



Coaching models and their adaptations



Education and Culture DG

Lifelong Learning Programme

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INTRODUCTION

The project Coach 4 ME is dedicated to teachers/educators to help them gain new skills and competences in the field of using coaching methods in their daily work. Skills as personal and interpersonal competences, the ability to empower learners and to deal with heterogeneous groups and motivation are also important parts of the project. These skills are not so easy to achieve by the traditional types of training.

Coaching can be defined as a continuous process of providing students with feedback to enhance, maintain or improve their performance. This approach helps teachers and learners focus on and change their own behaviours.

We define coaches as those who offer inspiration, guidance, training and modeling and who enhance other's abilities through motivation and support.

The overall objective of coaching is to enable individuals and groups to broaden, develop and motivate each other to achieve improvement.

In order to deal with these lacks, we are interested to find a type of training that can have a potential to identify the trainer's individual needs and strengths and to support these.

In our view the teacher is more than a bearer of knowledge. As a result of this, responsibility for learning is lightened while responsibility for making learning possible is increased. The former is a domain of the learner, the latter that of the teacher who assumes the role of the coach.

The Partners of the project are the following:

- **Nevsehir University – Turkey**
- **SPEAK EUROPE Language Club – Poland**
- **SFI Söderort – Sweden**



- **Italian in Italy – Italy**



- **North West Academy of Learning – Northern Ireland**



- **Midstod simenntuar á Sudurnesjum – Iceland**



Every partner chose a coaching model that they use successfully in their school and presented it during the international meetings. In that way, the partners got acquainted with the other partners' working models. Consequently each partner used or adapted other partners' methods to their realities and gave the feedback of the results during the next meeting.

The final results, comments and solutions are presented in this guide which is a final product of the COACH 4 ME project. The guide consists of the most successful adaptations in our opinion, those that introduced some changes into the original working model.

MODELS

I. GROW MODEL

There are a number of models and frameworks that mentors can use to provide feedback to. One well used model is GROW, an acronym standing for:

Goal – Reality – Options – Will.

The GROW model offers a way of structuring a mentoring sessions to facilitate a balanced discussion. The model is a simple yet powerful framework for structuring a mentoring session. (Mind Tools Ltd, 1996-2013)

The GROW model (or process) is a simple method for goal setting and problem solving. It was developed in the United Kingdom and was used extensively in corporate coaching in the late 1980s and 1990s.

Goals

Reality

Options

What next? Way forward?

How to Use the GROW Tool

To structure a coaching or mentoring session using the GROW Model, take the following steps:

1. Establish the Goal

The mentor and the mentee need to look at the behavior or skill that the mentee wants to change / develop, and then structure this change as a goal to achieve. Make sure to use SMART Goals; Specific, Measurable, Attainable, Realistic, and Time-bound.

2. Examine the Current Reality

The mentee must describe their current reality. This is important to fully considering their starting point, in order to reach their goal effectively. As your mentee tells you about his current reality, the solution may start to emerge.

3. Explore the Options

Now it is time to determine what the possible options for reaching the objective are. Brainstorm as many good options as possible. Then, discuss these and help her decide on the best ones. Here the mentor can offer their own suggestions but only after the mentee has it's important to guide the mentee in the right direction, without actually making decisions for then.

4. Establish the Will

The final step is to get your mentee to commit to specific actions in order to move forward towards with their goal.

ADAPTATIONS OF GROW MODEL

1ST ADAPTATION

DESCRIPTION:

ADAPTATION FOR INDIVIDUAL CLASSES

The adaptation for individuals required very few changes as during one-to-one classes you can dedicate time for reflection on the process of learning and specific goals the student has got. In this case we worked in a following way:

1. 1st month – general overview of the student's linguistic goals – what they want to achieve during the language course and why they want to achieve these specific goals; what is the real and current situation of their knowledge of the language they are learning and what they can do to change it; next step is to fix some deadlines for every action they want to do to change their situation
2. Depending on the frequency of the courses, the students have got their mini session about what they did last week to get closer to their goals and they fix their mini-goals which should help them achieve the main goals step by step. Every time the teacher discusses what the student has done from the options he/she gave that were supposed to help him/her in achieving the objectives. On the basis of the student's answers the update of the plan is done.

