



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

### **Tools**

październik 2015 – maj 2016

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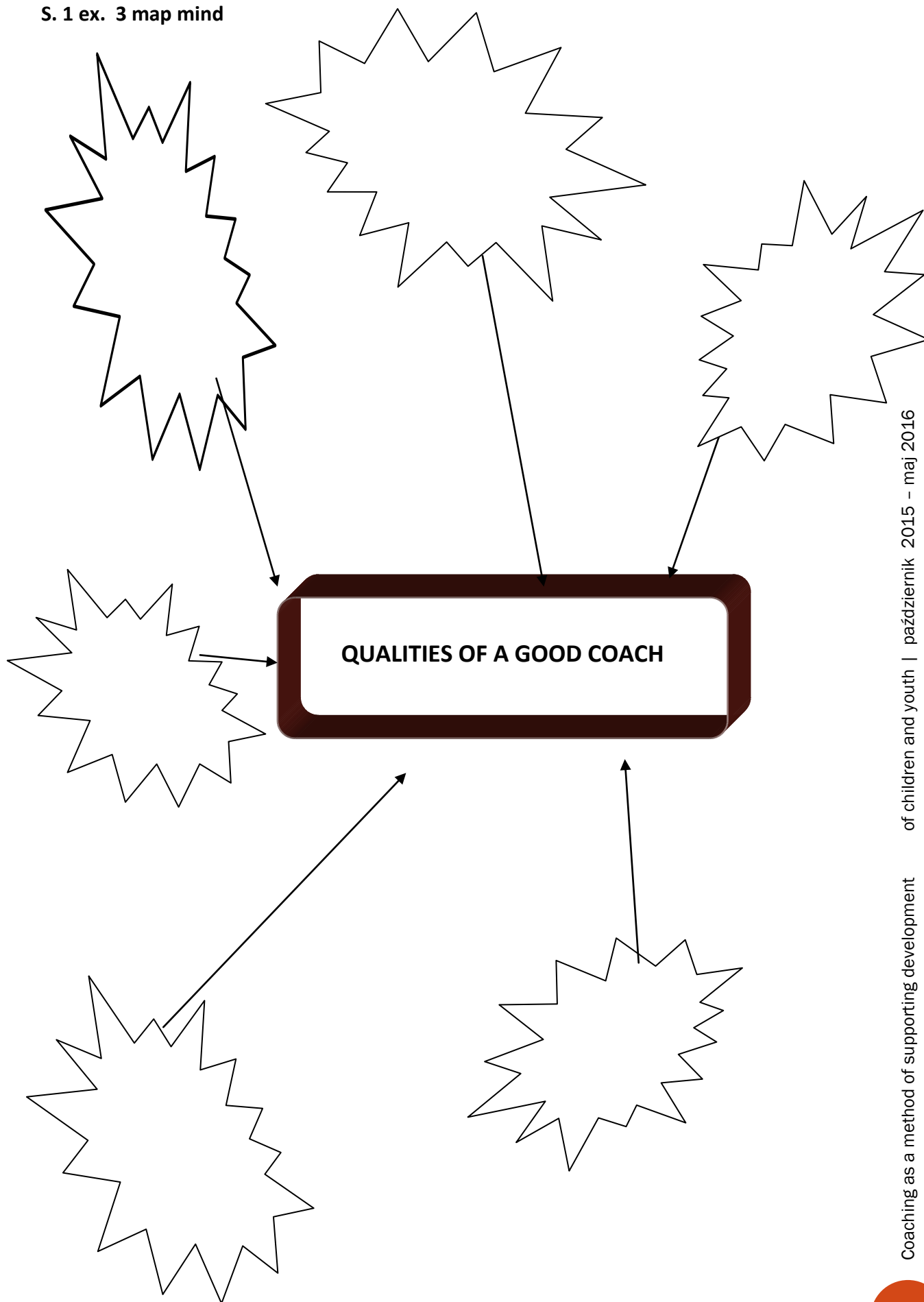
# Scenario no 1

S. 1 ex. 2

### COACHING PRINCIPLES

LP.	PRINCIPLE	MEANING / CONTEXT
1	Following a customer-student	
2	Individual approach	
3	Authentic relationship	
4	Concentration on the purpose	

