



SUPPORT TO CHOOSE FUTURE

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GELECEK SEÇİMLERİNE DESTEK



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Co-Agency Coaching and Mentoring Training Module

SUPPORT TO CHOOSE FUTURE

Development of Co-Agency Coaching & Mentoring System to Support VET Students in Their Decision
Making process for the Future

Grant Agreement n.: 2020-1-TR01-KA202-092936





CHAPTER 1

Title of the Module: INTRODUCTION

Learning objectives

At the end of this session, participants will be able to:

- Understand the importance of student agency and future readiness.
- Recognize the role of VET schools and professionals in supporting students' decision-making and career planning.
- Apply coaching and mentoring techniques to empower students in making informed choices.
- Foster collaborative relationships among teachers, professionals, families, and communities.
- Implement interventions to address school dropout, skills mismatch, and NEET situations.
- Assess and guide student progress in a co-agency coaching-mentoring framework.
- Promote the Support to Choose Future project and its objectives.
- Create a supportive school environment that values student agency and engagement.
- Navigate different school changing processes effectively.
- Share best practices and collaborate with peers.

Sessions	Duration	Implementation/Method Suggestions	Training Materials	Recommended Number Of Facilitators
Getting to Know Each Other	30 minutes	Ice breakers, energizers, games	pen, post it, flip chart, markers	1 or 2
Background about School Dropout, skills mismatch, and NEET Situations	30 minutes	interactive presentations, group discussions	presentation, flip chart, markers	1 or 2
Background of the Support to Choose Future Project	30 minutes	interactive presentations, group discussions	presentation, flip chart, markers	1 or 2
Team Building	60 minutes	team building activities, group discussions	pen, post it, flip chart, markers	1 or 2

The European objective of reducing the share of early leavers to below 10% of young people aged 18 to 24 is one of the Europe 2020 headline targets. According to the 2018 Eurostat, the early school leaving rate was 10.6%. The rates are still high and over the target in some of the European countries by 2019 (for instance, Spain (17%), Romania (15%) Italy (13%) as a program country Turkey (29%). On the other hand, 16.5% of the 20-34-year-old people in the EU were neither in employment nor in education and training ('NEETs') by 2018 while the rates are 28.9% in Italy, 26.8% Greece, 33.2% in Turkey, 11.1% in Slovenia, 13.6% in the UK, 8.4% in the Netherlands.

While employment rates of recent graduates were 75.9% in the EU by 2018, they were 55.7% in Turkey, 52% in Italy, 79.9% in the UK, 82.2% in Slovenia, and 92.0% in the Netherlands. All these data show us the goals in EU Strategy 2020 will be achieved at the end of 2020 at the EU level. But, when we look at the statistics in terms of countries, there are serious differences in EU countries. In our opinion, as much as the goals were achieved in general terms, this unbalanced situation in the EU shows us there are still much work to do in these topics.





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Another important problem is a skills mismatch in the labor market which is defined as the gap between an individual's job skills and the demands of the job market (ECDVT, 2014). A research study (Cedefop, 2016) focuses on the contribution that VET can make to reduce ESL. In the study, it is cited that "ESL can lead to a vicious cycle of unemployment, social exclusion, and poverty." EU statistics give us only overall rates. We do not know "How many early leavers come specifically from VET pathways? Why? How many of them return to education? How many choose VET as a second chance option? And how many graduates eventually? (Cedefop, 2016). According to the result of the study "in most cases, VET appears to result in higher shares of early leaving than general education." and "VET is not only part of the problem, it can also be a solution, helping retain or return learners and young people to education and training."

AN OVERVIEW ABOUT SCHOOL DROPOUT

There is no single prominent risk factor predicting dropout. Rather, there are numerous risk factors that in combination with each other raise the probability of youth leaving high school early (Gleason & Dynarski, 2002). These factors fall into four broad categories related to individuals (e.g., truancy, poor school attitude), families (e.g., low-income, lack of parental involvement), schools (e.g., negative school climate, low expectations), and communities (e.g., high crime, lack of community support for schools), according to the Center for Mental Health in Schools, UCLA (2007).

Dropout rates particularly correlate with high poverty rates, poor school attendance, poor academic performance, grade retention (i.e., being held back), and disengagement from school (Hammond, Linton, Smink & Drew, 2007).

EPISTEMOLOGICAL AND THEORETICAL BACKGROUND OF SUPPORT TO CHOOSE FUTURE CO-AGENCY COACHING AND MENTORING TRAINING PROGRAM

Support to choose future projects was designed according to Interactionist Perspective (Psychological and Sociological Theory). This perspective assumes that man is an active subject, whose action is intentional and oriented by meanings: meanings are conceived as constructed within the process of social interaction and modified along an interpretive process implemented by the subject, always in relation to what surrounds him (Blumer, 2006).

Social roles are also delineated through the mutual anticipations and expectations that are generated in the interaction. Therefore, the human being is in continuous interaction with what surrounds him, it is in the process of configuration of Identity that our interest falls.

The process of assigning "Student/Student Drop out" status is generated through a continuous interaction between multiple items.

When the auto narratives (what I say about myself) and the narratives of others (what others say about me) coincide, then we have the process of typification. And this creates the possibility of identifying into a single role.

AN INTRODUCTION OF SUPPORT TO CHOOSE FUTURE PROJECT

Support to choose future aims to reducing/preventing:

1. early school leaving;
2. skills mismatch (SM);
3. NEET situations.





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There are many reasons that students choose to leave school early, or they live skills mismatch problems, or they become NEET in VET. By focusing on reasons we describe them as passive members of the process by giving the active roles to the schools' system, teachers to understand their needs and take action. But if we want them to be an active part of the society we should build the possibilities with them.

Our aim is not only defining the causes but also exploring solutions and resolutions. In fact, we can say that those who leave school early, NEET or skills mismatch situations share common ways to approach the education and labor market. All of them show limited competences in making functional choices for their future, imagining and projecting a functional idea about their professional career, mapping and orienting themselves in all the possibilities that the world offers. Thus, the OECD learning framework 2030 requires "co-agency with peers, teachers, parents, and communities", and it aims to "orient students

in a world of uncertainty and rapid change and helps them navigate towards the future we want. Future-ready students need to exercise agency, in their own education and throughout life. To help enable agency, educators must not only recognize learners' individuality but also acknowledge the wider set of relationships that influence their learning. A concept underlying the learning framework is "co-agency", the interactive, mutually supportive relationships that help learners to progress towards their valued goals. In this context, everyone should be considered as a learner, not only students but also teachers, school managers, parents, and communities."

With "Support to Choose Future" project we aim to promoting:

- the decision making/planning/projecting skills of VET students.
- the active role of VET students to build their life, be responsible for improving their skills and competences in accordance with their decisions for the future
- awareness on co-agency approach among the schools, teachers, professionals, families, and society in Europe
- the co-agency and responsibility processes among the school community.

SCHOOL OF KNOWLEDGES VS SCHOOL OF COMPETENCES

Historically, two paradigms have presented themselves in the organization of the School as nowadays we know it.

The first one can be called the "School as place of knowledge".

The first concerns the centrality of Knowledge and is articulated according to a curricular plan, for individual subjects. The acquisition of content was considered preparatory to work and social insertion. The idea behind is that a strong specific didactic knowledge will provide me the possibility to fit in some specific job positions offered by the local market. The

strong point is to have very in-depth knowledge of various contents.

The second one can be called the "School as place of citizens skills"

In the second, the focus is on citizenship, or how students learn to be citizens. From this perspective, it is necessary to question how the topics/contents are used. It is sometimes more important to know how to use them rather than to know them. The focus of school work is on promoting competencies rather than knowledge acquisition.

When we are speaking about phenomenons like school dropout, skill mismatch or neet situation the focus cannot be just on knowledge acquisition. As the OECD learning framework 2030 is describing, we need to focus on the way that students can exercise agency, in order to have the possibility to create their own future path. But

how





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can we promote this change in the VET school communities stakeholders?

(After that trainer describes the two paradigms, he/she is inviting the participants to discuss how they are perceiving the school that they are working on).

SUPPORT TO CHOOSE FUTURE AIMS TO TRAIN TEACHER AND SCHOOL PROFESSIONALS TO A CO-AGENCY COACHING-MENTORING PERSPECTIVE AND METHODOLOGY

Co-agency Coaching&Mentoring Training Module is targeting VET teachers and/or career counselors, coaches & mentors, psychological counselors.

It is important to invest and train those kinds of school professionals, because according to evidence that we collected in literature analyzing and on field research, they are the ones that can impact more on developing the possibilities for their students to exercise agency.

As we underline before vet schools are complex communities where different stakeholder are in interaction (peers, teachers, parents etc.); trainees will develop co-agency coaching-mentoring skill that will give them the possibilities to promote interactive intervention within the community stakeholders, especially on the field of school dropout, skill miss-match and need situation.

RECOGNISE AND UNDERSTAND SCHOOL CHANGING PROCESSES

In order to promote interactive interventions within school community stakeholders, trainees should be able to understand and recognise the different school changing processes.

Understanding and recognising the different school changing processes is the base for implementing co-agency

and coaching interventions within school community stakeholders (and students), and for collecting information on which school paradigm we are in.

We are describing 5 school changing and interactive processes within school environment:

- INFORMATION
- INSTRUCTION
- UPDATE
- PRACTICE TRAINING
- FORMATION

INFORMATION

First process is **information**, that is when a person is transferring knowledge to another one or to a group. Regarding the interactive process we can describe a content and a process, but knowledge acquisition is arbitrary. Information does not require defined roles and objectives and it is a simple transfer of knowledge. What characterizes the information process, it is that frequently there is no verification on the knowledge acquisition. Also we can say that information is not discussed by people, it is just given.

For example a traffic signal can be interpreted in different ways and the acquisition of knowledge does not depend on specific roles.





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INSTRUCTION

Instruction process involves a «teacher" and a learner", thus one who is the repository of knowledge and another who is the recipient. There is often a verification of the knowledge acquired by the teacher. We can see that the Instruction process requires defined roles and objectives. The relationship between the teacher and the learner is totally asymmetrical. The evaluation of the outcomes of this process is the unilateral task of the teacher, who is not required to consider the feedback he receives from the student.

The student has two choices: either he adapts to the system, or he/she is expelled from it. Instruction depends on the role of the teacher and the student and is one-sided. When the student does not understand, the teacher explains again. The process ends when the learner has reached the level of knowledge predetermined by the teacher.

UPDATE

Update process can be described as the transmission of knowledge to people that already educated on some topic. The goal of an update is to "refresh" or "improve" the knowledge or the skills.

After that knowledge or skills are refreshed or improved the process come to end;

Therefore, it is the aim of the update processes that gives the directives.

Participants have a basic knowledge when they are receiving the update. The evaluation of the success of the process is delegated to the trainer.

PRACTICE TRAINING

Practice training process can be described as the transmission of a practical know-how, to the trainee by a trainer. It is a one-sided process, because the degree of competence is assessed by the trainer and not by the trainee. The evaluation of the success of the process is delegated to the trainer/evaluator.

FORMATION

Formation process can be described as a circular process where the knowledge is fed into the interactive network of participants.

The evaluation of the success of the process is necessarily the responsibility of both.

The relationship is asymmetrical only in terms of knowledge, but symmetrical in terms of roles.

"To form" means precisely to work on the role of the other. Formation is an interrelationship between roles, in which the trainer works in the function of the other person.

In formation the trainer can use strategies and intervention to work on the role of the students, according to the SCHOOL OF COMPETENCES paradigm.

As we are going to see, if the teacher is changing its position, it is giving the possibility to the students to do it so. In formation, moreover, any manifestation of disinterest by the students in the work of the professional is not read as something to be eliminated, but as an element of the interaction that should be understood and used.

(After that the trainer explained and described the 5 school processes, he/she is proposing to the participants the 2 following exercises)

Exercise 1: Identifying Suitable Strategies for Different Situations

The aim of this exercise is to analyze different situations in the school environment and identify the most appropriate strategy or changing process to address each situation effectively. By understanding the specific needs and challenges associated with each situation, participants will develop the skills to choose the right strategy that promotes student engagement and supports their active role in the school environment.





Duration: 20-30 minutes

Instructions for the Trainers:

1. Divide the participants into small groups.
2. Provide each group with a list of situations or scenarios, such as:
 - Knowledge of the Divine Comedy
 - Note for a new event in the school
 - Motivation to study
 - School rejection
 - Learning second-degree equations
 - Learning to use a new PC
 - Contrast with the teacher
 - Getting bored
3. Instruct the groups to discuss each situation and identify the strategy or changing process that would be most suitable for addressing it. Encourage them to consider the unique characteristics of each situation and think critically about the strategies that would effectively engage students and promote their active role in the school environment.
4. Give the groups a specific time limit to discuss and decide on the strategy for each situation.
5. After the time limit, ask each group to present their chosen strategy and explain why they believe it is the most suitable for the given situation.
6. Facilitate a group discussion to compare and contrast the strategies presented by different groups. Encourage participants to share their perspectives, insights, and any challenges they anticipate when implementing these strategies.
7. Summarize the key points and highlight the importance of selecting strategies that align with the specific needs and goals of each situation, fostering active student engagement and promoting a positive school environment.

Note: The trainer can provide additional guidance and resources to help participants understand and explore different strategies that can be effective in addressing the identified situations.