ADAPTATION FOR GROUP CLASSES

When it comes to the groups the situation requires a different approach as it is very difficult to do the same with a group that might be done with an individual. Every participant might have different goals and different timing to achieve them so the only way to make it work well is to hand over a part of control over the process and the lesson as well to students themselves.

1. Every student in a group has to fix 1 goal for the following week and we use the same process here – GROW. The students put everything on a piece of paper and keep it with them till the next week's lesson.
2. The students are divided into pairs and each student is a coach and coachee for each other. They ask themselves questions according to a scheme:
 - a. What was your goal for this week?
 - b. At what point are you now? Any better? Any success?
 - c. What were the options you figured out last week?

- d. What did you actually do to achieve your goal?
And as well the same questions but about the next week's goal.

In this way the teacher monitors the pairs, time is used in an effective way as the students do their mini coaching sessions in a language they are studying (from A2plus level – on lower levels in their native language). The session takes about 20 minutes every week. The students make notes about their partner and at the end of the session they give it back to their partner so that the following week it is possible to check up the details with a different partner as we use a rotation system so in general partners change.

REASON TO ADAPT

Student motivation – specific problem – lack of preparation to the classes

OBJECTIVES OF THE TEACHER

- More empowered students
- Increase internal motivation of the students
- Show them the process of learning in a different way

EXPECTED RESULTS

- Increased internal motivation to study
- More balanced responsibility for the study results
- More empowered students who understand better their own needs
- Increased level of self-reflection during the process of studying

2ND ADAPTATION

DESCRIPTION:

We have used this model in our groups of different levels.

1. We first had a test in our groups of reading comprehension, writing texts and listening comprehension.
2. We had a talk separately with a student to look at the result. If for example he/she had difficulties with writing, we talked about why.
3. He/she evaluated himself/herself first. He/she explained what was difficult with the skill, how often he practiced the skill at home, if he wrote a lot in his own language etc.
4. We looked at the text together to see what he needed to improve, like spelling, grammar structure etc.
5. How can I help you in my role as a teacher?
More exercises? More examples in the classroom?
6. The student suggested the ways that suited him the best to improve the skill.
7. We set up a time frame to have another talk to see what have happened until then.

REASON TO ADAPT

We used this in order to make the students aware of their level of the language and what they can do at home to improve different skills

OBJECTIVES OF THE TEACHER

- To make the students more aware of their own responsibility of learning
- To make the students define their goals of the skill and try to find techniques that might work to reach them
- To set up a realistic time frame with the student

EXPECTED RESULTS

- That the students take their studies more serious
- That they realize that they have to work on their own as well to achieve their goals.
The teacher is not a magician
- That they try to think about how they can learn most

EVALUATION

Some comments and remarks about the GROW model:

“The best part in the model is setting the goals – students were supposed to set their own goals so from one side they had their dreams from the other side they had their realistic evaluation of the situation which gave a quite good mixture of feasible goals.”

“The most interesting part was the OPTIONS because it turned out that the creativity in the students what and how they can do is really impressive.”

“This model is about focusing on curriculum goals (sometimes we forget them) and on students’ goals and paying attention to them. The most important is the effort that we must remind our students why they learn and what they want to achieve.”

“When we use this model the students are more relaxed, because they can feel that their needs and goals matter for the teacher. So, they can make progress faster during the lessons.”

“The students were excited about this model and thought it worked very well. From the teachers’ point of view, what is interesting is that you can see the student follow their goals especially in their studies.”

II. MEDIATION MODEL

Usefulness:

The Mediation method is a holistic work- and study method that enables all participants to be active through the cooperation.

By making all participants jointly responsible for the goals of the cooperation you will encourage their enthusiasm as well as their participation.

Interactivity and teamwork will ensure great identification with the goals and jointly made decisions for all participants.

Methods used will ensure activity of the participants and therefore best use of time.

The equipment used is simple and gives an opportunity to intertwine to other methods and tools.

Basic rules:

Comments, ideas, problems, questions etc. are written on cards and pinned to the board, to be visible for all participants (visual aid technique)

Identical or coherent contributions are categorized under headlines (organising, overview)

Participants wishes on emphasis during the cooperation, interests, attitudes, evaluation etc. can easily be explained and cleared with self-sticking stickers

To be able to work more closely and deeper on themes or matters the group is divided into smaller workgroups or study-communities

Conclusions and information are put forward in a visible and interesting fashion with the help of the Mediation method equipment

Objections, uncertainties, agreements are expressed and made visible appropriately

Decisions and project segments are put forth in the form of lists, where participants are meant to be responsible for certain parts (ensuring success, mutual trust)

Mediation method reaches out to the participants on many different levels. First and foremost the visual, but for support there is music, smells and body-practices (appealing to different learning styles, holistic work method)

Basic principle is the activity of all participants through independent action and self-responsibility.