**S. 1 ex. 3 map mind**

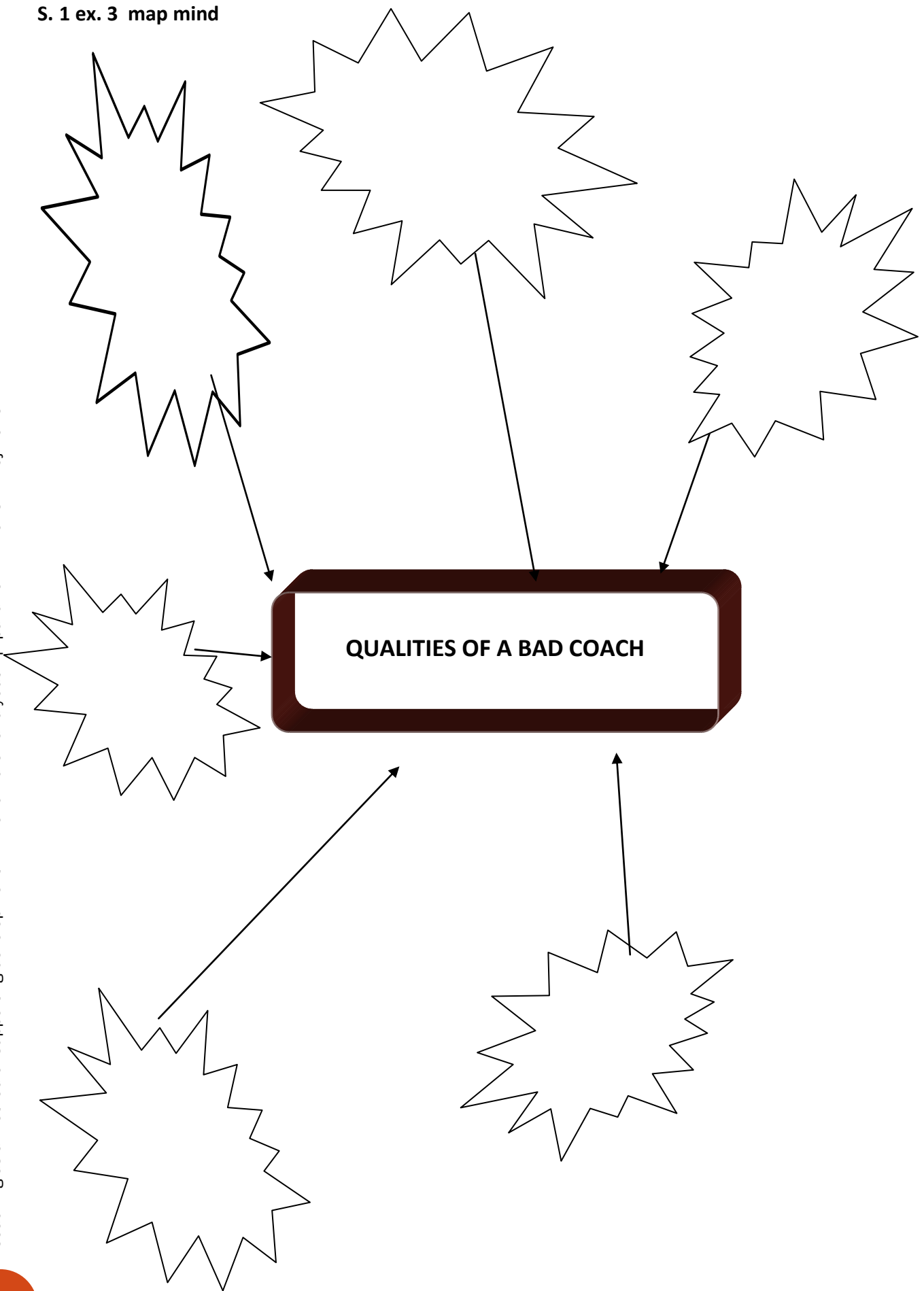


S. 1 ex. 3 map mind

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Coaching as a method of supporting development

QUALITIES OF A BAD COACH



S. 1 ex.3

Coach's qualities

Comparison of qualities of a good and bad coach.

GOOD COACH	BAD COACH
<p><b>Is open/honest</b>, e.g.. says: „I think it doesn't work – let's see why”</p>	<p><b>Can keep his/her thoughts or information for himself/herself</b>, for example. "It seems to me that it is a crazy idea, but I don't want to make an impression that I don't support it"</p>
<p><b>Makes the coachee feel he/she has been listened to, appreciated and understood.</b> After the session the coachee is full of energy and optimistic.</p>	<p>Makes the coachee feel alienated, for example h/she says, "Well, you are an unusual instance aren't you?".</p>
<p><b>Makes the conversation seem flow effortlessly</b>, that is conducts the conversation using proper reactions to the coachee's messages.</p>	<p><b>He/she conducts the conversation with an effort</b>, talks too much, or tries too hard.</p>
<p><b>Instinctively focuses on the key elements of the conversation</b>, asks e.g .: "Can we stop for a moment?"</p>	<p><b>Overlooks or omits essential information</b>, perhaps because he/she wants to "move on" and "achieve results"</p>
<p><b>Remains objective and impartial all the time</b>, for example says, "I understand why you might think so, but I would also look at other possible causes of your friend's behaviour."</p>	<p><b>Introduces elements of judgment or prejudice during the session</b>, for example. "I agree with you, she certainly wanted to give you a lesson-you have right to be angry."</p>
<p><b>Can clarify the coachee's thoughts and goals</b>, e.g : "What does exactly mean "more money" and for what purpose you would like to have it?"</p>	<p><b>Leaves key thoughts and goals unspecified in the mind of the coachee</b>, e.g .: "OK., So you want to make more money. Let's consider how you can achieve this. "</p>
<p><b>Encourages the coachee and puts challenges</b>, such as .: "Two weeks for the performance of all phones is a great goal, but I wonder what would happen if you were able to do it in a week-what would it be like?"</p>	<p><b>Poses a challenge without encouragement or exerts undue pressure</b>, eg .: "Do not exaggerate, how much time can a few phone calls take? If only you really tried, it could be done tomorrow."</p>