(First the trainer is giving the possibility to the participants to select which process is most suitable for the situation described. In second place the trainer develops a reflection between the different processes using also the school paradigms differences).

Exercise 2: Taking Action to Address Student Challenges

The aim of this exercise is to encourage participants to brainstorm and propose specific actions or interventions to address common student challenges related to motivation to study, contrast with the teacher, and getting bored. By identifying practical strategies, participants will gain insights into promoting student engagement, improving the teacher-student relationship, and creating a more stimulating learning environment.

Duration: 20-30 minutes

Instructions for the Trainers:

1. Divide the participants into small groups.
2. Provide each group with a list of student challenges, including:
 - Lack of motivation to study
 - Contrast with the teacher (aggressive behavior)
 - Feeling bored





3. Assign one student challenge to each group.
4. Instruct the groups to discuss and brainstorm actions or interventions that can be taken to change the student's position or address the challenge effectively.
5. Encourage them to consider both short-term and long-term strategies and think about the specific needs and characteristics of the student in question.
6. Give the groups a specific time limit to brainstorm and come up with their proposed actions.
7. After the time limit, ask each group to present their proposed actions for addressing the assigned student challenge. Allow them to explain their rationale and discuss the potential impact of their proposed interventions.
8. Facilitate a group discussion where participants can share their insights, exchange ideas, and explore the pros and cons of different strategies. Emphasize the importance of considering individual student needs, creating a supportive and respectful learning environment, and fostering a positive teacher-student relationship.
9. Summarize the key points and highlight the variety of approaches that can be taken to address student challenges. Encourage participants to reflect on how these strategies can be applied in their own teaching contexts.

Note: The trainer can provide additional resources, such as case studies or real-life examples, to further inspire participants and deepen their understanding of effective actions and interventions for addressing student challenges.

CHAPTER 2

Title of the Module: COACHING AND MENTORING SKILLS

Learning objectives

At the end of this session, participants

- will have the competence of rapport with students when needed.
- can guide students to define S.M.A.R.T goals.
- will have active and empathetic listening skills.
- will develop strong observation and reflection, feedback skills.
- can ask powerful questions to support students.
- can encourage students to have a broad perspective.
- will be able to appreciate skill.
- can perform mentoring skills.

Title	Duratio n	Implementation/Metho d Suggestions	Training Materials	Recommende d Number Of Facilitators
Introduction Coaching and Mentoring	60 mins	Group Discussions	Presentation, flip chart, markers, a question set,	2
Coaching Skills	200 mins.	Interactive presentation, learning by experiencing, group discussions	Presentation, flip chart, markers, videos	2





Mentoring Skills	40 minutes	Interactive presentation, learning by experiencing, group discussions	Presentation, flip chart, markers, videos	2
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AIM OF THE COACHING AND MENTORING SKILLS

Professionals who use their co-agency coaching skills in the school environment (teacher, coach, counselor, etc.);

- 1) Support students in setting and building interactive and mutually supportive relationships with other students, professionals, parents and the community in the school to set and achieve their goals.
- 2) Support students to take an active role in decision-making processes in the learning environment.
- 3) Support students to develop basic skills for the full potential implementation of co-agency.
- 4) Support students by active listening.
- 5) Create awareness by asking powerful questions.
- 6) Build confidence in students to find their own solutions instead of telling them what to do.
- 7) Suspend prejudices in relations with students.
- 8) Support students to build insight/awareness by listening, asking questions and challenging.

Within the scope of the Support to Choose Future project, the concept of "co-agency coaching" has developed by using the concepts of co-agency and coaching together in the school environment. The aim is to provide 'student agency' through co-agency in the school environment.

There is no global consensus on the definition of "Student agency". In the context of the OECD Learning Compass 2030, student agency means that students have a sense of responsibility to participate in society and to better influence people, events and circumstances. Agency needs the ability to draw a guiding framework and set action to achieve a goal (OECD, 2018[1]). Agency is about acting rather than being acted upon, shaping rather than being shaped and making responsible decisions and choices rather than accepting what has been determined by others. Agency is not a personality trait, it can be learned and developed. Acting autonomously does not mean acting in social isolation or acting solely in self-interest. Student agency does not mean that students can voice what they want or choose the subjects they want to learn. Indeed, students need the support of adults to use their agency and realize their potential (OECD, 2018[2]). Coaching is an effective methodology for providing this support. Coaching is a planned development process that focuses on attainable goals in order to achieve maximum performance in life and to discover potential resources by increasing people's awareness of themselves and requires mutual communication and interaction. In the coaching process, people set their own goals and determine their own action steps to reach their goals. In this process, the coach walks with the person and is not involved in the decision-making process. It supports the process of making decisions and reaching goals by using a set of skills and

techniques.

Therefore, it is





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important for teachers to have coaching knowledge and skills in establishing a co-agency system in the school environment to provide student agency.

Coaching Skills and Competencies

WHAT IS COACHING? ICF (International Coaching Federation) Coaching Definition:

Partnering with people in a thought-provoking and creative process to maximize their personal and professional potential.

WHAT IS MENTORING?

Mentoring is a developmental relationship in which an experienced person (mentor) transfers his knowledge and experience to another person (mentee), sets an example for him and encourages him to make his own decisions consciously.

The relationship between the mentor and the person who receives support from him - the mentee - is based on mutual interaction and benefits the development of both parties. Mentees, who develop faster and learn to make fewer mistakes while benefiting from the experiences of mentors, take firmer and more confident steps in their careers.

COACHING IS NOT:

Coaching, both as a process and as an attitude, has its own methods. The coaching relationship that is not suitable for these will not produce the desired result. Coaching: It is not a quick talk, it is part of a structured process. It aims not to develop people directly, but to equip them with the necessary equipment to improve themselves. It does not focus only on the shortcomings of the person, but also reveals, reinforces and develops his/her strengths. It is not applied on individuals, it is an ongoing process with them and participation. It is not an improvement in which problematic behaviors are tried to be corrected, it is aimed at increasing the skills and competencies of the person. It is not about doing what people have to do for them, solving their problems for them or making decisions for them. It aims to help them find their own solutions. The person only owns his own solution and takes responsibility for the solution he finds. Coach's mind-selling is at the top of the list of behaviors to avoid.

Coaching; Counseling is a concept that differs from psychological counseling, therapist and mentoring.

A coach is not a consultant. In the counseling relationship, the client asks the questions. The counselor answers questions, conveys his knowledge and gives advice. On the other hand, in the coaching relationship, the coach asks the questions; The answers are on the other side.

A coach is not a counselor. While coach focuses on the present and future of the person; The counselor focuses on the client's past. The psychologist tries to find and change the beliefs that cause the problem by looking for the root of the client's problem in the past. Coach tries to make the person see the options for change and take action



Coaching is



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not a form of therapy. The important distinction in this regard is that the therapy is problem-oriented and the coach is solution-oriented. Flow and agenda in therapy are determined by the therapist and the person. In coaching, only the person sets the flow and agenda.

A coach is not a mentor. Despite the sameness of the techniques used; While the mentor transfers his knowledge and experience in his field to the other person, the coach never conveys his experiences and gives no opinion. Both focus on the present and the future.

WHAT ARE THE BENEFITS OF COACHING?

Coaching area; develops awareness and sense of responsibility, enables to use potential, learns to direct oneself, sets clearer goals and objectives, strengthens communication and self-expression skills, learns methods to adapt to changing situations faster, increases the ability to work independently, gains the ability to think outside the box develops problem-solving skills, learns to use time and energy in the best way, realizes his abilities, starts to use mistakes as a learning method, increases self-confidence, learns to deal with uncertainties, has the courage to take more responsibility, realizes his strengths and openness to development can seize opportunities, manage to neutralize situations that may be perceived as threats.

COACHING MENTALITY

The perspectives of the coaches on the coaching relationship and the person receiving the coaching are as follows:
People who receive coaching;

1. He is creative and already has the resources he needs to achieve his goal.
2. He is in search of a meaning to realize himself. The coach's role is to assist in finding that meaning.
3. He is the expert of his life, and the coach is the facilitator of the coaching process for his success.
4. The way they perceive life affects their choices. The coach's role is to mirror him.
5. Sets the coaching agenda with his/her wishes and needs.
6. He is responsible for his own development and choices.

COACHING PRINCIPLES

TRUST: The relationship should be based on trust. The coachee should be able to open his thoughts to his coach without any hesitation. As he opens himself up, his awareness will increase and he will be able to look at his experiences from different angles. Everything spoken between the coach and the coachee should be confidential.

This lays the groundwork for the person to share with their coach any information that they might avoid passing on to others. Confidentiality must be communicated very clearly and

precisely at
the beginning





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of the interview. It is useful to remind the principle of confidentiality from time to time during the coaching process.

SINCERITY: Another element required for mutual trust is sincerity. The coachee should know that you are there for him/her and support him/her in every way in order to express himself/herself clearly. It is very important for the coach to act sincerely and naturally. The simplest way to demonstrate this is to give your coaching full attention and listen with your whole being.

OBJECTIVITY: Objectivity involves the coach working on concrete criteria in an impartial and unbiased manner. There are two equal people in a coaching relationship. One cannot be considered more valuable, more knowledgeable or experienced than the other. In order for coaching to produce results, two adults form a

partnership with a purpose. He should be able to take the other person as a unique person and accept them as they are, avoiding judgments such as right-wrong, right-wrong, strong-weak, good-bad.

CONSISTENCY: Consistency and integrity in the coach's approach are important in terms of trusting the coach and the coaching process. Confidence is shaken when what the coach says and does contradict each other. If the coach has thoughts that occupy him and may affect his full attention during the interview, it is imperative that he clear his mind before the interview begins.

COACHING SKILLS

1. RAPPORT

1 a. Establishing a reliable bond: A reliable bond between two people; It is a relationship where both feel truly seen, recognized and respected. It can easily be created by people who have the desire, enthusiasm and skill to devote all their energies to it. First, they focus their attention on the person they are talking to, not themselves. It is necessary to invite the student to talk, to welcome him and to make him feel comfortable.

1.b. Body Language: Your posture should be relaxed; Speak slowly, clearly and with courtesy. Pay attention to the student's body language. By consciously relaxing your own body posture, you can make the other person relax. According to some assessments, 80% of communication is non-verbal. So be mindful of what you convey non-verbally. While speaking, keep your posture relaxed and respectful at the same time. Increase your attention if the student brings a particularly important or sensitive point into the conversation. The essence of building a trusted bond is to focus on the other person. Just take care of it without doing anything else. The more you can focus on the student, the more he or she will feel respected.

To induce a desire to communicate, sit upright with your chest open towards him, balanced, leaning slightly towards him, with your shoulders not stretched backwards. With this body posture, you will show him that you are ready to listen and understand him. The shy and closed body posture that emerges with the closure of the center and the drop of the shoulders will give a negative feeling to the other person and make it difficult for them

to trust you.





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Similarly, the opening of the center too much, the shoulders going backwards and the arms extended to the sides will make the other person think that you will respond violently to any stimulus and will destroy their desire to communicate with you. Make as much eye contact as possible, but to an extent that is not disturbing. In this way, you show the student that you care about him, that you focus your attention on him, that you are open and that you are telling the truth. By making a "yes" sign with your head at appropriate times, you create a feeling of "I am resting, I am understood" in the student.

Conversely, raising the head will create discomfort for the student.

1.c. Providing genuine support: Giving sincere support makes students feel good about themselves, their performance, their progress, their plans for the future, or all of that. It invigorates and encourages the person, encourages them, increases their enthusiasm and encourages them. Here are some ways to provide real support:

Giving positive feedback: Tell them where it really excels. If he is trying to improve himself and has made progress on that subject, do not forget to say that you have noticed the progress in this subject and that you have been affected by it. If he hasn't made much progress but he's trying hard, tell him how much you appreciate his effort.

Sometimes all it takes is to just let the student speak. He will feel your presence, support and honesty. Being there and showing your presence is an important step towards building a real connection.

1.d. Heart-centered presence: Heart-centeredness is at the core of the coaching relationship. Desires of belonging, happiness and satisfaction lie behind every result that people want to achieve. These are requests from the heart. Therefore, combining a strong heart energy with our mind and skills supports our entire being and benefits both the coachee and ourselves.

When we enter the coaching relationship wholeheartedly, we offer our full presence, open-minded, sincere, grateful and free of resistance. In the coaching relationship, heart-centered presence; It forms the basis of trust, care and security so that others can honestly share who they are.

1.e. Alignment with one's representation system: We all perceive the world with our five senses. External data reaches us through sensory means. We use these senses inwardly and visualize events in our minds, remember, plan, solve problems. These senses work in different capacities in each of us. We establish our relationship with our inner and outer experiences through three basic channels (representation systems): visual, auditory, kinesthetic. Humans use all channels to perceive information, but use the primary channel to bring it into consciousness. We learn something best through our own primary channel.

