include elements in the structure that are consistent with the features of the good plan suggested by Tadeusz Kotarbiński, and secondly - that they are relevant from the perspective of design thinking - the programme of work with the student/ward becomes an individual development project:

- ✓ resulting from a diagnosis identifying PROBLEMS and NEEDS
- ✓ containing unambiguously defined, specific and measurable GOALS
- ✓ scheduled in time - having a schedule from-to and MILESTONES on the schedule track (i.e. some important events² that can be defined in an unambiguous manner, as an important step on the way to achieve goals, thus serving as "checkpoints" helpful in making sure that the programme goes in the right direction),
- ✓ focused on the effect - anticipating RESULTS,
- ✓ complementary in relation to other activities undertaken by the institution towards the student/ward³.

An example structure is presented in **Appendix No. S16/65. An example structure of an individual programme of work with the student/ward.**

9. The instructor invites participants to work on the details of the **stage I: What do I know about the student/ward? - gathering and analysing information**. This is the initial stage, but extremely important - the information "at the entrance" to the programme will be the foundation for subsequent cooperation of the coach with the student/ward. Participants first determine what information is available / to which sources of information the coach can reach at stage I. The instructor writes down proposals on the

² E.g. signing a "contract" with the student/ward, achieving a planned result, important meeting. They can serve as checkpoints to make sure that the programme goes in the right direction.

³ On the basis of: Jas M., Łysak K., *Jak budować programy rozwojowe szkół, by edukacja była skuteczna, przyjazna i nowoczesna? (How to build programmes for the development of school to make education effective, modern and friendly)* Poradnik Beneficjenta. Seria: Fundusze unijne dla oświaty. MEN, Warszawa 2009.

flipchart, and then divides participants into as many groups as there are sources of information indicated and asks each group to specify the chosen aspect:

- ✓ What kind of information can you get from this source?
- ✓ What specific examples of information can we provide in relation to the students / wards we know?

Groups present their notes. Together, after the presentation, they wonder how much time (hours) it takes to get to the information at the first stage and analyse it.

Examples of entries - see **Appendix No. S16 / 66. The structure of the individual programme of work with the student/ward - Stage I. What do I know about the student/ward.**

10. The instructor presents the participants with a study⁴ useful in the implementation of activities foreseen at **the second stage of the programme: "Getting to know myself" - self-assessment of the student/ward with the help of the coach.** Meetings with the student, scheduled for 5 hours, focus on the following topics:

- ✓ I!
- ✓ Why am I in the centre?
- ✓ School
- ✓ How do I spend my time?
- ✓ People who are important to me

Establishing the rules of cooperation (the contract can be written in points or illustrated by the student with symbolic drawings) is also an element of meetings, documented by the student/ward in a special notebook. A note about this stage - **see Appendix No. S16 / 67 The structure of the individual programme of work with the student/ward - Stage II. Getting to know myself.**

Participants read the material, introduce possible modifications to the booklet, thinking about their students.

11. The instructor asks participants to work in three groups and using Appendixes No. S14 / 57-59 and posters prepared during the World Café, to develop an example part of an individual programme of work with the student/ward, referring to **stage III. Determining areas for development.** And so:

- ✓ Group I prepares an example of a psychological (intrapersonal) profile of the student/ward (his/her 3 strengths and 1-3 weaknesses / areas for development), proposes methods / tools useful at this stage.
- ✓ Group II. prepares an example of a social (interpersonal) profile of the student/ward (his/her 3 strengths and 1-3 weaknesses / areas for development), proposes methods / tools useful at this stage.
- ✓ Group III. prepares an example of educational and vocational profile of the student/ward (his/her 3 strengths and 1-3 weaknesses / areas for development), proposes methods / tools useful at this stage.

After completing the task, the groups present their notes (example profiles - see **Appendix No. S16/68. Structure of the individual programme of work with the student/ward - Stage III. Profiles of the student/ward).**

12. The instructor invites participants to discussion:

- ✓ What methods can be used to make a synthesis of diagnosis – to choose development priorities according to the "less is more" principle, i.e. (co)deciding on the selection of at most three key development areas?