<p><b>Requires consistency in achieving objectives from the coachee</b>, eg .: "Well, for more than a year you have been saying that for our next meeting you would have talked with the manager about the pay raise - let's see what restrains you."</p>	<p><b>Allows the coachee downplay the problem of not fulfilling the obligation, perhaps in order to maintain a good relationship</b> , eg .: "OK, you are very busy, can you do it when the situation calms down a little bit ?"</p>
<p><b>Prefers achieving lasting results at a slower pace</b> than instant results, which will not survive the test of time.</p>	<p><b>Believes that he/she failed if does not see immediate results of coaching.</b></p>
<p><b>Uses words and phrases that have a positive impact on the coachee</b>, for example. "Imagine that you are speaking to an audience, and this time you really like it - how would it be?"</p>	<p><b>Uses inappropriate words and makes the coachee have a bad opinion about himself/herself or feel tense</b>, eg .: "Yes, your lack of confidence is indeed a problem."</p>
<p><b>Gives a good example</b>, eg .: is punctual, calls when promised, keeps commitments, or compensates for their violation.</p>	<p><b>Applies double standards</b>, for example is late, uses excuses, is not prepared for a session etc.</p>

The characteristics of a good coach can be grouped into 3 categories:

1. Principles / beliefs that the coach represents, for example: we are equal in conversation, I must first understand
2. What coach can do – his/her knowledge and skills
3. What the coach actually does – his/her behavior.

A good coach makes coaching take place without any apparent effort, as an ordinary conversation. This is due to the fact that the coach has learned to train!



## S. 1 for ex. 4

### Introduction to the topic Teacher's competences to exercise 4 = HAMER

**We are more motivated when we see how great we are at what we do.**

"... about professional and effective actions of the teacher decide his/her various competences, which should be dynamic and constantly developed and improved. "

#### **Teacher's motivation to work.**

Teachers work in extremely adverse conditions (numerous classes, small salaries, overloaded curricula, etc.). Innovation is necessary, but must be approved by the teachers themselves.

It would be good if teachers taught with full commitment, passion and enthusiasm.

**There is a directly proportional relationship between the level of the teacher's motivation and the level of students' motivation.**

If the teacher's motivation is low – we can observe a low level of perception among students, distraction, poor comprehension and fast forget

**The attitudes of students cannot be changed if they do not accept their teacher.**

Lack of sympathy and respect of students toward the teacher is usually associated closely with the same attitude of the teacher towards them.

**Motivation for a really good work is a function of higher order needs, such as (by Maslov):**

- **the need for respect, that is, acceptance, appreciation, exercising control over the environment**
- **the need for self-realisation**
- **cognitive need, namely knowledge and understanding of reality**

The modern world puts before school and thus the teacher, increasingly complex requirements, modifying goals, content and methods of education. These changes and still growing requirements of societies towards education extend school functions and the role of the teacher. This is to prepare students for life in a society through the realisation of the educational process. Very often it is said that the quality of education depends on teachers and their qualifications, professional knowledge, skills and commitment.

Especially important in the learning process is the role of teacher's competences. So what are these competences, to which specialists in the field of education devote so much attention. Finding a definition of "competences" is not easy.

**Competences** - are all work-related personality features, knowledge, skills, experience gained, and the values on which the person relies to perform assigned tasks well (Roberts, 1997). Competence is sometimes referred to as "the property of the person", as shaping it a person first gains specific knowledge and skills in a particular field, and then improving them completes with factors such as personal characteristics and attitudes. This aspect determines an individual character of competences.

Teacher's competences are therefore not a "gift of nature", they are acquired in the process of education and in work experience. You should not put an equals sign between competences and qualifications. Speaking of competence, they also include qualifications (which can be documented with diplomas, awards, certificates, etc.).

**To be competent is to be a specialist in a field, be able to do something regardless of circumstances. We cannot always document it.**

**Hanna Hammer wymienia 3 typy kompetencji:**

**Hanna Hammer mentions three types of competence:**

**1) expert competencies**, which include: substantive knowledge and skills in the subject taught, acquired by: additional training, reading literature, participating in conferences, courses, workshops, etc., professional contacts.

In this aspect, an incompetent teacher is the one who:

- does not know what he/she does not know
- is afraid to ask those, who know,
- does not want to develop,
- is convinced of his omniscience.

(It's no shame not to know something, it's a shame not to try to change that)

**2) teaching competences**

Theoretically they are gained during the studies and on different courses. However, too little emphasis is placed on acquiring skills how to prepare for classes, namely:

- training skills for proper planning of activities,
- developing skills of logical construct of the lessons
- teaching how much part of the lesson should be devoted to introduction, content, ending and conclusions, giving the subject of the next lesson, and revision,
- defining objectives,
- operationalisation of teacher's objectives,
- taking into consideration the learning cycle,
- using techniques encouraging students to be active (ie. work in groups - such work increases the quality of work, abilities and skills add up, errors occur rarely)

- skills to place students in the classroom in such a way that will foster the teacher's goals and facilitate learning
- the use of audio-visual aids, etc.