Those who think with images are called visual, those who think with sounds are called auditory, those who think with emotions are called tactile (kinesthetic). Images; they perceive the world with images, they cannot remember verbal information well, they describe something with diagrams and figures. Auditory; they perceive the

world with





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words and sounds, their speech is rhythmic, harmonious and regular, they are very disturbed by noise. kinesthetic persons; likes to learn by touching, doing and moving. They perceive the world with their emotions, feelings, when communicating with people, they often touch them or objects, they do not like to talk as much as auditory. People with different channels of priority try to get along, similar to people who speak different languages and don't know each other's languages. Two people speaking the same language communicate more healthily. When meeting with students, by speaking and asking questions through his primary channel, you can achieve harmony, speaking the same language: Visual learners; “How do you think it looks?”, “What does that show you?”. Auditory students; “How does this situation sound?”, “If you were to think about the moment you fulfilled your dream, what do you hear there?”. To kinesthetic students; “How did it make you feel?”, “How was your experience?” questions can be asked.

2. SELF MANAGEMENT

The purpose of self-management; It is to help the student find his own unique solutions by avoiding the prescriptions and formulas that we know work.

Self-management includes managing our inner voice and negative mood, and staying neutral and non-judgmental. Otherwise, the Students will notice this and will not open up. If your mind is busy with something else, you cannot concentrate, the quality of the relationship decreases. Self-management allows you to leave your own issues out so that you can fully listen to the student. You should also put aside your prejudices about the student during the interview.

3. DEFINING THE TARGET

When individuals work on any task or job, they compare their own performance with their goals. Self-evaluation of individuals in this way strengthens the belief in their own competence and thus increases motivation. Achieving goals increases the expectation of self-efficacy and motivates the individual to choose new goals and be resistant to obstacles. Therefore, objectives help students focus on the task, determine appropriate strategies, and manage the process.

For this reason, asking students questions that will make them think about their goals and reveal their goals will positively affect their motivation and performance. When setting goals, students should be encouraged to use positive statements and ask questions to help them create SMART goals:

S- Specific (The goal is clear and obvious), M- Measurable (The goal is measurable), A- Achievable and Attainable (The goal is difficult but attainable), R- Realistic and Relevant (The goal is realistic and meaningful for the individual), T- Time Phased (Target is time based).





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“What will you get when you reach your goal?”, “When you reach this goal, how will your life be different from what it is today?”, “How important is this goal to you?”, “How does it fit with your goal values?”, ”What stands in the way of achieving this goal? ”, “What are the 3 most difficult things to do to achieve this goal?”

Identifying what the student is saying in response to what he is doing and asking what these differences mean to him, observing behavioral clues that indicate a lack of determination and perseverance, asking the student to be aware of these clues, the student's decision to make progress and whether that decision is in line with the student's stated point of being must observe. When the teacher detects any mismatches, he or she can bring them to the student's attention and ask the student to think about what he really wants and what his decision is.

In the later parts of the interview, the student is accompanied in order to understand the current situation, the resources that can be used, the resources that can be used, the environmental factors that may affect the goals, and to prepare an appropriate action plan so that the student can reach the goals he/she has determined.

4. LISTENING

Listening is different from hearing. The fact that someone is really listening to us; It allows us to feel that we exist and to open up.

Listening in coaching should be active, deep and focused. While listening, your attention is on the person in front of you. You listen to every word he says, giving your full attention to the letter, and noticing the messages given by his body language. You ask questions to understand better. Thus, abstract issues can be made concrete, invisible ones can become visible. You summarize his words and reflect back to him to show that you understand. You hear what he is saying not from your model of the world, but from his perspective, trying to understand his perspective and paradigms. By listening to the person, not the subject, you hear what lies beyond the iceberg. Listening this way, you don't plan out the questions you're going to ask him or the answers you're going to give.

This way, you listen with empathy. Empathy is not sympathy. Sympathy is a kind of approval, a kind of judgment, sharing the emotional weight of the other person, giving right, rejoicing together and being sad together. Empathy is understanding, not sharing one's feelings and thoughts. There is no need to approve the other party. To listen with empathy is to listen with the intent to truly understand.

Allow this silence when the student is silent. At those moments, the student may be gaining new awareness.

While listening to the student; You should try to remain unbiased and avoid making guesses and assumptions.

5. OBSERVING

It is necessary to get to know the student as a whole, both by listening

to what they

express





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verbally and by observing what they reflect with nonverbal communication. The messages given by the students' body language are also important. These messages reflect the inner state of the student.

Paying attention to the student's body posture, tone of voice and speed, exploring their emotions, provides deeper insight and understanding. The body is an excellent tool for understanding one's feelings. Being aware of the body makes coaching more effective. The aim is to be aware of the student's body language and to reflect this to him. For example, if the student is constantly shaking their feet, "I see you shaking your foot, what does that mean to you?" You can ask a question. In addition, the student can be asked where in his body he feels an emotion that he has mentioned.

6. ASKING QUESTIONS

Asking questions is one of the most important coaching skills because it both raises the student's awareness of their challenges or goals and activates them. The simpler the question, the greater the impact.

The ideal in coaching is to ask genuinely curious questions from a curious perspective. You accompany your student on an adventure to find what is already there. You explore their world with them, you don't try to impose

your world on them. It is like looking into their world through the eyes of a curious child. In coaching, your curiosity allows the student to explore and discover. Curiosity invites the student to find solutions. The coach acknowledges that the student knows the appropriate solutions and has what it takes to achieve them. [13]

Questions involving curiosity are different from questions asked to gather information: Information collection question: "What topics will you include in your report?" Curious question: "What will it take you to finish this report?". Asking with curiosity provides deeper and often more authentic information about feelings and desires.

Curiously revealed information will be more real. An important learning situation occurs for students who find the solutions in themselves, not in you, and this gives them strength.

Asking Powerful Questions

With strong questions, you enable the student to better understand the situation he is in, the impact it has created, the possible vicious circles, the connection of the situation with its values, and his dreams. Features of strong questions: They are open-ended, short and clear, provide awareness, enable the student to realize their own resources, make the student think and trigger their creativity, and enable them to look at the present and the future.

Asking a powerful question invites the student to examine and is stimulating. It leads people to greater creativity and insight. It invites students to look inward (what do you really want?) or to the future (think six months ahead. What decisions would you make for today when you look from there?). There may be a sudden silence when faced with a strong question, so give the student time to think and then respond. Do not try to fill this silence. In fact, this quiet time may involve thoughtful exploration. Just listen and wait. People are used to telling what they know,

what they think beforehand, they have worked to offer explanations

and excuses.





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But a simple and powerful question gets to the heart of the matter: What do you really want? How do you want to look? What's next? What is the most important part of it for you? Other? What did you learn? What are you going to do? Who do you need to be?

Powerful questions; It contains the words "what" and "how" ("How can you go better?", "You can finish anyway?"). Try not to ask closed-ended and "why" and "why" questions ("Why couldn't you finish?", "Why couldn't you?").

Questions; It should be free from prejudices, assumptions, critical approaches and biased perspectives. Questions should be asked without guiding, oppressing, cornering and blaming the student. In addition, one question should be asked at a time. Questions should not be asked one after the other.

Question Types

In the interviews, choices can be made between the following types of questions according to the purposes and needs:

1. Open-ended questions: These are questions that cannot be answered with "yes" or "no", require the expression or clarification of feelings.
2. Hypothetical questions: These are; These are questions that begin with phrases such as "if...", "suppose ...", or "suppose ...".
3. Reflective questions: It is the repetition of the student's statement with a question. Here, it is important to determine the most important message or the emotion that is wanted to be expressed correctly. "... what do you want to say ...?" or "if I understand correctly, you...?" are posed questions.
4. Deepening questions: These are questions asked on top of the answer given to the previous question, such as "Can you explain a little more?", "What exactly do you mean?", "So?".
5. Questions questioning and proving accuracy: These are; "How do you explain?" "What made you say that?" are questions.

With open-ended questions you ask the student; you enable the student to assess the situation, help them clarify an unclear interpretation, encourage them to explore their behavior, values or feelings, get them to see a concept from another perspective, encourage them to explore a thought process,





predict possible outcomes, help them consolidate and organize information you encourage.

Below are questions that you can use during your interview with the student:

Questions that help determine the topic of the interview:

What's happened since we last spoke, how was your week? What do you want to talking about? What would you like to achieve at the end of this meeting? What would you like to focus on in this meeting? What are current issues for you? What changes would you like to see in your life? What do you want to achieve? What exactly do you need to know here? What would you like to leave here with? What would you like to leave here with a realization? What do you want to be better at? In which areas do you struggle? What do you actually want to happen? What will you gain by achieving this result? How will you know you have achieved what you want?

Questions that help the student understand their current situation:

Can you give some information about what's going on right now? How does the subject look to you? How does this situation affect you? What works in the current situation? How far did you go? What have you done about it so far? How much of this situation is under your control? How can you better control this situation? In this situation, what is the most difficult subject for you? What does this mean for you? What is possible? What excites you about it? What are you happy to have? What would you be happy about? How do you want

to be happy? What makes you feel this way? What impressed you the most here? What would you like to be different? What exactly do you need? What does the main obstacle look like? How does this look to you? How do you feel about it? What do you understand about this? What makes you think of this? What exactly do you mean? What is the part that has not been clarified so far? What if it turns out exactly the way you want? What is stopping you? Why might you be avoiding it? What can't you see? Can you open more? Can you elaborate on this a little more? Other? What else? What motivates you? How does this align with your values? How important are these to you? What do you think this means? Can you give an example? What do you notice when you look at this situation? Who else is affected by this situation? How does it turn out? What does it do? What are your priorities? What does the current situation mean when you think about your priorities?

(SWOT Analysis Questions: What are your strengths in this subject? What are you doing well? What are the advantages that others do not have but that you have? What are your aspects that are open to improvement in this regard? What are the opportunities created by this situation? What are the risks-hazards brought by this situation?). What does all this tell you? Out of all the things you said, what impressed you the most?

Questions to help the student understand options in life:

What options do you have? What do you gain by doing these? If you could imagine a year ahead, what would you like to happen? What are the ways that will take you to your goal? What other ways can you reach? Other? What else? What are your alternatives? What do you want most in this scenario? How do you make it easy?

What are the





other possibilities? This option gives you? What does this option cause you to do? If you knew the answer, what would it be? What would you do if you knew you wouldn't fail? How can you overcome the difficulties of this subject? What if it turns out exactly the way you want? What will the consequences be? What if you were to make a Plan B? If you could go back to the present in a year, what would you change? If you had a dear friend in your situation, what advice would you give him? If you asked a wise person you know, what would he tell you to do? What support do you need to achieve this? Where will this option take you? Is this option compatible with your goal? How important is it when you look at the big picture? What resources do you need to make a decision? What would you do if you were at your best? What other perspectives come to mind? What if this option happens? What if it doesn't happen? What are your strengths that will help you with this? Which aspects of yours would you get closer to the goal? What opportunities do you have? What precautions can you take against possible risks-threats? What factors are there to keep you moving forward? What do you see when you look at it from a different perspective? What changes in you with your new perspective? What would someone who contradicts you say about this situation? Do you want it to be like this? Should it be like this? Is it possible?

Questions to help the student determine the action plan:

What will you do for this? When will you do it? How will you do it? How much time do you need? Which one would you like to start with? In what order would you like to do it? What would be the first step you would take to achieve this goal? How long do you want to achieve this? Next steps? How do you keep yourself on track on the way to your goal? How will you remind yourself of this determination? How would you overcome an obstacle while taking action steps on the way to your goal? If you could praise yourself, what would you say? What can you thank yourself for today?

Helpful questions when ending the interview with the student:

What did you learn from this meeting today? What are you leaving here with? What are the things you took away from this interview? What knowledge you learned here can you carry forward?

Cartesian (Descartes Style) Questions:

Descartes-style questions help reveal unclear situations. What happens if you do? (What if I have completely accomplished what I want to achieve?) What if you do? What happens if you don't? What happens if you don't?

For example; talking to the student about a project they are trying to complete; "What will happen if you finish



"What will



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happen if you finish this project?" "What will happen if you don't finish this project?" "What will happen if you don't finish this project?" By asking questions, the student can be made to think in more detail.

When the student says "I don't know"; To make this easier, you can ask questions like: What do you not know? How can you learn that you don't know? How important is it to you to know this? What would happen if you knew?

Using the Meta Model When Asking Questions:

People unconsciously do three things in their speech: decrement, distort, and generalize. Subtraction causes us to pay attention to some aspects of our experience and ignore others. When we interpret our sensory data differently, we make distortions. When we hold the majority responsible for an action, we put those who do not do that action in the same category. This causes us to react unhealthily.

With the questions we ask students, we try to make them realize the wrong patterns they create by reducing, distorting or generalizing the data, and we try to expand their world map:

Decline (Deletion, Skip): They don't listen to me, when you say: "Who exactly is not listening to you?"

Distortion: He didn't look at me, he doesn't love me, when he says: "How exactly did you know he didn't love you?"

Generalization: Nobody listened to me, when you say: "Nobody?" Everyone is a liar, when he says: "Everyone?"

7. REFLECTING

The purpose of reflecting is to reflect on what you see and hear, making the student notice certain patterns or vicious circles in their thinking.

We take the student's words, ideas and messages and turn them into new sentences with our own words. In doing so, we do not express our own opinions and should not add additional information. By repeating what we listen to at regular intervals, we show that we understand what the student is thinking and feeling. This gives the student the impression that what they think and feel is taken seriously and accepted.

"I understand that you did ...", "Do you mean ...?", "I want to briefly summarize ...", "Did I get it right.."