Potential uses:

School, Education/training, Meetings, Group work, Organisations, Problem solving, Introductions Ect.

ADAPTATIONS OF MEDIATION MODEL

1ST ADAPTATION

DESCRIPTION:

We have used mediation method in group classes.

1. Reading in class about the different (preferably free) activities the city of Stockholm has to offer its inhabitants.
2. Discussion in small groups to decide an attraction to visit.
3. Whole class decision.
4. Finding out information on the home page of Stockholm about the particular attraction, following a question formula.
5. Decision in class when and where to make an excursion to Skansen, the open air museum.
6. Discussion and decision of the program for the excursion and what to bring.
7. Excursion
8. Talking about the event in school the next day in small groups and writing a paper to evaluate the exercise and the excursion.

REASON TO ADAPT

Migrant students, and particularly those with low study background tend to be stuck in their living neighbourhood. In order to make them more integrated in the society we have let them find information on line of different types of activities in Stockholm and participate in those activities.

OBJECTIVES OF THE TEACHER

- Create an atmosphere to stimulate the students to see what opportunities their city has to offer.
- Help the students to overcome their doubts of leaving their living environment and be able to take part of all different activities in The city.
- Get the students to cooperate in groups to be able to achieve the objectives.
- To make the students aware of the fact that learning can take place outside the class room.

EXPECTED RESULTS

- Stimulate the students' team-working skills.
- To make the students more open for the surrounding world.

- Improve students' computer skills.
- To get the students' acceptance for the method of the exercise.

2ND ADAPTATION

DESCRIPTION:

We adapted this method only in a version for groups, not any more for individual classes as this method would lose its efficiency while working just with one individual.

We adapted it to very specific situation: vocabulary learning during the classes as follows and agreeing on a common list of words:

1. Divide the group into 3 smaller groups of 3 people.
2. Give to each group dictionaries (ordinary ones, picture ones and some links to online tools good for learning vocabulary).
3. Explain to the groups that the main vocabulary topic of the lesson is a semantic field you chose (in our case we used: WORK)
4. Give to each group a category of vocabulary they have to focus on in order to prepare a list of 20 words which in their opinion are important for this category (in our case we used: FIELDS OF WORK - NOUNS, DESCRIBING WORK – ADJECTIVES, WORKING ACTIVITIES – VERBS)
5. Every group works out a list of 20 words in their own category using, the dictionaries and available online tools.
6. Once the lists of 20 words are ready, the teacher mixes the groups so that everybody is in a different group with participants from two other groups.
7. The new groups are given a practical task in order to use the vocabulary lists in practice (in our case we gave them 3 subjects to create descriptions or dialogues in the following fields: A YOUNG PERSON TALKS TO A JOB COUNCELLOR ABOUT A SPECIFIC JOB, TWO FRIENDS ARE TALKING ABOUT THE JOB OF ONE OF THEM, A HIGHLY PROFESSIONAL SPECIALIST TALKS ABOUT HIS/HER JOB TO A GROUP OF YOUNG PEOPLE). The practical exercise should be as well a riddle for the groups (in our case the groups couldn't use the name of the specific jobs they were describing in order to ask the other groups to guess these jobs).

NOTA BENE: You should create as many groups as the number of the members in each group so that when you mix the group there is always somebody from the previous group division.

REASON TO ADAPT

Student motivation – empowerment of the students

OBJECTIVES OF THE TEACHER

- Empower students in their learning process

- Show the students the framework in which they can move and how they can work/learn individually and in small groups
- Show the students diverse understanding of what is important for different students while learning a language and respect mutually in the learning process
- Show practical reasons why the students need to learn certain things in a foreign language

EXPECTED RESULTS

- More responsibility for the learning process
- More increased self-awareness in the learning process (why I learn this and how I learn this)
- More empowered students (to some certain extent the students decide what they study and what is important for them – in the framework given by the teacher)
- More engaged students in the process of learning
- Better team-working skills

EVALUATION

Some comments and remarks about the MEDIATION model:

“The students were very satisfied with the whole exercise and immediately asked for more of the kind. There was also an growing awareness that learning is possible in other ways but sitting in a school.”