Choosing the most effective way of working with students requires mastering a number of specific teaching skills.

**Good lecture delivery requires the ability of:**

- artistic explanation, understandable content,
- clear presentation of theories,
- maintaining students' attention,
- the use of audio-visual aids.

**Good conduct of classes with a small group requires the ability to:**

- organise "workshops"
- ask questions that encourage, open questions, etc.,
- listen to the students,
- encourage independent work,
- deal with students with different behaviours
- respond to students' fatigue, boredom,
- assist them in difficulties,
- provide and receive feedback.

**Teaching skills based mainly or only on knowledge are not competences.**

Exchange of experiences or courses help in the acquisition of teaching competences.

**The learning process can be divided into four stages:**

- starting stage - motivation for learning and attention are need. The teacher has to be together with the students, establish contact with them
- recognition stage - determining what you know. The teacher should accept students' emotions, should not judge.
- understanding stage - defining learning objectives. The teacher has to help in determining students' goals.
- action stage – aiming to achieve the goal. The teacher initiates the activity divided into stages.

**Self-centered teacher does not pay attention to the student, while the student-centered teacher helps him/her.**

The teacher must be prepared in advance for the learning stages. The lessons content should include:

- Reviewing students' skills and experiences.
- Preparing them to master new skills.
- The method of mastering new skills (in stages).

- Taking time into consideration.
- Checking skills in practice.

### 3) psychological competences

Psychological competences of the teacher are the skills to inspire, to motivate students to learn, integrate them into a team and managerial skills.

Psychological competences of the teacher include:

- positive attitude towards people.
- ability to avoid the most common causes of interference in communicating with people.
- ability to communicate in general and with the students in particular, the ability to motivate students to learn.
- ability to build harmonious teams from a random group of students
- flexibility in adapting management style to students' level of maturity.
- ability to control stress.

**Positive attitude to people** is a type of activities in which the main concern is the wellbeing of another person. Important is:

#### 1. Authenticity.

Do not be afraid to be yourself. Authenticity is also granting yourself the right to make mistakes and not agonise over them. Authenticity is keeping a healthy balance between negative and positive thinking. Positive thinking promotes good mood, sympathy. It is important to show not a fake, but the real person we are.

#### 2. Strengthening the attitude of respect for others.

Good manners, kindness is the basis in contacts with students. When students are afraid of the teacher they withdraw, resent, are nervous. Respect for teenagers is honesty and fairness, keeping commitments, granting the other people right to make mistakes, tolerance, openness.

#### 3. Optimism and serenity.

#### 4. Knowledge about your own strengths.

5. Praising even the smallest student's achievements. Praising is giving pleasure. The more we praise, the better the effects of work.

#### 6. Reducing the distance between students and teacher.

**The ability to avoid the most common causes of interference in communication.**

There are six main causes of disturbances in the communication process:

### 1. Incomplete awareness of some of your own motives.

It is important to realise the motive, which is a guiding one during the lessons. You can propose a questionnaire asking students to select words that characterise the teacher on a particular day (eg. careless-attentive). Such information helps to look at ourselves more objectively.

### 2. Not taking students' abilities into consideration.

The teacher must take into account whether he/she speaks quickly, vaguely, too slowly, etc. Using incomprehensible words can lead to not assimilating a lot of material. Lack of informal atmosphere causes rapid de-concentration of attention. Boredom is a symptom that students' abilities are not being taken into account. Boredom is bad for health.

### 3. Conflict of body language with the words.

The conflict between these types of communication causes doubts about the credibility of the speaker. Pay attention to students' posture, it says a lot about their attitude towards the teacher. Talking about emotions is important, you can gain a greater sympathy and respect.

### 4. Premature interpretation of motives.

Guessing what the students think, what they want, what they care about. The teacher assigns to a student the motive he/she is afraid of most.

### 5. Perceptual filter.

We see what we want to see - "mental blindness". Some information do not reach our consciousness. We downplay the incoming information or distort it so that it confirms our previous view. Changing beliefs is difficult. The phenomenon of "prejudice" to students is present everywhere. Understanding means greater efficiency of teaching and learning.

### 6. One-side communication.

Ignoring the fact that communication is a two-way process. It requires a dialogue and making sure that you are understood. If the student does not understand something you need

to explain it in other words.

### **Knowing how to communicate:**

You should master the skills needed for:

#### 1. **Active listening** - it requires observance of certain simple skills such as:

- a) focusing attention on what someone has to say,
- b) eye contact,
- c) a slight bend of the body towards the person speaking,

- d) using encouraging phrases
- e) openness to student's point of view,
- f) restraint in expressing one's own opinion,
- g) empathy - emotional understanding,
- h) paraphrasing - repeating in different words the meaning of a heard message,
- i) asking questions.