Facial expressions, gestures, posture, hand-arm movements and eye movements; can reflect students' thoughts quite clearly and say much more than words. Sometimes, when students say something, their body language can give different messages. In other words, sound and image may not be compatible.

The coach should also try to understand the non-verbal messages given through body language and should be able to reflect the harmony or inconsistency in them to the other person. For example; "Now I see you touching your forehead, what does that mean for you?", "Now I see you shaking your head no when you say yes, what does that

mean for you".





8. FEEDBACK

Through open communication, we convey our observations about the discrepancies between what the student does and what he says. Even repeating some of the student's words directly to him is very powerful because it serves him to really hear himself. Giving feedback is expressing our observations clearly in order to provide new awareness to the student. This is an opportunity for the student to delve deeper into himself. Feedback is observational and non-judgmental. It's definitely not a criticism. It is necessary to focus on the situation, not the person. When giving feedback, permission must be obtained: "Can I give feedback on this?". After giving the feedback, the important thing is to hold the mirror up to the student and make them think. "How does this feedback reflect on you?" "What did hearing this create in your mind?" You can deepen the student with questions such as:

In addition to giving feedback, feedback should also be requested. When you receive feedback in order to continue your development as a teacher, you will have the chance to better evaluate your experience and learn from the students, and your professional relationship with your students will be much more balanced and based on respect.

Sandwich technique

One of the biggest mistakes in communication is using a sentence that puts the other person on the defensive. If you use accusatory language, the other party will go on the defensive. One way to prevent this is to express your

wishes more effectively using the sandwich technique. Sandwich technique is the expression of the request and criticism without breaking the communication without offending the other party.

First, you list the features you like in the other person, then briefly talk about the criticized situation using conjunctions such as 'and' or 'however', and finally, if you close with a positive sentence, you will not put the other person on the defensive and make him/her believe that you are right.

The critical point is that; You should not be using conjunctions such as 'but' 'but' 'but' at the end of the affirmative sentence. These conjunctions cause the affirmative sentence to lose its importance.

"I am very pleased with your help and effort in the project class. However, if the materials in the project class are not kept neat and clean, we cannot easily find the things we want. I look forward to your support in organizing the class. I believe we will make a more productive project thanks to your hard working attitude."

9. USING METAPHORS

metaphor; It is a way of describing an event, object or situation with another event, object or situation. The essence of metaphor is to understand and experience one thing through another. When the student cannot progress in expressing himself, he can create new ideas using metaphors. Coaches try to understand what metaphors mean

specifically to students. It may be easy for us to assume that we

already know

what the





student is trying to convey, but if we are curious and go below the surface, metaphors; they contain strong personal meanings as they shine a light on the student's understanding of how he or she sees his life, himself, and his experiences.

Example: "You mentioned some difficulties while completing this project, if you could compare these difficulties to something, what would it be?". Ask about the more detailed characteristics of what he likens.

After asking the questions, watch which information about the metaphor inspires their natural self-awareness and examine what information and learning they provide. Metaphor enables students to gain insight and new perspectives on their unique perceptions of the situation and its goals, and to discover new ways and ideas for current situations. If you find that you are not serving the person, leave immediately.

Sample questions: "This metaphor; What does it reveal, how does it affect the subject, how does it serve the subject, what new possibilities does it create for actions to be taken?"

10. IMAGINING THE FUTURE

During the daydream, the coach asks the student to imagine the future they want to create. In the vision of the future, the student honors their values, creates a picture of the future, a vision, and is motivated to take action towards it.

"Where would you like to be in 5 or 10 years from now?", "Where do you see yourself in the future?", "What

kind of person are you in the future?", "What meaning is your vision based on?", "What roles might you have in the future?", "What kind of roles do you have in the future with you?" Who is there?", "What kind of place are you in the future?", "When you look at the picture of the future, what do you imagine yourself doing", "What might you be producing in the future?", "How might you be feeling in the future?"

11. ASSUMING IT HAPPENED

Make the student think through various assumptions: "Let's assume you have succeeded and look back. What worked the most? How did it happen?", "Why don't we stop for a minute and imagine that you've achieved this change? How would you feel if it did?", "Suppose you wake up tomorrow morning, the problem is gone and the solution is in front of you. What would it be different? How would you feel? What would you notice first?", "What would you do to bring about that change?" What change would I notice in you if I saw it? What would you be doing differently?"

12. LOOKING FROM A BROAD PERSPECTIVE

When students are unable to deal with daily problems and waste time with details, they cannot fully understand and deal with the situation they are in. Therefore, the solution they

find will be
insufficient or





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even wrong. Students often look at their lives as if they were looking at them from the foot of a mountain. To broaden their perspective, you can ask the student to go up to the top of the mountain and look at the whole landscape that makes up his life.

If we ask questions that will enable them to look at the current issue from above, we will enable them to consider the events from a wider perspective and therefore find more solution alternatives: “What kind of picture would you see if you went a little further and looked at the subject again?”, “If you were to look at the current situation from the top of a

mountain, what would you see?”, “If you looked at your life from inside a helicopter above you, what would you see?”, “If you were looking at your life from a balloon rising above you, what would you see?”, “What kind of picture?”, “What would you look at this situation from a different perspective? What would you see if you were?”, “If you could go back 5 or 10 years from now and look at your current life from there, what would you see?”, “What exactly would make you feel happy and complete?”

13. FOCUS

There are many different issues in the student's life that affect him. If the agenda of the meeting is not clearly determined when you start the meeting, the student can jump from branch to branch. After the student determines the agenda, he/she is provided to deepen on this subject. Sometimes, as one's awareness of one's agenda increases, it may turn out to be different. In this case, the coach reminds the student of their first agenda and updates the student agenda if necessary.

Sometimes the student is negatively affected by his own limiting beliefs and becomes blocked. It is a very useful skill to deliberately move around the subject that the student does not want to talk about, and to keep certain points in focus even when you think they are avoiding talking. It is important for the efficiency of the process that the speech remains in focus without distraction. You can stop the student telling stories away from the main topic to return to the main topic. This means being candid and direct with the student and allowing the student to deal honestly with the underlying situation.

You can politely say, “As far as I can see, you are talking about other topics, I understand that these are important to you as well, but to come to the main topic...”

14. ENCOURAGE

People want to be in environments where the benefits they provide to the people or society around them are noticed and therefore they will feel valuable. Recognizing students' talents, efforts and appreciating their achievements; become the driving force for the development of students. You can encourage students to recognize their strengths and be inspired by their own real success stories. Students' self-confidence may drop if they forget the

internal





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resources they have, especially when going through challenging times. When they question their own competencies or hesitate to take action, you can boldly encourage them to move forward by reminding them of the strengths you see in them.

Encouraging the student helps him maintain a positive mindset on the way to the goal or in the process of change. Thus, the student is eager to take a step and moves towards his goal. Also, when you notice the student's tendency to stay in his comfort zone, you can ask him what he thinks about beyond the point he wants to move forward. With this approach, you reflect your belief in the student's capacity to him. In this case, the student thinks about the limits of his own abilities, if he can find the courage, he can push these limits, use his resources and reach a point further than he thought.

“If you were to examine this subject more deeply, what would come to your mind?”, “What does your inner voice tell you to do next?”, “In what other areas of life can you use what you have learned?”.

As they progress in the action plans, the student begins to use their resources more effectively. As he gets results, the self-confidence of the student increases, and he even starts to push his own limits.

15. REQUEST

The coaching process continues outside the interview. You can make requests and requests that encourage the student to gather more information, think, observe, research or practice on the agenda items, that is, that will enable the student to reach his/her goal. requests; should be clear and distinct.

Requests should create a forward movement, increase the ability to focus on issues, and enable the person to move forward. In the face of requests, the student believes in who he is and is confident.

"What would you like to do this week about this awareness?", "What steps will you take to add this new awareness you have gained to your life?", "What should you do differently from now on?", "What will you say yes to with this awareness?", "What will you say no to?" will you say?", “I hear that you want to meet with, when will you do it?”, “How will you progress in your research?”

In the next meeting, the demands will be discussed in detail.

16. CREATING RESPONSIBILITY

This skill is holding the student accountable for what he says he will do. The aim is to provide self-discipline in the student. Accountability does not involve blame or judgment. Rather, the coach encourages the student to commit to their own decisions and asks if they can share the consequences of their decisions. Holds the student responsible for the process and his/her own development. Thus, the student can turn both his actions and inactions into learning opportunities. Sample questions that can create responsibility in the student: “What will you do about

it?”, “When will

you do it?”,





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“How do you want to hold yourself accountable?”, “How can you remind yourself of this?”, “What kind of support do you need to implement this decision?”

“It is your choice not to study, what will be the consequences, shall we talk together?”, “What have you done so far to complete the subject? What can you do next?”, “Would you like to let me know about it?”, “How will it make you feel not to complete it?”, “What would you like to do when you look at it from this dimension?” “How will you feel when you see the results after this election?”

17. APPRECIATING

Appreciation strengthens the student's foundation and makes him stand upright. Praise and congratulations highlight what people did: "Your presentation was inspiring for me."

To appreciate the student is to convey all kinds of positive attitudes and behaviors and personality traits to them with motivating and inspiring words. The student is appreciated based on real data.

Appreciation dimensions; It is three-dimensional: having, doing, and being.

“Your outfit is beautiful” (Appreciate what they have). “You have prepared the project very well” (Acknowledgment with what you have done). “It makes me happy to have an honest and sharing person like you in my school” (Appreciating the dimension of being, Appreciating values). Appreciating values and doings are the most effective.

The student generally cannot see their positive features. We can be a mirror for students to see the best in themselves. Thus, the focused feature expands and expands. As the student looks at what is right and positive, he notices it and can strengthen that part.

18. FOLLOWING

The student should follow the things he says he will do, ask him how long he will fulfill them, and if necessary, he should be interviewed once a week to observe the change. Follow-up is an important driver in one's progress towards self-determined goals. Failure to make commitments may indicate that the person is not really ready for this change, or may indicate that he is not motivated enough. In this process, the coach explores the issues that prevent, stop, or actuate the person by talking about it, and coaches these issues.

At the beginning of each interview, the things that the student said he would do in the previous interview are followed up by asking each student one by one.

MENTORING SKILLS





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All the coaching skills given above are also mentoring skills. In addition to these, mentoring skills include “Transmitting Experience” and “Inspiring”.

“The delicate balance of mentoring someone is not to create them in your own image, but to give them the opportunity to create themselves.” Steven Spielberg

"A mentor is someone who puts his or her own wisdom into discovering the wisdom that the mentee has" David CLUTTERBUCK

1. EXPERIENCE TRANSFER

When the student needs it, the teacher can now share an experience with the student by putting on my mentoring hat and saying I want to share an experience with you. This is not to pass on experiences as they are, and not to prescribe. It would be wrong to say, “I did this, and you better do this”, as a successful experience elsewhere, by another person, with other dynamics, cannot produce the same result. Since the aim is to develop the student; experiences should be transferred in such a way as to enable the student to draw the necessary lesson from them. The teacher should make sure that the information he gives and the timing are appropriate for the student. The experience is told, the student is prompted to reflect, and encouraged to take their own message from this story:

“What does this situation I have described mean to you about your situation?”, “What can you get from here?”

2. INSPIRATION

Inspiration is the teacher's sharing of knowledge and experience in a way that will benefit the student, and offering different options to the student at the point of blockage. Not dictated. The aim is to evaluate the knowledge and experience shared by the teacher from the student's own perspective and to ensure that the student finds the most appropriate choice for himself/herself.

The student's needs must be accurately identified. The important thing is; It is the teacher's ability to choose the most appropriate experience for the student among his/her experiences. After each sharing of the teacher; “What

do you think about this?”, “After what I told you, what would you say if I asked you to look at the situation from your own perspective?” should say and stop. It should encourage the student to talk, make choices and think.

In summary, achieving harmony between teacher and student, self-management, defining the goal, listening, observing, asking questions, making reflections, giving and receiving feedback, using metaphors, imagining the future, assuming it happened, looking from a broad perspective, keeping it in focus encourage, solicit, create responsibility, appreciate and follow; It is among the basic skills that a teacher who will use coaching should have. Mentoring skills, in addition to coaching skills; transferring experience and inspiring skills. By developing the above-mentioned skills and using an effective language, it will contribute to the adoption of the co-agency





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approach in the school environment.

Exercise 1: Reflective Listening Practice

The aim of this exercise is to enhance teachers' reflective listening skills, which are essential for effective coaching and mentoring. By engaging in reflective listening activities, participants will develop their ability to actively listen, understand, and respond empathetically to their colleagues' concerns and experiences.

Duration: 30 minutes

Instructions for the Trainers:

1. Divide the participants into pairs, ensuring that each pair consists of an "active listener" and a "speaker."
2. Explain to the participants that the active listener's role is to practice reflective listening, while the speaker's role is to share a specific teaching challenge or experience they would like to discuss.
3. Set a time limit (e.g., 5 minutes) for each speaker to share their thoughts and experiences with their active listener.
4. Instruct the active listeners to use reflective listening techniques such as paraphrasing, summarizing, and asking open-ended questions to demonstrate their understanding and encourage further exploration of the speaker's thoughts and feelings.
5. After the allocated time, ask the pairs to switch roles, allowing the previous active listener to become the speaker and vice versa.
6. Repeat the process for the new set of pairs, giving each participant an opportunity to practice both roles.
7. Facilitate a group discussion where participants can share their experiences, challenges, and observations during the exercise. Encourage them to reflect on the effectiveness of reflective listening in building trust, fostering open communication, and promoting professional growth.
8. Provide feedback and additional guidance on effective reflective listening techniques, addressing any questions or concerns raised by the participants.