“Students could talk about their opinions, they could develop their group-work skills. They enjoyed it, they progressed in exploration process as well.”

“Also, this model helped the students to define problems that could occur or occurred and to find or work out a common solution too.”

“Thanks to this model, we could see how many ideas our students have even before beginning to talk about a specific topic.”

III. MAPS AND TERRITORIES - MODEL

Information:

Conflicts between people arise because of misunderstandings or different visions that are opposite „maps” of the theoretically the same „territories”. „Map is not a territory”. Territory is a thing or a phenomenon, anything that you can describe, but a „map” is already your vision or description of what you see.

Instructions

1. Divide the participants into small groups (if the participants are not numerous you can work together as one big group).
2. Show to the participants a photo (to every group a different one) with a lot of details and ask them to look at it carefully and try to remember as many details as possible.
3. Then ask everybody to write down a list (“a map”) of things they remember from the photo (everybody works individually) including as well colours and shapes.
4. Once they are ready they start to share their lists (“maps”) of remembered things within the group and compare their “maps” with the other participants’.
5. Once they finished comparing, the participants start to discuss together the following questions:
 - Was there anything in this experiment that surprised you?
 - Is only my “map” the right one?
 - What can I learn from other participants’ “maps”?
 - Are we all the same? Are there other things important for other participants?

ADAPTATIONS OF MAPS AND TERRITORIES

1ST ADAPTATION

DESCRIPTION:

We used this method in our groups at school. The students have reached a quite advanced level of Swedish to be able to discuss. The teacher chose different pictures of people or areas that could bring out prejudice or stereotypes. Each group gets a picture to watch for a minute without talking. Every student writes words or sentences that comes up in their heads while watching the picture for 2-3 minutes. After that the students compare what they have written and starts a discussion about it. Each group gets a paper and writes a text about who the person on the picture is. Name, age, history, family etc. The groups show their picture and reads their text for the whole class. If there is time the groups can switch picture and start again.

REASON TO ADAPT

In order to make the students speak in small groups and at the same time compare how they think about certain aspects in the society and why they think like that.

OBJECTIVES OF THE TEACHER

- Divide the students into small groups, maximum 5
- Explain the model very clearly so that there will not be any misunderstandings
- Encourage the student to use their opinions and beliefs to really have discussions in the groups

EXPECTED RESULTS

- Everybody uses their Swedish
- Creating a good environment amongst the students
- Make the students realize how different all people see and think about certain aspects in the society

2ND ADAPTATION

DESCRIPTION:

- Wander if it is possible to use this method to increase memory and attention
- Coaches can use this method in any course, just have to find pictures or objects that are connected to the topic in hand

REASON TO ADAPT

- Students' view on how settlers lived their life on this freezing island, the first few years
- See how the first Icelanders told their stories, what they have to work with
- Work in a group – what the student are not used to do
- Show student that if they work in a group the result could be better and gives them more view on the matter
- To stand in front of a group of people and explain how they work together and what was to results

OBJECTIVES OF THE TEACHER

- Explain how this exercise works
- Divide the class in small groups
- Try not to interfere – try to be invisible during their work
- Try not to give the student to much hints on how to work this project

EXPECTED RESULTS

- Everybody uses their Swedish
- Creating a good environment amongst the students
- Make the students realize how different all people see and think about certain aspects in the society

EVALUATION

Some comments and remarks about the MAPS & TERRITORIES model:

“The students felt that they had space and time to use their language in the small groups. They thought that it was interesting to see how different you can see a person that you don’t know and how you immediately start to process stereotypes and believes that everybody thinks in the same way as you do.”

“First of all, the students thought this assignment was fun to do.”

“The students were not sure if they should take notes, most of the student started to write up what they saw, but others drew pictures. A lot extra came in their “map” after they started talking together and the students thought that was amazing how much extra material came from others. They saw how much working in groups would help them.”

IV. NLP MODEL

Neuro Linguistic Programming is a self-development technique developed in the 1970s by Richard Bandler and John Grinder. Its purpose is to help individuals understand and take control of their thought processes and feelings and use them to bring about positive change in their lives.