Listening actively you need to pay particular attention to:

- showing the speaker respect, acceptance and warmth,
- not giving good advice
- refraining from moralising and judging,
- compliance of body language with words.

## 2. Speaking.

Gradually approaching the situation causing fear: asking questions to other speakers, taking part in discussions, with longer papers having text and the outline, practicing in front of a mirror, involving family to hear you.

You should tell students that you still don't feel comfortable in the role of the teacher and expect their understanding and support. As a result, the tension disappears, you will gain sympathy and respect.

Remember to:

- Focus on the lecture.
- Make the structure of speech clear.
- Use easily understandable language.
- Use visual aids.
- Modulated voice.
- Look at people.
- Mind the time.

## 3. Talking - you need to take care of the proper atmosphere.

During a conversation you have to remember to:

- Be nice.
- Pay attention to students' body language.
- Follow the student's trail of thought.
- Not interrupt.
- Not seem to be a person without flaws.
- Not interfere, not grumble.
- Speak in the first person.

- Praise everything that can be praised.

**Other very important skills useful during conversation are:**

**1. Assertiveness** - is the ability to act in a determined way, but without aggression, in a peaceful

and mild way, but without fear. If the teacher respects the student as much as himself/herself, that means he/she gives them the same rights. However, everyone has the right not to be assertive. Assertiveness techniques:

1) Technique of "a broken record" - repeating the same text.

2) assertive technique called the "veil of mist" - allowing the possibility that there is some truth in the accusations.

3) The technique of "four assertive steps" (naming the problem, frank talk about one's own emotions, the proposal, showing the effects).

4) Giving yourself time to respond to the accusations.

Teacher's assertiveness is also open expression of positive feelings towards the student. Only those teachers who often praise students can express criticism. If a student criticises you, teach him/her with your own example how to accept it. It's worth attending an assertiveness training.

**2. Flexibility** in adapting your social style to the social style of the student.

Social style is a combination of assertiveness and spontaneity.

There are 4 styles:

a) expressive style - high assertiveness and spontaneity (a person quickly makes decisions, is impulsive, everything is easy to manage)

b) analytical style - low assertiveness and spontaneity (not communicative, a bore)

c) leadership style - high assertiveness and low spontaneity (strict, cold, unfriendly)

d) polite style - low assertiveness and high spontaneity (submission, lack of own opinions, polite.)

It is important to define your own style and the style of the student.

For the teacher the best style is flexible. The teacher must adapt to the style of the student.

**3. Solving conflicts and negotiation.**

- Effective solving of conflicts is important. Regularities in the conflict:
- People, among whom there is a conflict tend to distort the image of themselves and others.
- Being in conflict, we have a tendency to think in a simplified manner.

- Conflict promotes the formation of a negative image of the "enemy".
- It is important to create an atmosphere of security and trust in which the student has the right to talk about conflicts without comments and assessments.

### **There are five styles of conflict solving.**

1. The fight (competition) - it is a short-sighted strategy, entailing high cost of energy and emotions . Relations among people become worse.
2. Subordination - it is rather the avoidance of conflict, a person subordinates to others. This usually puts us in a position of a loser.
3. Avoidance - is postponing things in time, avoiding open confrontation.
4. Compromise - achieving important goals while resigning from those less important.
5. Cooperation - treating others as partners not enemies. Everyone wins.

Negotiations based on cooperation involve:

- respecting the agreed common rules of conduct,
- focusing attention on what unites us, on determining together a set of possible solutions, etc.

### **The ability to motivate students:**

Students' motivation is the most important factor in effective teaching. At motivation you can look in another way - by applying all the activities of the teacher, which can be called help and support and by putting together all requirements for the student. One of the activating, highly motivating techniques is DISCUSSION.

Principles in a discussion:

Principle I - competence - prepare for the discussions, arguments.

Principle II - good will - listen to everybody.

Principle III - tolerance - respect others' beliefs, the right to speak, lack of prejudices.

Principle IV - good manners – be polite, do not interrupt

School grades are important in motivating or demotivating students. It is important that the student accepts assessment criteria.

### **Flexibility in adapting the management style to students' level of maturity.**

The maturity of the student depends on:

- Motivation (willingness) to effectively think and act.
- Competence (I know and I can).

### **There are 4 types of student's maturity:**



Maturity of type I - high motivation accompanied by large competence.

Maturity of type II - high motivation accompanied by small competence.

Maturity of type III - low motivation accompanied by large competence.

Maturity of type IV - low motivation accompanied by small competence.

For each type of teaching you should use a different management style (liberal, democratic, club or auto critical).

Maturity of the first type - just do not disturb, you only need to arrange a proper learning environment (liberal style). Excessive interference on the part of the teacher can only distract and annoy, which will bring lower results.

Maturity of type II - the most important is a harmonious interaction with the student (democratic style). Nothing is imposed, forced, and the scope of requirements is clear for both parties. Control is limited to a minimum. Outcomes are described in detail, more and more difficult tasks are given. When the competences increase you should flexibly adapt to the changed situation and change the style to liberal.