Exercise 2: Coaching Scenarios

The aim of this exercise is to enhance teachers' coaching skills by applying coaching strategies to various scenarios. Through analyzing and discussing coaching scenarios, participants will develop their ability to ask powerful questions, provide constructive feedback, and support colleagues in their professional development.

Duration: 40 minutes

Instructions for the Trainers:





1. Divide the participants into small groups of 3-4 members.
2. Provide each group with a set of coaching scenarios related to common teaching challenges or professional development situations. Ensure that each group has a copy of the same scenarios.
3. Instruct the groups to read and discuss each scenario, considering the coaching techniques and strategies they would use to support the teacher in that situation.
4. they would use to support the teacher in that situation.
5. Encourage participants to take turns playing the roles of the coach, teacher, and observer within their groups.
6. In each scenario, the coach will apply coaching techniques such as active listening, asking open-ended questions, and providing constructive feedback to support the teacher in finding their own solutions.
7. Allocate a specific time limit (e.g., 10 minutes) for each scenario discussion, allowing participants to rotate roles and explore different coaching approaches.
8. After the allocated time, bring the groups together for a larger group discussion. Ask each group to share their observations, insights, and effective coaching strategies they identified during the exercise.
9. Facilitate a debriefing discussion, highlighting key coaching skills and techniques that emerged during the exercise. Encourage participants to reflect on how they can apply these coaching strategies in their own mentoring or coaching interactions with colleagues.

Note: The trainer can provide additional resources, such as coaching frameworks or models, to further support participants in their understanding and application of coaching and mentoring skills.

CHAPTER 3

Title of the Module: How to Promote the Active Role of the Students

Learning objectives



At the end of this session, participants will be able to:

- Understand the concept of game-based learning and its potential benefits in the classroom.
- Explore the role of peer mediation in promoting conflict resolution, empathy, and communication skills among students.
- Understand the principles and techniques of using drama and theater as a teaching strategy to enhance student creativity, self-expression, and understanding of complex concepts.
- Learn how to implement social cooperative learning strategies to foster collaboration, teamwork, and interpersonal skills among students.
- Discover the benefits and methods of utilizing peer education as a way to promote student leadership, knowledge sharing, and mutual support within the classroom.
- Gain knowledge and practical skills in using simulation activities that allow students to assume different roles and engage in experiential learning.
- Learn how to effectively integrate video-based learning resources into the curriculum to enhance student engagement, comprehension, and critical thinking.
- Reflect on their own teaching practices and consider ways to incorporate the identified strategies into their classroom instruction.

Sessions	Durati on	Implementation/Method	Suggestions	Training Materials	Recommended Number Of Facilitators
Playing Games		Interactive presentations, discussions, games	group	pen, post it, flip chart, markers	1 or 2
Peer Mediation		interactive presentations, discussions	group	presentation, flip chart, markers	1 or 2
Drama-Theatre		interactive presentations, discussions, role plays	group	presentation, flip chart, markers	1 or 2
Social Cooperative Learning		interactive presentations, discussions	group	pen, post it, flip chart, markers	1 or 2
Peer Education		interactive presentations, discussions	group	pen, post it, flip chart, markers	1 or 2
Simulation of Different Role		interactive presentations, discussions	group	presentation, flip chart, markers	1 or 2
Video		team building activities, discussions, videos	group	presentation, flip chart, markers	1 or 2

STRATEGIES FOR WORKING ON THE ROLE OF THE STUDENT

1. Playing Games





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2. Peer Mediation
3. Drama-Theatre
4. Social Cooperative Learning
5. Peer Education
6. Simulation of Different Role
7. Video

1.PLAYING GAMES

AIM OF THE STRATEGY:

The aim of the playing games strategy is to leverage the power of games as an engaging and interactive learning tool to enhance student participation, motivation, and understanding of educational concepts.

DESCRIPTION:

Playing games in the classroom provides a dynamic and enjoyable learning experience for students. Games offer an immersive environment where students can actively participate, apply knowledge, and develop critical thinking and problem-solving skills. They provide opportunities for collaboration, competition, creativity, and exploration, making the learning process more engaging and memorable.

Games can take various forms, including board games, card games, digital games, or interactive simulations. They can be designed specifically for educational purposes or adapted from existing games to align with curriculum objectives. Games can be used to teach a wide range of subjects, from mathematics and language arts to science and social studies.

Playing games taps into the natural inclination of students to learn through play. It creates an enjoyable and safe space where students can experiment, make mistakes, and learn from them without fear of judgment. Games often incorporate elements of storytelling, problem-solving, decision-making, and strategic thinking, allowing students to develop essential cognitive and social-emotional skills while having fun. This module explores the benefits and effectiveness of incorporating game-based learning in schools, highlighting its potential to create meaningful educational experiences.

Engaging and Motivating Learning:One of the key advantages of using games as a learning strategy is their inherent ability to engage and motivate students. Games tap into the natural inclination of individuals to explore, compete, and achieve goals. By infusing educational content into game formats, educators can create immersive learning experiences that capture students' attention and sustain their interest. When students are actively engaged in a game, they become more receptive to learning, leading to increased retention and deeper understanding of the subject matter.

Enhancing Problem-solving and Critical Thinking Skills: Games often require players to think critically, make decisions, and solve problems within a given context. By integrating educational content into games, students are presented with challenges that necessitate applying their knowledge and skills to overcome obstacles. This process encourages the development of problem-solving and critical thinking abilities. Students learn to analyze situations, strategize, adapt, and make informed decisions, all while experiencing the consequences of their choices within a safe and supportive environment.





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Promoting Collaboration and Social Skills: Games can be designed to incorporate collaborative elements, fostering teamwork and social interaction among students.

Cooperative games, for instance, encourage players to work together towards a common goal, requiring effective communication, coordination, and mutual support. Through gameplay, students learn valuable social skills such as active listening, cooperation, negotiation, and compromise. Furthermore, multiplayer games offer opportunities for peer learning, as students exchange knowledge and skills, benefiting from each other's expertise.

Fostering Creativity and Innovation: Game-based learning nurtures creativity and innovation by providing students with an interactive platform to explore, experiment, and think outside the box. Many games offer open-ended scenarios that allow students to approach challenges from various angles, encouraging divergent thinking. In game environments, students are free to test hypotheses, take risks, learn from failure, and iterate their strategies. This fosters a growth mindset, where students embrace challenges and see setbacks as opportunities for learning and improvement.

Real-world Application and Contextual Learning: Games have the potential to bridge the gap between theoretical concepts taught in classrooms and real-world applications. By incorporating real-life scenarios, simulations, or role-playing elements, students can experience the practical relevance of what they learn. This contextual learning enhances their understanding of complex concepts, promotes transferable skills, and prepares them for future challenges they may encounter beyond the classroom walls.

HOW TO USE THE PLAYING GAMES STRATEGY IN THE SCHOOL ENVIRONMENT:

To effectively use the playing games strategy in the school environment, teachers can follow these steps:

Identify learning objectives: Determine the specific educational concepts, skills, or competencies that the game will address. Align the game with the curriculum standards and learning goals.

Select appropriate games: Choose games that are age-appropriate, relevant to the subject matter, and suitable for the classroom setting. Consider the level of complexity, student interests, and the availability of resources.

Provide clear instructions: Clearly explain the game rules, objectives, and expectations to the students. Ensure they understand the learning outcomes and how the game relates to the curriculum.

Facilitate game-based learning: Act as a facilitator during gameplay, observing student interactions, addressing questions, and promoting discussions. Encourage collaboration, critical thinking, and problem-solving among students.

Debrief and reflect: After the game, facilitate a debriefing session where students can reflect on their experiences, share insights, and connect the game to real-life situations or academic concepts. Encourage students to articulate what they have learned and how they can apply that knowledge in other contexts.

Assess learning outcomes: Assess student learning through various methods, such as discussions, quizzes, or written reflections. Evaluate their understanding of the subject matter and the skills developed during the game.

By implementing the playing games strategy in the school environment, teachers can create an engaging and interactive learning environment that promotes active participation, critical thinking, collaboration, and enjoyment of the learning process. Students will be motivated to explore and understand complex concepts while developing essential skills that will benefit them academically and personally.





Example of Exercises Can be Used:

The Guessing Game

Aim: This activity is a fun way to introduce and show the difference between closed and open questions.

Duration: 30 minutes

Instructions for the Trainers:

- Split your class into two equal groups/teams. One person from each team will leave the room for a minute and think of a business object (any common business object that can be found in any office like a stapler, printer, etc.).
- When each person returns, it's the team's task to ask him/her closed-ended questions only to try and guess the object. If needed, explain that closed-ended questions are those that can be answered only by a yes or no. Once any team finds the object, this means that they won this round. And they can go for another round.
- After two or three rounds, end the game and lead a classroom discussion. Tell the group that it took a long time and effort to find out the object in each round, but what if they had no time and only one question to ask to find out the object: what would that question be?
- The question would be "What is the object?" which is an open-ended question. Open-ended questions are an excellent way to save time and energy and help you get to the information you need fast.
- However, closed questions can also be useful to confirm your understanding or to help you control the conversation with an overly talkative person/customer.

2. PEER MEDIATION

Aim of the Strategy is to empower teachers to facilitate constructive dialogue and promote peaceful resolutions among students through peer mediation.

Description:

What is Mediation?

Mediation is a process to resolve conflicts between two or more people who are unable to solve their disagreement or conflict independently. The process relies on an impartial third party, the mediator, to help individuals use communication, negotiation, and problem-solving skills to resolve the differences between the parties, while reaching a mutually beneficial agreement (Chittooran & Hoenig, 2005).

Mediation is always voluntary, meaning both sides must agree to mediation. It is based in part on the "win-win" approach to negotiation described in the book Getting to Yes, Negotiating Agreement Without Giving In (Fisher & Ury, 1981) where the negotiator attempts to find a solution to the conflict in which both parties obtain outcomes in line with their underlying interests. Mediation is distinguished from arbitration in that the neutral third party, the mediator, does not make decisions or decide issues.

There is a more equal balance of power in mediation as peer mediators only facilitate the process, giving the onus to disputants to generate their own solutions to their conflict.

What is a Mediator?

1 A mediator is the "person in the middle," an impartial third person who has been trained to help people talk about finding viable solutions to their concerns.

2 Listens to both sides of the story





- Asks questions about what happened in order to get more information
- Helps people talk about finding a satisfactory solution to their dispute
- Does not take sides
- Does not place blame on one person or the other

Characteristics of a Mediator

A Mediator is:

A good listener, listen to both sides of the dispute, neutral, good problem solver, fair and just, a person who respects confidentiality, a person who helps both sides work towards a win/win solution, a person who encourages disputants to solve their own problems and doesn't jump in with the answers

A Mediator is not:

A person that interrupts, a person that takes sides, a judge or lawyer, a person who shares other students situations, a person who gossip or tell other people what happened in mediation, a person who tell other people how to solve their problems, a person who allow witnesses and hangers-on to take part in the mediation.

What is Peer Mediation?

In school settings, students are trained as mediators to address conflicts that might arise among students in the school, or between students and teachers. When disputes arise in school these mediators work with the disputing parties to resolve the conflict in a way that is beneficial to both parties. Issues can be referred to mediation by students themselves or by school staff. Once a dispute is referred to mediation, a peer mediator is assigned to meet with the parties and mediate a resolution to the dispute. If the dispute cannot be resolved, it may revert to the school administration for further action. This includes procedures to make just decisions, and future focused problem solving experiences for the students as well as practice in therapeutic conflict resolution, with accountability for behavior, and for behavior change (McWilliam, 2010).

Peer mediation is intended to prevent conflicts that may result in office referrals, and thus ultimately lessen the need for exclusionary discipline consequences.

Potential Benefits of Peer Mediation Programs

There are many benefits that a peer mediation program can provide to students. In learning the mediation process, students are given the responsibility and the tools to work out problems without parental or teacher supervision, skills that they can use throughout their lives.

Peer mediation also builds self-respect and encourages students to understand that their peers may have a perspective that is different from their own (Rogers, 1994). With a peer mediation program, these non-violent conflict resolution skills are typically taught to all students in the school, and selected students are provided additional training to become peer mediators. Therefore, all students are given skills and the expectation to solve problems or disputes on their own using these strategies.

In peer mediation, each participant has the choice to control the situation and resolve it in a productive way rather than turning to aggression or resentment. A major benefit to this approach is that through the process of mediation, students will come to a win-win rather than a win-lose resolution (Skiba & Peterson, 2003). Using interest-based negotiation in mediation assures students who are looking for help that the agreement will be mutually accepted and agreed upon and that there will be no one person who wins over the other.

Schools that implement a peer mediation program may find that it serves as an alternative approach to traditional punitive and/ or exclusionary discipline practices by reducing the number of conflicts resulting in





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aggression. Mediation, rather than exclusionary discipline, may also encourage school engagement for at-risk students.

How might peer mediation be of benefit to a school?