⁴ The programme "Getting to know myself" was prepared on the basis of material brought from a study visit at the HillsideSecure Center in Wales, which was held as part of the DAPHNE III programme - "Girls using violence - intervention and prevention" in Poland run by the Polish Association for Legal Education and co-financed by the European Commission.
Prepared by: Fundacja po DRUGIE

Example methods - see **Appendix No. S16/69. Structure of an individual programme of work with the student/ward – Stage III. Synthesis of diagnosis. Determining areas for development.**

The next stage of participants' work will be an exercise improving their ability to formulate goals that meet the SMART condition (the instructor recalls relevant information - see **Appendix S9/38. GROW model – the structure of a coaching conversation according to John Whitmore Stage I. Goals**). The instructor distributes the worksheets among participants (**Appendix No. S16/70. We define SMART goals**), on which - working in pairs - they fill the empty columns with notes that meet particular SMART conditions.

After completing the task, a comparison of notes and a verification of any incorrect information is made.

13. The instructor explains what the milestones in the implementation of an individual programme of work with the student/ward are (see point 8 and footnote 11 of this scenario). Participants start to define example goals and expected effects (adequate to the results of the diagnosis) in the next area / stage of the individual programme of work with the student/ward (this task is done individually, but they count to three first: the ones define goals and expected effects for the synthesis of diagnosis in the intrapersonal area, twos - in the interpersonal area, threes – in educational and vocational area).

14. After writing goals, they compare their notes in groups 1 + 2 + 3, analysing the correctness of the entries. Examples of goals and effects - see **Appendix No. S16/71. Structure of an individual programme of work with the student/ward - Stage III and IV Development goals. Expected results. Milestones. Session plan.**

15. Next, participants of the workshops are asked to prepare a student's profile for the next meeting. They select 4 profiles and develop a part of an Individual Programme of Work with the Student/Ward in four groups, starting with defining goals, effects, milestones and proposing several coaching sessions. After the exercise, they discuss the projects together.

16. Summary of the workshops.

BLOCK IV. "Milestones" and difficult situations in the work of a coach, mentor.

Scenario No. 17.

Topic:

"Milestones" and difficult situations in the work of a coach / mentor.

ISSUES:

RELATED TO THE CONTENT OF THE "PROGRAM":

MODULE III. PRACTICAL ASPECTS OF COACHING AND MENTORING.

BLOCK 4: "MILESTONES". DIFFICULT SITUATIONS IN THE WORK OF A COACH, MENTOR.

PAGES: 106-108

METHODS AND FORMS OF WORK:

Mini lecture

Working with source text
Discussion
Brainstorming
Simulation
Drama method
Individual work, work in pairs and with the whole group

TEACHING MATERIALS:

- Projector
- Laptop
- Poster paper
- Sheets of A4 paper
- Markers

Appendixes in Part III:

- ✓ **Appendix No. S17/72** *Learn how to get to know and understand the student/ward: developmental potential (or the foundation of healthy development)*
- ✓ **Appendix No. S17/73** *How to get to know and understand the student/ward.*
- ✓ **Appendix No. S17/74** *Self-respect.*
- ✓ **Appendix No. S17/75** *Sources of resistance and forms of intervention.*
- ✓ **Appendix No. S17/76** *Manifestations of resistance - interventions.*
- ✓ **Appendix No. S17/77** *Rules for the conduct of a mentor / coach with a "difficult" student/ward.*

DURATION OF THE WORKSHOP:

4 teaching hours

COMMENTS:

- Arrangement of the room - chairs arranged in a semi-circle, in the back of the room - tables to work in task groups

COURSE OF THE WORKSHOP:

1. The instructor introduces the topic of the session - during a mini lecture he/she repeats what competencies a teacher/coach should be equipped with. He/she emphasises the role of communication skills and a reliable diagnosis of the student's needs, which is the basis for effective support. The instructor also points out that a good diagnosis can help in eliminating difficult situations when working with a student/ward.
2. Then participants analyse **Appendix No. S17/72** *Learn how to get to know and understand the student/ward: development potential (or the foundations of healthy development)*. The instructor starts a short discussion about external and internal resources described in the appendix as far as their impact on the behaviour of the student/ward is concerned. Next, on the basis of the same appendix, participants underline which features, resources presented in the appendix they can find in themselves. What are their qualities? Our own potential is helpful in supporting the development of the student/ward. It is a kind of self-reflection and an introduction to the next exercise.
3. The instructor hands in **Appendix No. S17/73** *How to get to know and understand the student/ward* to participants. Participants identify, on the basis on their own experience

and the source material (programme), what challenges the students/wards may face in their lives, moral features that they possess and the needs of the students/wards in the context of the above mentioned challenges. Then the exercise is discussed, and the instructor asks participants to identify "milestones" for the proposed examples of the work of the coach/mentor. He/she refers to the structure of the individual programme of work with the student/ward (Scenario No. 16). He/she emphasises that if we want to help students "free themselves" from difficult situations, it is advisable to shape their inner strength, perseverance. The instructor asks participants to read the second part of the appendix, bearing in mind the key issues of cooperation between the coach/mentor and the student/ward.

4. Then the instructor starts a mini discussion about self-respect, system of values and its importance for achieving goals, facing challenges. Participants individually perform the exercise *Self-respect* **Appendix No. S17/74**. Then they join into twos, fours and analyse their work. To what extent they think in a similar way, or what are the differences. Then the instructor asks participants what relation they can see between self-respect, having a system of values and difficult situations in the work of the coach/mentor. In conclusion, the instructor emphasises that it all is important in perception of ourselves and has an influence on student's/ward's behaviour, which in turn generates difficulties in cooperation with the coach/mentor.

5. Next, using brainstorming method, participants indicate what kind of difficult situations a coach/mentor may encounter when working with a student/ward. Proposals are written on the poster. Participants conduct a brief discussion about proposed ideas.

6. Then the instructor divides participants into groups. The task of each group is to propose a way how to deal with specific situations. The exercise is divided into two stages. In the first stage, participants prepare posters with ideas for coping with difficult situations, in the second stage they play scenes, presenting their proposals in practice. Each presentation is discussed by the group. This is to enrich participants' professional skills, shape communication and self-presentation skills.

7. One of the situations the coach can face is the resistance of the student/ward. Sources of resistance may be different: the coach himself/herself, but also the previous negative experiences of the student/ward in contacts with supporting persons, fear of rejection or guilt, etc. Participants in groups define sources of resistance and forms of intervention **Appendix No. S17/75** *Sources of resistance and forms of intervention*. Then they confront their ideas with the completed appendix, which they receive from the instructor. They get an overview about potential sources of resistance of the student/ward.

8. The coach/mentor can recognise the resistance if he or she closely observes student's/ward's behaviour. Participants are asked to give examples of resistant behaviours and ideas for appropriate coach interventions - **Appendix No. S17/76** *Manifestations of resistance and interventions*. Then they confront their entries with the completed appendix, which they receive from the instructor.

9. The concept of work with resistance is proposed by J. Enright⁵. He believes that resistance in the relationship is due to one of five factors:

- 1) The student is not ready to take part in the coaching process.
- 2) The student does not discover his/her real goal for the coaching process.
- 3) The student does not believe that the goal is realistic.
- 4) The student questions the goals or process conditions.
- 5) The student can benefit from not changing.

⁵ J. Enright, *Terapia i poradnictwo bez oporu. (Therapy and counselling without resistance)* Nowiny Psychologiczne 3 (50), Warszawa 1987

Knowing these five reasons for resistance, the coach can avoid them by discussing each of the reasons with the student/ward at the moment of concluding a contract for the work process.