Different learning styles refer to a range of competing and contested theories that aim to account for differences in individual's learning. These theories propose that all people can be classified according to their style of learning. We all have preferences for how we like information to be presented and also preferences for the way we evaluate and analyse information.

Trainers, teachers and educators need to know that every person has an optimum way of learning new information. Some students need to be taught in ways that vary from standard teaching methods. Most of us learn in many ways, yet we usually favour one modality over the others. These modalities are according to the NLP model the following:

- Visual (images)
- Auditory (sounds)
- Kinaesthetic (touch and internal feelings)
- Gustatory (tastes)
- Olfactory (smells)

So in the learning process all of us use a combination of these senses but prefer one of them. The brain gets the "picture" of what we are supposed to learn from a combination of these senses.

Possible exercises:

1. Talk about a subject of your own choice.

Pick any letter of the alphabet, eg U

Write three words starting with this letter, eg umbrella, uncle, understand.

Talk about one of these words for three or four minutes in pairs (2 students)

2. Guess my favourites

Make groups of three. Write some subjects on the white board, for example sport, hotel, drink, piece of furniture, author, artist, part of my body... (let the students find out more).

Introduce the phrases; "I think that your favourite sport is table tennis" or "Talking about furniture I believe that you like your sofa best. Is that correct?"

– Yes! Why is that so? – Because...." Or

-No, that's not correct. (continue guessing)

3. Stand in a circle according to your date of birth, your first names (or second) the name of the street where you live. Ask the other students of their date of birth "What date where you born?" I was born on the twentieth of april, what date where you born" and then you make the circle from 1st of January to 31st of December (or from A to Z when you talk about names).

4. Five beautiful words

Students write their five favourite words in the target language on a piece of paper. Divide into groups of three. Now chose the five most beautiful word among the fifteen they have together. Now write a text, story or poem with the five beautiful included. Read the story loud to the rest of the class (all three authors can read). After the three readings the rest of the class guess which the five words are.

5. The sun and the moon

a) Remove the chairs to make an open space in the class room (or go out into the corridor). The students stand in a group in the middle of the room. The teacher could preferably be standing on a chair. Then the teacher presents opposites like "The sun – The moon" or "mother – father" or " morning – evening" or "beer – apple juice". At the same time the teacher with her/his hands shows first to the right "morning" and to the left "evening" and the student move to either left or right according to what aspect they prefer. Have at least 20 opposites ready for the show!

ADAPTATIONS OF NLP

1ST ADAPTATION

DESCRIPTION:

“Five beautiful words”

- a) Students look through an old Icelandic saga, Brennu-Njals saga and try to discover five words that they are not familiar with and think is beautiful words
- b) The students write the words on a piece of paper
- c) Divide into groups of three. Now chose the five most beautiful word among the fifteen they have together
- d) Now write a text, story, make a song or poem with the five beautiful included
- e) Present the product loud to the rest of the class
- f) After the three readings the rest of the class guess which the five words are

REASON TO ADAPT

- To get the students to learn old Icelandic words and how to use them in a sentence, poem or a song

OBJECTIVES OF THE TEACHER

- To show the student were to look for the meaning of the old words, in a dictionary or on the world wide web

EXPECTED RESULTS

- That the student would handle this project even though it's hard to use words that they have never heard before
- That they would list down a least some words on paper.
- To use the words in a context even though it can be hard to write a song or a poem

2ND ADAPTATION

DESCRIPTION:

“The sun and the moon”

Description:

Remove the chairs to make an open space in the class room (or go out into the corridor). The students stand in a group in the middle of the room. The teacher could preferably be standing on a chair. Then the teacher presents opposites like “The sun – The moon” or “mother – father” or “morning – evening” or “beer – apple juice”. At the same time the teacher with her/his hands shows first to the right “morning” and to the left “evening” and the student move to either left or right according to what aspect they prefer. Have at least 20 opposites ready for the show! We used this exercise as an ice-breaking activity among teachers who don’t know each other during vocational workshops. Instead of opposite words we used opposite concepts connected with teaching such as: “regular homework for students” vs. “no homework for students”. In this way we showed the teachers that they can find among them people with similar ideas on teaching and as well those who have a completely different view on the subject. Between announcing opposite concepts, the teachers were asked to give very short reasons why they chose one of the options. At the end of the activity, the teachers were asked to say what surprised them about this activity and about the answers the other teachers gave to explain their position.