Benefits for students

- Students assume greater responsibility for solving their own problems
- May help reduce bullying in schools
- Students gain life-time skills including communication, listening and problem-solving skills

Benefits for student mediators

- Develops social, language and leadership skills
- Role of mediator increases self-esteem

Benefits for staff

- Less time spent dealing with minor issues
- Fewer conflicts flowing into classrooms

Benefits for whole school

- A safer and more harmonious school environment
- Reduced incidents of bullying
- Improves overall school climate through better student relationships

Types of Mediation Cases

Teasing, bullying, name-calling, rumors, friendships, misunderstandings, teacher/student conflicts, parent/teen conflicts.

What types of disputes are not suitable for peer mediation?

information, issues that involve the police, when the dispute involves an adult, sexual assault, physical violence, racism, weapons/drugs.

Peer mediation is suitable for minor disputes only. Major disputes, including assault and serious bullying, are not suitable for this process. Any serious disputes should be reported to a teacher immediately.

Peer Mediation Program

An effective school wide peer mediation program is a substantial undertaking that requires planning, training, and ongoing implementation.

Advisory council: In most cases, it is recommended that an advisory council of school professionals, parents, students, and community members be created to aid in the planning and implementation of an effective peer mediation program.

Training of mediators: Training student mediators is another critical aspect of establishing a successful peer mediation program. Peer mediators are typically selected based on teachers' or an administrations' recommendations and must exhibit mature judgment, leadership abilities, and excellent verbal and nonverbal communication skills. However, it is also advisable to have mediators who represent the cultural diversity of the student body, and not just the social or academic elite.





Monitoring & maintenance: After establishing a peer mediation program, it is essential that the program be continually monitored. The facilitators should monitor the extent to which the peer mediators are used (i.e., numbers and nature of disputes mediated), the success of the mediators in using the process and resolving conflicts, and how both the mediators and their peers view mediation. There should be an evaluation plan to monitor, measure, and report outcomes of the program and indicators of school success.

Steps for implementing a peer mediation program

Once your school has decided to begin a peer med. program, you will need to consider the following:

- How many mediators do you train?
- What qualities do you look for in a mediator?
- What year level do you need your mediators to be?
- How many mediators do you need on duty at any one time?
- Who will be the program coordinators? What disputes are suitable for mediation at school?
- How will disputes be referred for mediation?
- What locations in your school are suitable for mediations?
- What student training, preparation and materials will you need?
- How will you allocate time to support student training and debriefing?
- What information will you provide to the school, parents and community?
- How will you get support for the program from: school executive, staff, parents/carers, students.
- How will permission be sought from parents/carers regarding their child being trained in peer mediation?
- How should the program be evaluated?

Example of How to Implement Peer Mediation in Classes

Day One: Learning about peer mediation

Session One: What is peer mediation?

- Purpose and resources
- What is peer mediation?
- Conflict resolution
- The role of a peer mediator
- Qualities of a peer mediator
- Benefits for student mediators
- Boundaries and confidentiality
- Peer mediation do's and don'ts

Session Two: How does peer mediation work?

- Referral process
- Types of disputes suitable for peer mediation

Session Three: Communication skills

- Active listening
- Reframing (Repeating what the speaker has said using different words. It confirms that you have heard correctly)
- Summarizing statements (bringing all the information together)/clarifying (clearing up any confusion. It means understanding more about the problem. Asking questions is good for clarification)
- Exploring fears, needs and feelings
- What is empathy?





Day Two: Let's practice!

Session Four: Stages of peer mediation

- Stages of peer mediation
- Role plays
- Peer mediation code of conduct
- Peer mediation certificate of achievement

STAGES OF MEDIATION

Stage One: Introduction, explanation and ground rules: Who?

Peer mediators introduce themselves

Parties introduce themselves

Establish the ground rules:

- emphasize confidentiality
- be willing to solve the problem
- agree to tell the truth
- respect for all parties - no put downs.

Stage Two: Setting the scene: What happened?

- Decide who will start first
- What happened?
- How did it make you feel? (Things That Make Me Angry) (Things I Do or Say When I'm Angry) ("I" Messages)
- Repeat the procedure with the other student
- Mediator summarizes each issue (Paraphrase for facts and feelings)
- Mediator reads back a summary of concerns. Next, the mediator says: "Tell us what you heard", "How is she or he feeling?" "Is that correct?" Have the disputants paraphrase for facts and feelings.

Stage Three: Defining the issues: Why?

- What do you want to happen now? (Decide what you want to do. Cross out what you don't agree on. What remains. Are you happy with your choice?)
- Repeat the procedure with the other student (disputant).

Stage Four: Exploring the issues: Which?

- Which would work best for you? (What can you do to solve this problem? Can you agree on this? When can you do this?)
- Can this work?
- Repeat the procedure with another student (disputant).

Stage Five: The outcome: How?

- Mediator leads So you both agree to... (Is the problem solved for both of you? What can keep this from happening again?)
- Disputants state I agree to...

Stage Six: Closing





- Congratulate the students for solving the problem (Everyone signs the agreement)
- Encourage them to work it out themselves next time or return to mediation if they have difficulty working it out themselves
- The disputants should be reminded that confidentiality will be respected by the mediator.

ADDITIONAL INFORMATION

Active listening

Only when we involve the heart (show real empathy with the person that you are listening to) are we really able to understand the message that is being sent.

Reframing

Reframing is repeating what the speaker has said using different words. It confirms that you have heard correctly.

Statement: I can hardly wait for the holidays to come.

Suggested response: You are excited about the holidays?

Summarizing statements

Summarizing means bringing all the information together. In summarizing it is important to both restate the facts and reflect the feelings of the person speaking. Summarizing can assist with reviewing what is being discussed and give a sense of progress.

For example: So what we're saying is... You're saying....and you're saying.....and we're up to here. (pointing to a checklist or stages of the process) You've told us aboutand...., Would you like to talk about...?

Clarifying

Clarifying means clearing up any confusion. It means understanding more about the problem. Asking questions is good for clarification.

Questions are either closed questions or open questions. Questions which require a yes or no answer are closed questions. For example: Did you think he was picking on you? Were you upset when she threw the paint on the wall?

Questions which allow you to get more information and to make sure you understand are open questions.

For example: What did you think about.....? How did you feel about.....? What was it like when.....? Now that you've heard....say..., how do you feel about that?

“I” Messages

“I” Messages are non threatening ways to express anger without putting others on the defensive.

“I feel.....When you Because.....”

3. DRAMA THEATRE

Aim of the Strategy:: learning about the distribution, acceptance and relevance of roles

Description: Theater games encourage the development of individual potential and creativity through dramatization. In this way, we think of the possibility of transferring, elaborating and exchanging knowledge in a group and theatrical environment, since this is considered a scenario of multiple crossings. Thus, the groups are considered as formers of subjectivities





which, on a daily basis, organize their own particular forms.

These groups, which are crossed by a theatrical dynamic, enable their members to recognise their own bodies (postures, breathing, etc.) but also help the children to discern and reflect on different blockages, thus achieving self-knowledge of each member of the group.

As central axes, the theatrical techniques and games for working with groups that we present below, will have: originality, spontaneity, appropriateness, dramatic quality and creativity.

HOW TO USE THE COMPETENCE IN SCHOOL ENVIRONMENT: The use of drama and theatre dynamics in the classroom is a pedagogical, playful, motivating, transversal and multidisciplinary strategy, based on the immersion of a whole classroom in a drama project. This resource aims not only to promote specific traditional qualities, such as corporal expression, memory, spatial sense or artistic sensitivity, but also to bring together the group of pupils around a company that belongs to each and every one of them.

It is not only a transversal area, but the backbone that will configure all the activities of the time we want to dedicate to it (cycle, course, term...); the warp around which school life outside and inside the classroom will be woven; the conscious and voluntary transgression of the treatment of the work areas, in themselves hard, to turn them into accessible and endearing ones. In this type of activity, all participants have to be protagonists and authors because it is flexible and elastic and all opinions are valued.

Example of the Activities Can be Used:

1- THE STAIN

Aim of the activity: It is a chase game, in which the first player chases the others in order to achieve his goal, i.e. to change roles. If the latter is the case, we can apply an infinite number of variants, which will depend on the will depend on the setting of the course, the moment of the process, the characteristics of the group (age, number, degree of disinhibition, etc.), spatial conditions, and so we will have an infinite number of stains.

Duration: 30 minutes

Instructions for the Trainers:

As a chase game, the aim of one of the participants will be to "smear" another, and from there the facilitator can introduce different variants. This will allow everyone to participate, provoking hilarious situations that at the same time serve to warm up the class and, on the other hand, to develop disinhibition and role reversal among the participants.

1. "Chain stain": if we put the emphasis on collaboration, we can make it so that there is no change of roles, but rather a combination of roles. Where the stainer joins stainers, who must be joined together to form a network that goes out to stain. According to the space available, the new stainers can be joined together: by the right hands of one - left hands of the other; ditto above in subgroups; by inverted hands right to right, left to left; by the elbows, by the shoulders, by the heads, etc. (variant for reduced space).
2. "Beetle stain": if we look at the forms, we see that there are infinite variants and combinations to encourage breaks in everyday forms, developing immediate adaptation. In this example: the spotted person has to lie on his back on the floor, waving his limbs, with which he will spot. In this way, he will become an ally of the stainers, also by staining.
3. "Toilet stain": This is another variant for working with shapes. Here the stainer must hold himself as if he were sitting on a toilet, with his right arm stretched upwards. right arm extended upwards. He is released when a partner lowers his arm, simulating the flushing of the water tank.
4. "Stain statues": also working on shapes, when stained, the pupil must freeze in a pose simulating a statue.

regard to the dynamics, it can be

suggested that





they compose them individually, in duos, trios, etc.

Another possibility is to require compositional characteristics: at least one of them should be lying down and two of them should be still; in balance; curled up.

Another would be to keep them frozen, thus paving the way for improvisations (a subject we will develop later).

"Song stain": if we put the

5. accent on disinhibition, which consists of putting an intimate zone of our own into play, we can play this stain. The stained person has to sing a song until he/she is rescued by a partner.

Variants: different musical genres are asked, for example: opera, Gregorian chants, rap, tango, etc.; they can change the language (known or invented); the stainers can propose the genre; to avoid being stained, they must team up with another person and sing together, etc.

6. "Character stain": this stain is a little more complex than the previous ones. When being stained, they must build a character; this character must vary each time. In this variant, the This variant encourages

7. imitation in the strict sense of the word, and can

8. imitate characters from the artistic or political sphere, or characters linked to the place to which they belong. linked to the place they belong to.

4. SOCIAL COOPERATIVE LEARNING

Aim of the Strategy: Cooperative social learning enables teachers to raise the achievement of all their students, including both gifted and less gifted students. It is a methodology based on dividing pupils in a class into small groups for the sole purpose of working together in a coordinated way to help each other, adopting a sense of belonging to that group. In this way, each student will deepen his or her learning.

Description: The collaborative learning approach is embedded within a socio-constructivist epistemology (Bruffee, 1993). Knowledge is defined as a negotiation or joint construction of meanings, and this is valid for the whole teaching-learning process; although the weight of the concept is placed on the recognition of the value of cognitive interaction between peers, collaborative learning also involves the teacher, that is, the whole teaching context, the learning community. It is not, therefore, about the circumstantial application of group techniques, but about promoting the exchange and participation of all in the generation of shared cognition.

Collaborative learning theory is more akin to psychological constructivism in that, although the emphasis is on the social elaboration of knowledge, the level of analysis is rather micro-social and focused on the process of cognitive construction.

The analysis of the social construction of knowledge in micro-social situations, such as those of the aforementioned theory, allows empirical access to the psychological-cognitive, or rather socio-cognitive, process of epistemic construction. The classroom, or the working group, is a micro-society whose essential purpose is to elaborate shared knowledge in a framework of interaction. This involves negotiation of meanings and consensus building. As mentioned, collaborative systems may or may not include the tutor. The latter is the most paradigmatic case: the work team or peer group, i.e. the community of learners.

HOW TO USE THE COMPETENCE IN SCHOOL ENVIRONMENT

Cooperative learning is an active methodology which aims to achieve

student
autonomy, as





well as deepening aspects as important as mutual help, teamwork, individual responsibility, the development of social skills and the inclusion of all students.

Among its many advantages, cooperative learning seeks to ensure that it is the pupil who learns from him/herself and from his/her classmates, and is always guided by a teacher who gives the pupils a leading role. It is therefore a pedagogical model that seeks above all else the inclusion of all its students. To this end, there are a series of guidelines to be followed when implementing it in the classroom.

1. Formation of groups. The creation of so-called core teams is one of the key aspects of co-operative methodology. This is because a good choice of core teams will ensure that the groups are not only balanced and heterogeneous, but also that the spirit of cooperation is appropriate. It is therefore advisable to start working cooperatively after getting to know how each pupil works individually. For this reason, it is advisable to wait a few weeks after the start of the school year to start forming the basic teams.

2. Classroom atmosphere. A determining factor in creating group awareness is the atmosphere we are able to create in the classroom. And when I refer to the atmosphere, I am not only talking about the decoration of the classroom, to which I personally attach great value, but also about an atmosphere that has to do with aspects that serve to reaffirm individual and group awareness. This is why it is very useful to work on aspects of personal motivation such as positive self-affirmations or group celebrations of an achievement, however small it may be.