Maturity of type III - no reasons to cooperate, you should do something to encourage them to work (club style ). The teacher is a listener and counselor, creates a pleasant atmosphere. The very possibility to talk can influence the growth of motivation.

Maturity of type IV - the student is immature (auto critical style). The tasks must be clearly defined and initially not very difficult. Clear evaluation criteria, deadline, methods of assessment. In this style there is no place for discussing instructions, but only giving them.

The most important in directing youth is appropriate diagnosis of their maturity type, selecting an appropriate management style and flexibility.

### **The sins of the teacher as the person in charge of students:**

1. Paying attention to titles
2. Focusing on regulations.
3. Giving priority to one's own ambitions above the benefit of the students.
4. Lack of clear purpose.
5. Avoiding responsibility for the development of students.
6. Proving students that they are not worth much.
7. Hyper protectiveness.
8. Lack of perspective thinking.
  - a. Lack of serenity, joy of life, ease/informality.

**Ability to control stress** The teacher who are not able to cope with stress cannot help students.

Stress is a state of tension due to the difficult situation with which we cannot cope.

The results are the states of frustration, social and motivational conflicts etc. In order to eliminate the reasons you need to recognise them.

Ways of coping with stress:

1. Write down which factors cause stress, next to them write on what you have an influence.
2. Practice different management strategies.
3. Start to act assertively.
4. Take care of your health and physical well-being.
5. Do what you like.
6. Carefully listen to others.
7. Better organise your own time.
8. Think positively.
9. Start to be yourself etc.

You can also cope with stress by removing its syndromes:

1. Start to laugh more often.
2. Take refreshing and relaxing baths.
3. Get tired with physical work or sport.
4. Read something, look for entertainment.
5. Go away for a few days.
6. Use massages.
7. Use visualization.
8. Listen to music, etc.

**Memorizing:**

**10% of what we read,**

**20% of what we hear,**

**30% of what we see,**

**50% of what was passed by audiovisual system,**

**80% of what we experience.**

**90% of what we acquired through experience, practice, commenting what we did.**

**One of the many problems in education is to maintain appropriate relations between the teacher and student.** The effectiveness of teacher's work can be achieved thanks to the skillful use of students' wisdom, creating a climate of mutual trust facilitating education. This issue is important in the context of changes taking place in schools.

We operate in a world dominated by bureaucracy and technology, where each action, process and product is subject to standardisation. Competencies and qualifications are determined for each job. When in everyday speech we use the word "qualified", we rarely think about other human virtues, but only about those that allow you to perform professional tasks. *Currently, we use the word competences interchangeably with the term qualifications, and their characteristic feature is that they are always qualities owned by people.*

**A special attribute of competences is dynamic, manifesting itself in action, in man's relationship with reality. This also applies to the teaching profession, the job of the teacher - coach.**

Today, education is conceived more as participating in child's development than modeling his/her personality. Therefore, the teacher should focus more attention on the process of change taking place in a child, rather than on the results of education and their compliance with intentions.

**The teacher should therefore not only be an executor of knowledge, but also, and perhaps above all, a guide to the world of knowledge and skills, a master the student can ask for directions. He/she must therefore have very good professional training, both formal (education level), as well as in the sphere of competences.**

The teacher should realise in practice the right of the child to be a child, to respect, be tolerant of his ignorance and failures.

In case of educational problems he/she should be patient.

Competences should be constantly updated according to the needs of the modern world through the experience gained in the course of professional activities.

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## S. 1 for ex. 4

### Teacher's emotional competences - the essence and model (Madalińska – Michalak)

The model of teacher's emotional competences consists of the following attributes:

- Empathy,
- Enthusiasm,
- Forgiveness,
- Optimism
- Educational power,
- Building interpersonal relationships,
- confidence,
- Social justice,
- Trust
- Knowledge of students culture.

Considering the previously discussed components of emotional intelligence, i.e.:

- perception, assessment and expression of emotions,
- supporting the process of thinking with emotions
- using the knowledge about emotions,
- regulating emotions (emotions management)

we propose the following viewpoint of the individual attributes of teacher's emotional competences.

#### Empathy

The first attribute, which is empathy, indicates important feature of the teacher, it is the ability to co-feel and establish appropriate contact with students. It is necessary to build a proper relationship between the teacher and students. This attribute consists of the following skills: the ability to listen carefully to the student; sensitivity and understanding diversity among young people; desire to help people who have problems and the ability to make contacts with students. Only a teacher capable of empathy can properly diagnose the causes of students problems at school and therefore can really support them. Finally he/she can help them to build a sense of their own value, to show them that they are someone important.

#### Enthusiasm

Enthusiasm - one of the most important characteristics of a teacher.

- it is commitment, eagerness and zeal in sharing knowledge. It is enthusiasm that makes the subject taught interesting for the students and makes the students engaged in the tasks performed. This attribute consists of such skills as a desire to share knowledge, desire to involve students while working in the classroom and knowledge of different ways of conducting activities involving students. Enthusiasm makes the students remember more of the information presented during the lesson. Teacher's enthusiasm can be seen in the body language, ie. the tone of voice, facial expression, gestures and movements of the teacher. The teacher conducting classes with zeal and commitment not only helps the students get interested in a given field of knowledge but also allows maintaining these interests, which in turn is crucial for achieving better results at school.