REASON TO ADAPT

- Ice-breaking activity – getting to know each other during vocational courses for teachers
- Showing different methods and approaches to teaching and reasons for this

OBJECTIVES OF THE TEACHER

- Try not to interfere
- Create a good working atmosphere where everybody is right and there are no better or worse opinions
- Leave as much space as possible for the teachers to let them speak their mind freely

EXPECTED RESULTS

- Broaden ideas of the teachers on teaching
- Sharing opinions on teaching
- Making connections between the teachers
- Creating a network of teachers working together

EVALUATION

Some comments and remarks about the NLP model:

“This method can be used in lots of different ways, is very versatile, as well as to teach different languages.”

“The students have always fun when the teachers works with them using this model. They are left a lot of freedom to learn and work at their own pace.”

“Sometimes students write phrases instead of just words, but given the method is so highly-adaptable, it’s not a problem it actually lets us to focus on relationship between the words and conceptions hiding behind them.”

V. SEVEN STEPS MODEL

Goals

- a) to develop an expertise in communication (for instance we have used the model so as to improve the vocabulary related to feelings/emotions, and the subjunctive verb form);
- b) to remove the obstacles of learning: by lowering the affective filter, accepting teacher's methodology, becoming aware of each own cultural background and of the others' one (stereotypes and prejudices).

Context

Foreign language classroom, multicultural environment

Phases

Step 1) *What is this?*

Information is given about the kind of activity that will be carried out: students are informed that they will work on differences in point of views and perspectives. Then a game starts: a hidden object is touched for few seconds from students that should guess what it is. Teacher can ask the student: "how much you want to bet?". This is a funny ice-breaker that can introduce an interesting discussion on different perceptions.

Step 2) *The unforgettable pictures!*

The teacher shows three impressive pictures. The pictures can be replaced by three objects or some impressive material.

Step 3) *Write the colour!*

The students write emotions, ideas, places and everything they think about the pictures on coloured post-it and pick them on the board around the pictures.

Step 4) *All together!*

Each one gives an explanation of the choices he/she made, and a discussion is introduced (students can observe and consider the different feelings expressed from the others in the classroom). The plenary discussion is useful to introduce new vocabulary.

Step 5) *Write-down!*

What do the students think about the pictures? Students are asked to write a text about pictures. (For instance, in the last session we have carried out, the focus was made on using the subjunctive verb to express opinions)

Step 6) *Who is the author?*

Now each student casually chooses one text among those written by the others. He reads it to the group which tries to understand who is the author.

Step 7) **Feedback!**

ADAPTATIONS OF SEVEN STEPS

1ST ADAPTATION

DESCRIPTION:

We used the model as a way to make the students express themselves more deeply by using their feelings and emotions when they look at different pictures

1. Look at the 3 different pictures and think about words that pops up in your head while looking at them. They can be nouns, verbs or adjectives.

What kind of feeling do they give you?

2. Think about if the words are positive or negative to you. Write one word down on a post-it note and choose which color fits for you. Approximately 10 minutes.
3. Put your post-it notes around the picture on the wall.
4. When everybody is done, ask each other who wrote what and why. Discuss!
Approximately 10 minutes
5. Now you receive a piece of paper. Choose one of the pictures and write a short text of what you see and how you feel while looking at it. Don't show it to anyone and don't write your name. (10 minutes)
6. Put all the texts on a table. One person at the time reads a text and after that the other persons in the group tries to guess who wrote it.

REASON TO ADAPT

Teachers can use this model to encourage students to speak more and make them describe their emotions with lots of adjectives

OBJECTIVES OF THE TEACHER

- Create an environment where the students feel confident to speak
- Use a different way with pictures to encourage the students to express their feelings

EXPECTED RESULTS

- That the students felt that they had space and time to speak a lot
- That they used the language in a different way than they are used to
- That they showed how they can use their Swedish in a more creative way

2ND ADAPTATION

DESCRIPTION:

We used the model with elementary level students to encourage them to express their opinions. The teacher hides in a bag different objects and asks each student to choose one object from the bag and touch it without looking at it. The students have to describe it using learnt phrases to describe objects. Once everybody did that, the teacher shows to everybody the objects hidden in the bag and divides the group into pairs. Each pair gets one of the objects and has to describe it using as many adjectives as possible. Then each pair presents their description to other students.