3. Group dynamics. Another recommendation I would like to share with you has to do with the fact that we must teach cooperation. What does this mean? Well, on many occasions, basic teams do not work because they have not previously worked on group awareness. This is why it is so important, before starting to work cooperatively, for pupils to carry out group dynamics aimed at cohesion and cooperation.

4. Cooperative structures Once we have managed to generate group awareness and develop the basic teams that function cooperatively in the classroom, the next step is to start working together through the so-called cooperative structures.

Example of Activities Can be Used in the Class

1- Team Assisted Individualization

Aim of the activity: In this technique there is no competition of any kind, neither inter-group nor, of course, inter-individual. Its main characteristic is that it combines cooperative learning with individualized instruction: all pupils work on the same thing, but each one of them follows a specific programme. In other words, the common learning task is structured in individualized programmes, or rather, personalized for each team member, personalized for each member of the team, i.e. adjusted to the characteristics and needs of each individual. characteristics and needs of each individual.

In these teams, learners take responsibility for helping each other to achieve their personal goals. each other to achieve the personal objectives of each team member. The The aim is to respect the pace and the level of learning of each student without without renouncing the benefits of group work. Cooperation Cooperation and individualisation are combined in an attempt to overcome the possible shortcomings of each of these approaches on their own.

Duration: 30 minutes

Instructions for the Trainers:

In summary, the sequence to be followed in the application of this technique can be as follows be as follows:

1. The class group is divided into a certain number of Base Teams. 1. The class group is divided into a certain number of Base Teams.





2. A Personalized Work Plan is drawn up for each student, The objectives to be achieved throughout the didactic sequence and the activities to be carried out are sequence and the activities to be carried out.
3. They all work on the same contents, but not necessarily with the same objectives and activities. necessarily with the same objectives or the same activities. activities.
4. Each student is responsible for carrying out his/her own Work Plan and undertakes to help his/her classmates to carry out their own Work Plan. and undertakes to help his/her classmates to carry out his/her own. their own.
5. At the same time, each team draws up - for a given period of time - its own Team Plan 5. At the same time, each team draws up its own Team Plan for a given period of time, with the objectives they and the commitments they make to improve their functioning as a team. functioning as a team.
6. If, in addition to achieving their personal learning objectives, they manage to improve as a team, 6. If, in addition to achieving their personal learning objectives, they manage to improve as a team, each student gets a "reward" (additional points in their final grade).

2- The TGT technique ("Teams - Games Tournaments")

Aim of the technique: This method is a cooperative approach between groups by developing interpersonal cooperation. In TGT learning, students play games with other team members to get scores for their respective teams. The game can be arranged by the teacher in the form of a quiz in the form of questions related to the subject matter. Sometimes it can also be interspersed with questions related to the group.

There are four basic principles that must be considered, including:

1. Simultaneous interactive. What is meant by simultaneous interactive here are teachers and students who interact continuously where the teacher always encourages student activities in various ways so that students have the ability in the competencies being taught.
2. Dependent interaction. In this interaction, teachers and students complement each other, belong to each other, and love each other.
3. Interaction of individual accountability. After forming simultaneous and interdependent interactions, it is hoped that each individual will get results that can be accounted for and can be trusted in their abilities.
4. Equal participation interaction. This means that each learner has the same opportunity during the learning process.

Duration: 60 minutes

Instructions for the Trainers:

1. Base teams are formed, heterogeneous in terms of the performance level of their members, and the teacher tells them that their objective is to make sure that all team members learn the assigned material.
2. The team members study this material together, and once learned, the tournament begins, with the rules of the game well specified. For this tournament, the teacher uses a set of cards with one question each and a sheet with the correct answers.
3. Each student plays in groups of three, with two teammates from other teams who have a similar performance to his/her own, according to the results of the last test given in the class.
4. The teacher gives each team a set of cards with questions about the contents studied so far in the cooperative teams.





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5. The students in each trio take, one after the other, a card from the pile (which is face down), read the question and answer it. If the answer is correct, they keep the card. If it is incorrect, they return the card to the bottom of the pile.

6. The other two students can refute the first student's answer (starting with the one to the right of the first student) if they think the answer he/she has given is not correct. If the refuter gets the answer right, he/she keeps the card. If he/she does not get it right, he/she must put one of the tokens he/she has already won (if he/she has any) under the pile.

7. The game ends when all the tokens are gone. The participant of the trio who, at the end of the game, has the most tiles wins the game and gets 6 points for his/her team; the one who comes second gets 4 points; and the one who comes third gets 2 points. If all three tie, 4 points each. If the first two tie, 5 points each, and 2 points for the third. If the last two tie, 3 points each and 6 points for the first.

8. The points obtained by each member of the trio are added to the points obtained by their basic team mates who were part of other trios. The team with the most points wins.

Note that, in this game, all members of each core team have the same opportunity to contribute the same amount of points for their team, because they are all competing with members of other teams of similar ability. It may even be the case that, in a core team, lower ability members contribute more points to their team, because they have "won" their game, than higher ability members, who may have lost their game.

5. PEER EDUCATION

Aim of the Strategy: to empower students to take an active role in educating and supporting their peers. Peer education involves students teaching and learning from each other, fostering a collaborative and inclusive learning environment. This strategy encourages knowledge sharing, critical thinking, and the development of leadership and communication skills among students.

Description: Peer education is a dynamic approach that involves students taking an active role in educating and supporting their peers. It is a collaborative learning strategy that promotes knowledge exchange, critical thinking, and personal development among students within a school setting. This essay will explore the definition and concept of peer education, as well as highlight the benefits and importance it holds in schools.

Benefits of Peer Education in Schools:

Enhanced Learning Experience: Peer education brings a fresh perspective to the learning process. When students teach their peers, they have the opportunity to explain concepts in relatable ways, using examples and language that their peers can easily understand. This interactive and engaging approach fosters deeper learning and knowledge retention.

Increased Engagement and Motivation: Peer education encourages active participation and involvement among students. When students take on the role of educators, they become more motivated to prepare and present information effectively. This sense of responsibility and ownership enhances their engagement in the learning process, leading to improved academic performance.

Development of Leadership Skills: Peer education nurtures leadership qualities among students. By taking on the role of peer educators, students develop essential leadership skills such as communication, organization, and problem-





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solving. They learn to manage group dynamics, facilitate discussions, and inspire their peers, thereby developing their own leadership potential.

Promotion of Collaboration and Teamwork: Peer education promotes collaborative learning environments where students work together towards a common goal. It encourages teamwork, cooperation, and mutual support among peers. Through peer education, students learn to appreciate diverse perspectives, respect differing opinions, and develop their social skills.

Empowerment and Confidence Building: Peer education empowers students by giving them the opportunity to share their knowledge and make a positive impact on their peers' learning journey. When students realize their ability to educate and support others, it boosts their self-confidence and self-esteem. Peer education provides a platform for students to discover their strengths and capabilities.

Peer Support and Mentoring: Peer education creates a supportive network within schools. Students often feel more comfortable seeking guidance and assistance from their peers, as they can relate to their experiences. Peer educators can offer valuable emotional support, academic assistance, and mentorship to their peers, creating a nurturing and caring school community.

Importance of Peer Education in Schools:

Peer education plays a crucial role in promoting holistic development among students. It goes beyond the traditional teacher-student relationship, encouraging active learning and empowering students to become active contributors to their own education. By involving students in the educational process, peer education promotes student-centered learning and fosters a sense of ownership and responsibility for their academic success.

Furthermore, peer education addresses the diverse learning needs of students. Peers can offer personalized support, adapt teaching methods to different learning styles, and provide targeted assistance to struggling students. This tailored approach enhances the inclusivity and effectiveness of the educational experience, ensuring that every student has access to quality education.

Additionally, peer education promotes positive social interactions, empathy, and understanding among students. It creates a supportive and inclusive school culture where students value and respect each other's knowledge and contributions. Peer education also helps address social issues such as bullying, as students learn to communicate, collaborate, and resolve conflicts in a constructive manner.

Role of Peer Educators:

Peer educators serve as facilitators of knowledge exchange, creating a positive and inclusive learning environment. Their primary role is to educate, guide, and support their peers in various aspects of academic and personal development. They act as trusted confidants, providing a safe space for their peers to seek advice, share concerns, and explore new ideas. Peer educators promote collaborative learning, peer support, and holistic growth among students.

Responsibilities and Expectations of Peer Educators:

Knowledge Sharing: Peer educators are responsible for sharing their expertise and knowledge with their peers. They must have a solid understanding of the subject matter or the topic they are addressing. They should prepare engaging presentations, activities, or workshops that facilitate effective learning and promote critical thinking.

Active Listening and Support: Peer educators must be attentive and empathetic listeners. They should create a non-judgmental environment where peers feel comfortable expressing their thoughts and concerns. Active listening allows peer educators to understand the needs of their peers better and provide appropriate support and guidance.

Confidentiality: One of the most crucial responsibilities of peer

educators is to
maintain strict





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confidentiality. They must respect the privacy of their peers and ensure that any personal information or disclosures shared during interactions remain confidential. This builds trust and encourages open communication.

Role Modeling: Peer educators should exemplify positive behaviors and values. They act as role models for their peers, demonstrating respect, empathy, and professionalism in their interactions. They should promote inclusivity, respect diversity, and foster a supportive and respectful learning environment.

Resource Referral: Peer educators should be knowledgeable about available resources within the school or community. They should be able to refer their peers to appropriate support services or professionals when needed. Peer educators should stay updated on relevant resources and ensure their peers have access to the necessary support systems.

Personal Development: Peer educators should continually strive for personal growth and development. They should actively seek opportunities to enhance their knowledge and skills through training programs, workshops, and self-study. By investing in their own growth, peer educators can provide better support and guidance to their peers.

Importance of Confidentiality and Professionalism:

Confidentiality and professionalism are integral to the effectiveness of peer educators. Maintaining confidentiality builds trust and fosters a safe space where peers feel comfortable seeking guidance. It ensures that sensitive information remains private, promoting open and honest communication. Professionalism in interactions demonstrates respect, integrity, and ethical conduct. It sets a positive example for peers and contributes to a professional learning environment.

Confidentiality and professionalism also help establish boundaries for peer educators. They should be aware of their limitations and responsibilities, referring peers to appropriate professionals when necessary. Upholding confidentiality and professionalism strengthens the credibility and effectiveness of peer education programs.

How to Implement Peer-Education Activities in Schools:

Here are some steps can be useful for teachers to implement peer education activities in the classroom:

Define Learning Objectives: Clearly define the learning objectives and outcomes you wish to achieve through peer education activities. Determine the specific knowledge, skills, or attitudes that students will develop through these activities.

Select Appropriate Topics: Choose topics that are relevant to the curriculum and align with the learning objectives. Consider selecting topics that allow for interactive discussions, problem-solving, or group work, as these activities lend themselves well to peer education.

Train Peer Educators: Select and train peer educators who will facilitate the activities. Peer educators should possess good communication skills, empathy, and a solid understanding of the topic. Provide them with training on facilitation techniques, active listening, effective communication, and conflict resolution.

Design Engaging Activities: Create activities that promote peer interaction and engagement. These can include group discussions, role-plays, case studies, debates, presentations, or collaborative projects. Ensure that the activities are interactive, hands-on, and encourage active participation from all students.

Set Clear Guidelines: Establish clear guidelines and expectations for both peer educators and students participating in the activities. Communicate the purpose of the activities, the roles and responsibilities of peer educators and students, and any specific rules or guidelines for respectful and inclusive participation.

Provide Resources and Materials: Gather the necessary resources and materials to support the peer education





activities. This may include handouts, visual aids, technology tools, or other relevant materials that enhance student understanding and engagement with the topic.

Facilitate Peer Interactions: Encourage peer educators to facilitate discussions and group work during the activities. They should promote equal participation, encourage active listening, and facilitate respectful dialogue among students. Peer educators can also provide clarifications, ask probing questions, and offer guidance when needed.

Assess Learning Outcomes: Incorporate assessment strategies to evaluate students' learning outcomes from the peer education activities. This can include quizzes, presentations, group projects, or reflection exercises. Assess both individual understanding and the overall effectiveness of the peer education approach.

Reflect and Provide Feedback: Encourage students and peer educators to reflect on their experiences and provide feedback on the peer education activities. This feedback can help improve future implementations and provide insights into the effectiveness of the approach.

Continuous Improvement: Continuously assess and improve the peer education activities based on student feedback, classroom dynamics, and the evolving needs of the students. Incorporate new ideas, strategies, and resources to enhance the effectiveness and impact of peer education in the classroom.

By following these steps, teachers can successfully implement peer education activities in the classroom, fostering a collaborative and supportive learning environment where students actively engage with the content, learn from each other, and develop important skills for their personal and academic growth.

Activity: Role-Playing Scenarios

Aim of the Activity is to provide participants with an opportunity to practice handling common classroom challenges and student situations through role-playing. It helps develop their problem-solving and communication skills while encouraging reflection and discussion on effective strategies for addressing similar situations.