### **The ability to forgive**

This ability is very important for the teacher, if he/she wants to work on improving the relationship with the student, then in performed tasks and skillful management of difficult situations, not by punishing students, but by negotiating together and determining the consequences of the acts committed. Definitely more beneficial will be focusing on developing positive relationships, leadership based on kindness, support and encouragement. The teacher who abuses power, i.e. criticises students, diminishes their abilities and humiliates them will not create the right conditions for learning .

### **Building interpersonal relationships**

The basis of this attribute is a large self-awareness, as only the teacher who understands his/her own emotions and is aware of his/her strengths is able to create positive relationships with the students. Other important conditions for creating a positive relation with students are: respect for them, trust, empathy, honesty and the ability to listen to another person. The teacher must pay attention to students' behaviour, words they use (or rather especially) to the non-verbal messages. Through skillful questioning, calmness, openness, the teacher can help the students to express how they feel and understand the reasons for their current emotional state. Only a calm and open teacher can make the student try to establish a relationship with him/her, show him/her respect and appreciation.

### **Self-confidence**

Self-confidence understood as a virtue is associated with having a certain degree of independence and the ability to cope with difficulties and failures. The teacher who has got high self-esteem and self-confidence can make more conscious decisions, can learn from his/her mistakes, know how to take on new challenges. He/she is composed and calm, able to control his/her behavior. A lack of confidence and low self-esteem are not desirable due to the fact that they can lead to aggressive or passive behaviour of the teacher.

### **Social justice**

Social justice is a basic condition if the teacher is to value and support the rights of students to be treated with respect. Only a just teacher can notice prejudice or discrimination against students and knows how to oppose these phenomena. He/she can also act against stereotypes and be tolerant towards students of e.g. different religious denomination. The teacher should treat students' opinions with respect and accept the fact that they may differ from his/her own views. This is the only way to ensure that young people learn life skills such as: accepting differences, tolerance, honesty, respect for others.

### **Trust**

This attribute directs attention to the need of building an atmosphere of trust and respect in dealing with students. Trust can be developed by devoting time to students, listening to them, encouraging openness and commitment, recognising and developing student's potential. Careful listening is an activity which requires the teacher to focus on the student and trust him/her. An important aspect of this attribute is honesty and truthfulness towards the students. Mutual trust between students and teachers has definitely got a positive impact on the teaching process.

## Knowledge of students culture

This attribute consists of knowledge about the students and the environment in which they live. It concerns both the knowledge of the development of children and youth, as well as understanding that being a teenager is sometimes a difficult period of transition between childhood and adulthood. This attribute also consists of knowledge concerning students culture, and the ability to accept differences between the worlds of students and teacher. It is important that the teacher is sensitive to these differences and caring, avoids patronising, and helps students "enter" adult, responsible life.

The present model of emotional competences of the teacher can be called a mixed model due to the fact that particular attributes include not only the skills but also other components, namely: abilities or qualities specific to personality constructors i.a. : optimism, ability to motivate, empathy.