10. Regardless of the contract, the coach/mentor must remember about the basic rules of dealing with a difficult student/ward. **Appendix No. S17/77** *Rules for the conduct of a mentor / coach with a "difficult" student/ward.*

11. The instructor summarises participants' work, encourages to write their reflections in the Diary.

BLOCK V. The application of coaching, mentoring in work with youth at risk of social exclusion.

Scenario No. 18.

Topic:

Applying coaching, mentoring in work with youth at risk of social exclusion.

ISSUES:

RELATED TO THE CONTENT OF THE "PROGRAMME":

**MODULE III. PRACTICAL ASPECTS OF COACHING AND MENTORING.
BLOCK 5: APPLYING COACHING, MENTORING AT WORK WITH YOUTH AT RISK
OF SOCIAL EXCLUSION.**

PAGES: 108-121

METHODS AND FORMS OF WORK:

- Lectur
- Working with source text
- A metaphor based on visualization
- Discussion
- Simulation and / or method of practical exercises
- Individual work, work in pairs and with the whole group

TEACHING MATERIALS:

- Laptop, projector, or multimedia presentation
- Large sheets of paper, markers
- Several dozen cards with images / icons (e.g. Dixit cards or cards from "Game on emotions" or selected images, e.g. from the Pixabay.com portal)
- Price tags in two colours
- Possibly: for each participant an excerpt from the Programme *I am a coach, mentor – a guide of a young person, Module III. Practical aspects of coaching and mentoring, subsection 5. Applying coaching, mentoring in work with youth at risk of social exclusion*

- **Appendixes:**

- ✓ **Appendix No. S18/78** Typical features of young people with mild intellectual disability
- ✓ **Appendix No. S18/79** Manifestation of social maladjustment
- ✓ **Appendix No. S18/80** Characteristic behaviours during adolescence and their psychological, social and physiological causes
- ✓ **Appendix No. S18/81** Problem behaviours and attitudes of teenagers as their system of protection and weakening of developmental difficulties
- ✓ **Appendix No. S18/82** Symptoms of a crisis in teenager
- ✓ **Appendix No. S18/83** Stages of social deviation
- ✓ **Appendix No. S18/84** The technique of six questions in the diagnosis of a child at risk of social maladjustment
- ✓ **Appendix No. S18/85** Diagnosis of effectiveness in the role of an educator - a guardian and guide of youth

DURATION OF THE WORKSHOP:

10 teaching hours

COMMENTS:

- Arrangement of the room - chairs arranged in a semi-circle, in the back of the room - tables for work in task groups

COURSE OF THE WORKSHOP:

1. Participants are sitting in a circle. The instructor presents the subject of this part of the training, inviting participants to a short exercise. He/she puts many cards with images / icons on the floor (he/she can use popular Dixit cards, cards from "Game on emotions" or selected from the Pixabay.com portal, for example). The instructor invites participants to complete the task:

2. *Think about your teenage student/ward, who you are going to support with coaching. Think about what problems / limitations may be the biggest challenge for him/her, and consequently also for you - the coach/mentor. Then select a card/image which, in your opinion, most accurately reflects this aspect. Interpret the meaning of the image in public, saying a few sentences about the young person you have chosen.*

3. Each participant presents his/her chosen card and presents the problems of the teenager selected by him/her. After each presentation, the instructor can write an entry on the flipchart, which most accurately reflects the problem / challenge that appeared in the story and, if possible, groups the entries into separate categories.

4. The instructor, in a mini lecture, presents typical features of the period of adolescence, referring to selected issues from participants' stories, (multimedia presentation and / or mind map from **Appendix No. S18/80** Characteristic behaviours during adolescence and their psychological, social and physiological causes and from **Appendix No. S18/81** Problem behaviours and attitudes of teenagers as their system of protection and weakening of developmental difficulties.