Duration: 30-45 minutes

Instructions for Trainers:

1. Preparation:
 - Select a set of scenarios that represent common classroom challenges or student situations (e.g., conflicts between students, disruptive behavior, lack of engagement, etc.).
 - Prepare enough copies of the scenarios for each pair or small group of participants.
2. Introduction (5 minutes):
 - Explain the purpose of the activity, emphasizing the importance of practicing effective strategies for addressing classroom challenges.
 - Briefly discuss the benefits of role-playing and how it can enhance participants' problem-solving and communication skills.
 - Set clear expectations for active participation and respectful engagement throughout the activity.
3. Scenario Assignment (5 minutes):
 - Divide participants into pairs or small groups.
 - Provide each pair/group with a scenario, ensuring that each scenario is unique.
 - Briefly explain the scenario and clarify any ambiguous details if necessary.
4. Role-Playing (15-20 minutes):





- Instruct participants to take turns being the teacher and the student within their pair/group.
- Encourage them to immerse themselves in the roles and act out the scenario realistically.
- Remind participants that the focus is on exploring different strategies and approaches rather than achieving a "perfect" outcome.
5. Reflection and Discussion (10-15 minutes):
 - After each role-play, allow time for reflection and discussion within each pair/group.
 - Encourage participants to discuss their experiences, challenges encountered, and effective strategies employed.
 - Facilitate a whole-group discussion to share insights and common themes that emerged from the role-plays.
 - Prompt participants to consider alternative approaches or solutions that could have been applied.
6. Wrap-up (5 minutes):
 - Summarize the key takeaways from the activity, emphasizing the importance of reflection and learning from simulated scenarios.
 - Highlight any notable strategies or insights shared during the discussion.
 - Encourage participants to continue exploring and applying effective approaches to classroom challenges.

Note: It's essential to create a supportive and non-judgmental environment during the role-playing and discussion phases. Encourage participants to provide constructive feedback and suggestions for improvement, fostering a culture of collaboration and continuous learning.

Activity: Collaborative Lesson Planning

Aim of the Activity to engage participants in collaborative lesson planning that incorporates peer education strategies. It encourages participants to apply their knowledge and creativity to design effective lessons while fostering a deeper understanding of peer education techniques.

Duration: 60-90 minutes

Instructions for Trainers:

1. Preparation:
 - Select a range of topics or learning objectives relevant to the participants' teaching context.
 - Divide participants into small groups, ensuring each group has an equal distribution of knowledge and experience.
2. Introduction (10 minutes):
 - Explain the purpose of the activity, emphasizing the importance of incorporating peer education strategies in lesson planning.
 - Briefly discuss the benefits of collaborative planning and how it can enhance creativity and pedagogical approaches.
 - Provide an overview of peer education techniques and their potential impact on student engagement and learning outcomes.
3. Assignment and Planning (30-45 minutes):
 - Assign each group a specific topic or learning objective related to their teaching context.
 - Instruct the groups to collaboratively plan a lesson that incorporates peer education strategies.
 - Encourage participants to consider various peer education techniques, such as group work, peer tutoring, cooperative learning, or peer assessment.
 - Remind participants to align the lesson plan with the intended learning outcomes and consider the needs and interests of their students.
4. Presentation and Feedback (15-20 minutes per group):
 - Allocate time for each group to present their lesson plan to the whole group.





- Each group should provide an overview of their chosen topic, the peer education strategies incorporated, and how these strategies support the learning objectives.
 - Encourage participants to ask questions and provide constructive feedback on the effectiveness of the peer education techniques used.
 - Facilitate a discussion on the strengths and areas for improvement of each lesson plan, encouraging participants to share their insights and suggestions.
5. Reflection and Discussion (10-15 minutes):
- Lead a reflection session to allow participants to share their thoughts on the collaborative lesson planning experience.
 - Discuss the benefits and challenges of incorporating peer education strategies in lesson planning.
 - Encourage participants to reflect on how they can adapt and implement peer education techniques in their own teaching contexts.

Wrap-up (5 minutes):

- Summarize the key takeaways from the activity, highlighting the importance of collaborative planning and the integration of peer education strategies.
- Emphasize the value of sharing and learning from diverse perspectives in enhancing the quality of lesson plans.
- Encourage participants to apply the insights gained from this activity to their future lesson planning and teaching practices.

Note: It's important to provide a supportive and inclusive environment during the presentation and feedback sessions. Encourage participants to provide constructive feedback while also recognizing the strengths and creativity of each group's lesson plan.

6.SIMULATION OF DIFFERENT ROLE

Aim of the Strategy: to provide students with opportunities to engage in simulated scenarios where they assume different roles, allowing them to actively participate, collaborate, and apply their knowledge and skills in a realistic context.

Description: To implement approaches such as simulations and role-play, collaborative activities should be structured so that every student is able to fully participate and create meaning (Stevens, 2015). There are generally four stages of implementing role play or simulations in the classroom:

[1] Preparation and explanation of topic by instructor: During this stage, instructors/facilitators will need to focus on a theme, choose and assign roles, create procedures, and gather necessary materials, and start arranging the classroom. This step requires extensive research and design as an instructor must take into account as many

aspects of the theme as possible and provide explicit instruction of what is expected of students.

[2] Student preparation for involvement in role-play/simulation: When assigning roles and creating instruction for students, break down the role play/simulation into specific tasks with due dates or time constraints so students remain organized and not overwhelmed. Allow students enough time to research their roles, ask questions, and become comfortable with the scenario. For some students, this might be their first time experiencing this kind of learning, therefore providing students with tips or examples is helpful. Student preparation can also involve instructors giving traditional lectures or facilitating discussions that will give further context and guidance prior to the main role-play or simulation activity.

[3] Actual role-play or simulation activity: Although a degree of independent learning is expected, students will still need to be guided from time to time during these activities. For example, if the role-play runs over several class periods, it is important to remind students of the

rules such as
staying in





their roles or using appropriate communication skills. During actual role play/simulation, instructors will take on the role of observer and interject if necessary. The instructor may act as a moderator if students need to debate on issues, or they may just provide a debrief at the end of gameplay. It is crucial for instructors to make sure that the environment created is one where students (Part L: Role-Plays, Games, and Simulations, 2005):

Feel safe to explore and take risks without being punished for wrong solutions

Are allowed to express strong emotions if needed

Respect one another's ideas and support individual interpretations

Feel an established trust between them and the instructor

[4] Debrief and reflection: This is one of the most essential steps of implementing role-play and simulations in the classroom. Students and instructors must process the activity afterward in order to gain further insight into decisions made and behaviors displayed.

Based on feedback, instructors may elaborate on certain learning tasks, clarify any misunderstandings, or even make some adjustments for future role plays/simulations. Aside from learning, instructors need to acknowledge the overall emotional involvement students discuss during this debriefing period. Periods of student self-reflection can be integrated throughout gameplay and after each session so that instructors have a better idea of how the activity is going.

HOW TO USE THE COMPETENCE IN SCHOOL ENVIRONMENT: Role-play and simulations provide students with opportunities to learn and develop skills in purposeful ways. Instructors can give a traditional lecture in history, or students can experience it for themselves through role play that provides deeper historical context while making it personal. For simulations, students can replicate real scenarios they may encounter either in their chosen discipline or just in life. Instead of relying on traditional assessments, role play/simulations can better introduce key concepts in a more authentic way that promotes better engagement and retention among learners.

Example of an activity:

1- Role play

Aim of the activity: It can help students motivate themselves to solve problems or resolve the character's conflict. Also, it provides a platform for students to understand the issue and develop skills In writing, reading, research, etc

Duration: 2 hours

Instructions for the Trainers:

You can ask your students to prepare for a role play on any topic based on the curriculum. For example, creating a successful role-play of any historical figures or characters and enacting. Split the class into two to three groups

with an equal number of students in each group. You can ask students to organize and structure the play so that the content you want to cover is adequately addressed.

For example: ROOMMATE

Requires four students: One student will act as an American university student. The second student will act as the international student. The other two will act as the international student's parents who have just walked into the dorm room to introduce themselves to the American student. The parents are fussing over their son because it is his first time leaving home. They are also surprised that the American student can speak their native language. They are very happy that their son has this chance to continue practicing the language.

9. VIDEOS





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Aim of the strategy: The aim of using videos during class is to promote active student engagement and empower students to take an active role in shaping the school environment. Videos can serve as a powerful tool to stimulate discussions, encourage critical thinking, and inspire students to participate actively in school-related activities.

Description: Videos can be an effective strategy to engage students and create a dynamic learning environment. By incorporating videos during class, teachers can provide visual and auditory stimuli that capture students' attention and spark their interest. Videos can range from educational clips, documentaries, interviews, or student-produced content that relates to the school environment and encourages active participation.

Implementing the use of videos in the classroom involves carefully selecting relevant and engaging video content, planning interactive activities around the videos, and facilitating meaningful discussions. This strategy encourages students to connect with the material, express their thoughts and opinions, and take an active role in shaping their school environment.

How to Implement the Video Strategy in the School Environment:

Preparing and Selecting Videos: Choose videos that align with the curriculum, learning objectives, and topics related to the school environment, student involvement, or relevant issues. Pre-screen the videos to ensure they are age-appropriate, relevant, and of high quality. Consider using a mix of professionally produced videos, educational platforms, and student-created content to provide diverse perspectives and encourage student involvement.

Pre-Viewing Activities: Introduce the topic or theme of the video and provide context to enhance students' understanding. Activate prior knowledge by asking questions, conducting a brief discussion, or using a pre-reading activity related to the video content. Set specific learning goals or guiding questions for students to focus on while watching the video.

Viewing the Video: Play the video in the classroom, ensuring optimal audio and visual conditions. Encourage active viewing by providing a viewing guide, note-taking sheets, or interactive tools to help students analyze and reflect on the content.

Post-Viewing Activities: Engage students in interactive discussions, group activities, or reflective exercises based on the video content. Encourage students to share their thoughts, opinions, and reactions to the video, fostering a safe and inclusive environment for dialogue. Incorporate open-ended questions or thought-provoking prompts to encourage critical thinking and deeper reflection. Encourage students to connect the video content to their own experiences, the school environment, and potential actions they can take to promote positive change.

Benefits of Using Videos to Promote Active Student Engagement:

Enhanced engagement: Videos capture students' attention, making the learning experience more enjoyable and interactive.





Multimodal learning: Videos provide visual and auditory stimuli, catering to different learning styles and enhancing comprehension and retention.

Fostering critical thinking: Videos can present diverse perspectives, challenge assumptions, and stimulate analytical thinking and reflection.

Student voice and empowerment: Videos can inspire students to express their thoughts, opinions, and creative ideas on issues related to the school environment.

Promoting active participation: Videos serve as a catalyst for discussions, debates, and collaborative activities that encourage students to actively engage in the learning process.

Note: When using videos in the classroom, it is important to ensure accessibility for all students, provide any necessary accommodations, and consider students' individual preferences and needs. Additionally, teachers should use appropriate judgment when selecting videos, ensuring they align with school policies and promote respect, inclusivity, and a positive learning environment.

5 awesome apps for student goal-setting:

1. **Joe's goals:** Students sign up, create their daily goals, and then put a check mark on the days they reached their goals. This calendar-style format will be easy for students to understand and follow along with.
2. **Toodledo:** Toodledo has a lot of features that aren't in the other tools on this list, which makes it even more worth checking out. Students can create lists and share them with friends, you, or family, helping them stay accountable to their goals. They can also create a "hotlist" of the most important goals and record notes about their progress, ideas they have, and moWhooo'sreading Setting and tracking reading goals is a great way to use this tool. Once your students are added, you can set goals for each individual student, the whole class or groups. For example: You can create a group for your advanced readers, with a high goal, allowing them to stay challenged. The best part: Each group is labeled so you can easily log in and see who's meeting their goals and who's not. Students can track their goals as well, motivating them to read more and reach them. Finally, you can set goals in one of two formats: minutes or books read; you decide.
3. **Lifetick:** This tool offers a specific "School" version, which makes it great for your students. It's one of the more detailed goal tracking tools on this list, but that doesn't mean you should shy away from it. With charts, you and your students can visualize goal progress made over time and built-in S.M.A.R.T. goal-setting methodology, students are set up for success from the start.
4. **Goals on track:** Students can use this app to quickly and easily set their goals and see what they are for each day. They'll love the real-time progress updates, allowing them to see how they're doing as soon as they complete a task or hit a milestone toward their goal. One cool feature is that students can track how long they spend on tasks, giving them a chance to determine how they can work more efficiently to complete their goals faster.

10 podcasts & videos that may help:

1. **Don't Waste time:** Don't Waste Your Time! Focus! Don't be distracted from your goals. This is a motivational video on the power of time, why it is the most important thing in the world and how it is always ticking
2. **Academic Epidemic:** The Cost of College Dropout | Ian Anderson | TEDxVanderbiltUniversity, "Academic Epidemic: The Cost of College Drop Out," Ian explores the realities of





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dropping out of college, illuminated by the lens of his personal experience.

3. **Why Do Students Dropout Of College?:** This video explores the two main reasons why people dropout of college.
4. **4. High school dropouts: the failure of the system.**
5. **Preventing School dropout: What you need to know**
6. **Podcast#1 (Happier with Gretchen Rubin):** Gretchen Rubin is HAPPIER, and she wants you to be happier too. The #1 bestselling author of The Happiness Project and Better Than Before gets more personal than ever as she brings her practical, manageable advice about happiness and good habits to this lively, thought-provoking podcast
7. **Podcast#2 (The Habit Coach with Ashdin Doctor):** If you are tired of relying on your fickle motivation to get things done, if you are tired of starting because you fail to see things through, The Habit Coach podcast is for you!



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