REASON TO ADAPT

- To get the students accustomed to using new vocabulary they learn

OBJECTIVES OF THE TEACHER

- Teach the students working in pairs
- Use actively vocabulary the students learn
- Create a good play&learn atmosphere

EXPECTED RESULTS

- Use of learnt vocabulary
- Breaking the speaking-barrier

EVALUATION

Some comments and remarks about the SEVEN STEPS model:

“The students really liked the model because it was fun to express the language in different ways. They were the teachers for each other. Students that normally are quiet participated more. The difficulty was to understand the steps but otherwise it was very good.”

“It was very exciting and practical but it took a lot of time for our workshop. We were happy because our students liked this application.”

“There’s no problem with classroom management when using this model until the very end of the lesson. All the students are extremely concentrated on the work until the end of lessons.”

“It provided enjoyable lesson’s time. The students asked us when we will use this model again. This model is a Student-Centered Approach, where all students participated in the lesson. And students were motivated to use this application in the future.”

VI. CREATIVE IMAGES OF CONCEPT MODEL

Description of the model (step by step)

1. To define one topic (for example, teacher, education , economic etc.).
2. To create concepts (could be a lot of words –noun, verb or adjective) about the topic.
3. To define participants' perceptions from the topic and to conceive by drawing a picture or a schema about this topic.

The presented model can help the teachers to boost their students' motivation, because, we think that our model is effective learning for students and this model could keep our students active during the lesson. Furthermore, our lessons are theoretical and we must find different adaptations to involve our students. And they can draw the topic of their mind. We want to see topic's meaning which is in the mind of students.

The model works very well when the teachers needs to:

- use time effectively.
- distinguish knowledge level of students about a special topic.
- facilitate his/her the transfer of knowledge.
- have a great learning time.
- do effective group for workshops.
- develop creative thinking skills.

Thanks to working with this model the students can:

- grasp automatically the topic.
- understand the topic easily.
- facilitate another step of learning.
- increase the level of internal motivation
- increase responsibility of the students.
- express their thoughts about the topic

ADAPTATIONS OF CREATIVE IMAGES OF CONCEPT

1ST ADAPTATION

DESCRIPTION:

Description of the model

- a. To define one topic (f.ex. teacher, education, economic)
- b. To create concepts (could be a lot of words) about the topic
- c. To define participants' perceptions from the topic and to conceive by drawing a picture or a schema

As the model is very clear, we didn't have to adapt it a lot. Just some minor changes were introduced and the students just grasped it right away.

REASON TO ADAPT

- To get the students to see things connected (as an picture) to an object, in this case the history of Njala (an old Icelandic saga)
- To get the student to understand better parts of the object (Njals saga)
- To motivate the student to see how interesting the object is (Njals saga)
- The student have a problem understanding the saga, because of the old language that is it written in

OBJECTIVES OF THE TEACHER

- To do effective work with a group that has difficulties understanding a saga
- To go around and ask each group some questions about their part of the saga
- To answer questions about their part, if the students don't understand a part (their part) of the saga
- When the presentation is presented by each group, ask questions about their work

EXPECTED RESULTS

The expected results was that the students would understand the episode they got listed even more.

2ND ADAPTATION

DESCRIPTION:

We have used this model in a quite advanced group

1. We divided the students into groups of 4
2. The topic was “What’s the most important to give children at home”
3. First the students sat a couple of minutes by themselves to think about different words that they feel are important
4. Then they compared their words and tried to justify why they chose these words and if they had any experience or knowledge about its importance to children
5. Then they tried to agree about 6 words
6. They chose an image to draw and to put the words around
7. All of the groups presented their ideas to each other

REASON TO ADAPT

We used this in order to make the students active and to talk more. We chose the topic because it’s popular and most of them have ideas about it.

OBJECTIVES OF THE TEACHER

- To make the students use their Swedish while talking
- To make the lesson more fun and open
- To make students justify how they think and express it to others

EXPECTED RESULTS

- That the students like to have variation in the class room
- That everyone participates to find the importance of the subject
- That it’s easier to remember new words when you do it like this

EVALUATION

Some comments and remarks about the CREATIVE IMAGES OF CONCEPT model:

“The students really liked the lesson because they could be more creative and the importance of the teacher to give knowledge disappeared. They learned from each other. The topic was to speak Swedish but at the same time they talked about their children and gave ideas about how to raise them. It was a lot of talk about money and things like computers, clothes and phones but they all agreed about that it wasn’t that essential.”