5. Participants receive two price tags (each in a different colour). The instructor asks everyone to stick a price tag (e.g. yellow) on the poster near his/her entry if it concerns behaviour/feature characteristic of the period of adolescence discussed during the lecture or a price tag in different colour (e.g. orange) if the entry concerns an aspect beyond the content of the lecture. A short discussion in the group: *Are all the challenges we talked about at the beginning of the session fit into the features or behaviours of young*

people typical for the period of adolescence? Which challenges go beyond these areas? What can they result from? What can be their effect if we do not work/cooperate with a teenager? etc. **Appendix No.S18/84** The technique of six questions in the diagnosis of a child at risk of social maladjustment can be used here.

6. The instructor refers to what participants said during discussion, presenting the essence of social exclusion (see: *Programme I am a coach, mentor – a guide of a young person, Module III. Practical aspects of coaching and mentoring, subsection 5. Applying coaching, mentoring at work with youth at risk of social exclusion*). Alternatively, you can give each participant to read the excerpt (to the words: to work with young people HERE and NOW, based on their potential, build their healthy self-esteem, strengthen their involvement, aim for social inclusion by creating situations conducive to establishing relations with others).

7. The summary of the lecture or reading will be the reference to the entries from the poster (challenges) beyond typical adolescent behaviours/features and attempt to classify them into separate categories (e.g. crisis situations, problems resulting from intellectual disability, social maladjustment, social deviation, etc.).

8. Participants form three groups - randomly or by choosing one from the three areas they will work on, i.e.:

- ✓ Group I. Crisis in teenager
- ✓ Group II. Teenager with intellectual disability
- ✓ Group III. Social maladjustment and deviation

9. Groups take their seats at separate tables and receive appropriate appendixes:

- ✓ Group I. Crisis in teenager: **Appendix No. S18/82** Symptoms of a crisis in teenager.
- ✓ Group II. Teenager with intellectual disability: **Appendix No. S18/78** Typical features of young people with mild intellectual disability
- ✓ Group III. Social maladjustment and deviation: **Appendix No. S18/79** Manifestation of social maladjustment and **Appendix No. S18/83** Stages of social deviation.

10. The instructor explains the task (he/she can write the instructions on the poster):

- ✓ Develop and write on the poster the rules for the coach/mentor's work with a teenager from the group you are occupied with.
- ✓ Agree on and write on a separate poster proposals of methods of work with a teenager from the group you are occupied with.
- ✓ Choose one method from those suggested. Prepare yourself to present this method in detail so that you can show it to the group in the form of a role-play/simulation or inviting people from other groups to participate in the activity you suggest.

11. Groups perform their tasks. The instructor provides them, if necessary, with materials necessary to present the effects of the third task.

12. Groups present posters with coach/mentor's rules of work with a teenager written on them. After each presentation a summary takes place - questions for authors, proposals of additional entries, etc. Note! The instructor can use relevant parts of the Programme to comment on the posters.

13. Groups do the exercise/present their own method of work with a teenager, and after the simulation/role-play/exercise is completed, a summary takes place - an attempt to answer the questions: What gained our approval in this presentation? What do we take to our set of skills as a coach/mentor? What modifications of the method we propose and why (what is the purpose of this modification)? After the discussion, the group presents a poster with methods of work with the student/ward recommended by them.

14. The instructor hands in **Appendix No. S18/85. Diagnosis of effectiveness in the role of an educator - a guardian and guide of youth** to participants. After doing the self-

diagnosis test, each participant writes in his/her *Diary of a coach/mentor* a conclusion and recommendations for further work.

15. At the end of the workshop, the instructor asks each participant to recollect their individual goals associated with participation in the workshops, which they wrote in the *Diary of a coach/mentor* during the first meeting. Participants can talk for a moment with the person sitting next to them about which goal they achieved in full, and which in the least degree.

16. Volunteers can share their thoughts in public. Evaluation of the workshops.

17. The instructor thanks the group for their commitment, emphasises group's resources and talents he/she noticed during many hours of workshops, encourages participants to express their thanks, addressed to a selected person / persons for any aspect concerning participation in the training.