“First of all The students thought this assignment was fun to do (you could see that while they were working on their assignment).”

“It very easy to use and it can be incorporated in the lesson with no problems. At the same time it makes a lesson impressive for the students.”

WORKSHOP PROGRAMME FOR TEACHER TRAINING

Objectives: COACHING ON THE JOB

- to help teachers/educators to improve their classroom performance and their learners' results
- to provide ways for constant professional development for the teachers
- to enhance competences and skills of teachers to deal with challenges such as lack of motivation, intercultural, intergenerational aspects, diversity
- to adapt the expertise and experience of coaches who work in the business sector for the needs of teachers
- to promote usage of coaching models among the teachers in their daily work

Local Workshop Participants

1. Teachers of the organizing institutions
2. School teachers (from elementary to university lecturers) willing to participate

Programme

Short Version – 1 Day Workshop

1. Information on the project COACH 4 ME and coaching in general
2. Presentation of the coaching models and adaptations of these models
 - a. **GROW MODEL** – presentation of the model and its practical use (provide materials with the description of the model in general and the description of the chosen adaptation- use the present manual and deliver practical workshops on this basis)
 - Presentation of 1 chosen adaptation of other partners (depending on the target group and their needs)
 - b. **MEDIATION MODEL** – presentation of the model and its practical use (provide materials with the description of the model in general and the description of the

chosen adaptation- use the present manual and deliver practical workshops on this basis)

- Presentation of 1 chosen adaptation of other partners (depending on the target group and their needs)
- c. **MAPS AND TERRITORIES** – presentation of the model and its practical use (provide materials with the description of the model in general and the description of the chosen adaptation- use the present manual and deliver practical workshops on this basis)
 - Presentation of 1 chosen adaptation of other partners (depending on the target group and their needs)
- d. **NLP MODEL** – presentation of the model and its practical use (provide materials with the description of the model in general and the description of the chosen adaptation- use the present manual and deliver practical workshops on this basis)
 - Presentation of 1 chosen adaptation of other partners (depending on the target group and their needs)
- e. **SEVEN STEPS** – presentation of the model and its practical use (provide materials with the description of the model in general and the description of the chosen adaptation- use the present manual and deliver practical workshops on this basis)
 - Presentation of 1 chosen adaptation of other partners (depending on the target group and their needs)
- f. **CREATIVE IMAGES OF CONCEPT** – presentation of the model and its practical use (provide materials with the description of the model in general and the description of the chosen adaptation- use the present manual and deliver practical workshops on this basis)
 - Presentation of 1 chosen adaptation of other partners (depending on the target group and their needs)

3. Evaluation of the workshop.

Long-term workshop sessions on a regular basis

1. Information on the project COACH 4 ME and coaching in general – introduction – 90 minutes

2. Presentation of the coaching models and adaptations of these models – 1 model and its adaptations per 1 meeting (120 minutes)
 - a. **GROW MODEL** – presentation of the model and its practical use (provide materials with the description of the model in general and the description of the chosen adaptation- use the present manual and deliver practical workshops on this basis)
 - b. **MEDIATION MODEL** – presentation of the model and its practical use (provide materials with the description of the model in general and the description of the chosen adaptation- use the present manual and deliver practical workshops on this basis)
 - c. **MAPS AND TERRITORIES** – presentation of the model and its practical use (provide materials with the description of the model in general and the description of the chosen adaptation- use the present manual and deliver practical workshops on this basis)
 - d. **NLP MODEL** – presentation of the model and its practical use (provide materials with the description of the model in general and the description of the chosen adaptation- use the present manual and deliver practical workshops on this basis)
 - e. **SEVEN STEPS** – presentation of the model and its practical use (provide materials with the description of the model in general and the description of the chosen adaptation- use the present manual and deliver practical workshops on this basis)
 - f. **CREATIVE IMAGES OF CONCEPT** – presentation of the model and its practical use (provide materials with the description of the model in general and the description of the chosen adaptation- use the present manual and deliver practical workshops on this basis)
3. Evaluation of the workshop.