Table 2. **Teacher's emotional competences: attributes**

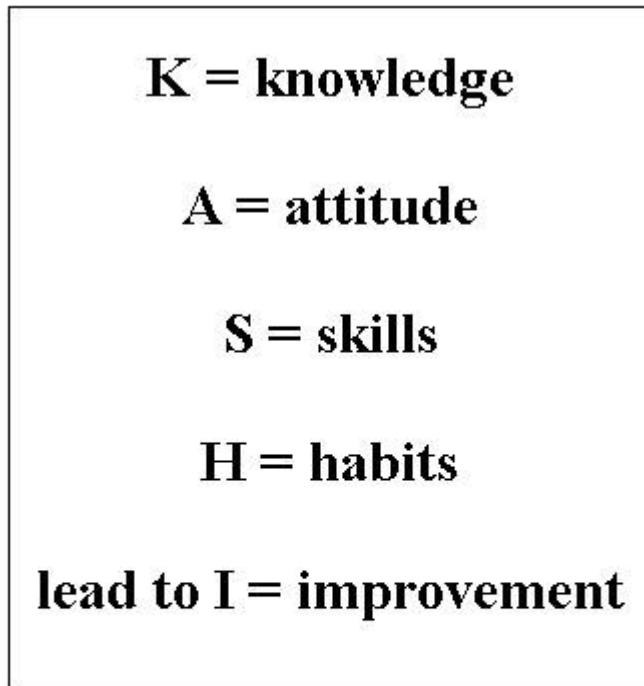
<i>Attribute</i>	<i>Perception, assessment, expression of emotions</i>	<i>Facilitating the process of thinking with the use of emotions</i>	<i>Understanding and analysing emotional information (applying knowledge about emotions)</i>	<i>Emotions management</i>
<b>Empathy</b>	<ul style="list-style-type: none"> <li>- ability to read emotional hints</li> <li>- ability to listen</li> </ul>	<ul style="list-style-type: none"> <li>- understanding the needs and feelings of other people</li> <li>- understanding different viewpoint of other people</li> </ul>	<ul style="list-style-type: none"> <li>- being sensitive to different viewpoints and abilities</li> </ul>	<ul style="list-style-type: none"> <li>- establishing relations with students on the basis of trust</li> <li>- ability of compassion</li> </ul>
<b>Enthusiasm</b>	<ul style="list-style-type: none"> <li>- conducting classes in a lively and interesting way</li> </ul>	<ul style="list-style-type: none"> <li>- the desire to share knowledge of a particular field</li> </ul>	<ul style="list-style-type: none"> <li>- being sensitive to the needs of others</li> </ul>	<ul style="list-style-type: none"> <li>- considering different methods of conducting classes to encourage students</li> <li>- encouraging</li> </ul>
<b>Torgiveness</b>	<ul style="list-style-type: none"> <li>- noticing the fact that other people can make mistakes and behave in a bad manner</li> </ul>	<ul style="list-style-type: none"> <li>- accepting the fact that we all make mistakes , but we can learn a lesson from them</li> </ul>	<ul style="list-style-type: none"> <li>- understanding what can hurt a given person and appropriate reaction to existing problem</li> </ul>	<ul style="list-style-type: none"> <li>- ability to ease anger and continue work</li> </ul>
<b>Optimism</b>	<ul style="list-style-type: none"> <li>- seeing the causes of school failures In external situations not in the student's vices</li> </ul>	<ul style="list-style-type: none"> <li>- confidence in abilities of all students</li> </ul>	<ul style="list-style-type: none"> <li>- having a positive attitude and enthusiasm</li> </ul>	<ul style="list-style-type: none"> <li>- hoping for success not failure</li> <li>- working towards the goal despite obstacles and difficulties</li> </ul>
<b>Power</b>	<ul style="list-style-type: none"> <li>- being aware of the possibility to abuse power</li> <li>- being a leader, a role model</li> </ul>	<ul style="list-style-type: none"> <li>-ability to use communication to solve difficult situations</li> </ul>	<ul style="list-style-type: none"> <li>- understanding that in relations with students you cannot abuse power (humiliate them)</li> </ul>	<ul style="list-style-type: none"> <li>- negotiating and determining conequences instead of punishing</li> <li>-using power with respect towards others and yourself</li> </ul>

<b>Building relationships</b>	<ul style="list-style-type: none"> <li>- being a friendly person, willing to devote time to listen to others</li> <li>- the desire to establish contacts with students outside classroom and deriving joy from such interactions</li> <li>- Finding balance between focusing on the task and putting attention to relations</li> </ul>	<ul style="list-style-type: none"> <li>- desire to cooperate, share knowledge and resources</li> </ul>	<ul style="list-style-type: none"> <li>- recognising an understanding issues concerning teenagers, their aspirations, interests, problems</li> </ul>	<ul style="list-style-type: none"> <li>- establishing proper relations with students and other persons</li> <li>- ability to show empathy</li> <li>- working with students to achieve positive results</li> <li>- creating friendly atmosphere of cooperation</li> </ul>
<b>Self-confidence</b>	<ul style="list-style-type: none"> <li>- assertiveness, self-confidence, friendliness</li> <li>- being aware of strong and weak points</li> <li>- behaviour based on respect and honesty in relations with students</li> <li>- Respecting clear rules in relations with students</li> </ul>	<ul style="list-style-type: none"> <li>- ability to self reflection</li> <li>- Ability to learn from one's own experiences</li> <li>- understanding different viewpoints and being sensitive to differences</li> <li>- Seeing diversity as a chance to create a proper educational environment</li> </ul>	<ul style="list-style-type: none"> <li>- being open to honest criticism, new perspectives, life-long learning, self-development</li> <li>- ability to acknowledge mistakes and willingness to learn from them</li> <li>- willingness to learn from students and their families</li> <li>- avoiding creating prejudices based on gossips heard from other teachers or other premature opinions concerning abilities of a given student</li> </ul>	<ul style="list-style-type: none"> <li>- noticing and rewarding student's achievements</li> <li>- sense of humour</li> <li>- entering in natural interactions with students, giving them encouragement and constructive criticism</li> <li>- ability to establish relations with other people based on respect and honesty</li> <li>- respecting people coming from different environments</li> <li>- fighting prejudice and intolerance</li> </ul>
<b>Trust</b>	<p>Openness, honesty, truthfulness in relations with students</p>	<ul style="list-style-type: none"> <li>- desire to listen to the students and being ready to believe them</li> </ul>	<ul style="list-style-type: none"> <li>- trust in students and ability to rely on them</li> </ul>	<ul style="list-style-type: none"> <li>- encouraging students to talk</li> <li>- noticing and developing students abilities</li> <li>- encouraging students to share their knowledge, their problems and making them feel they can trust the teacher</li> <li>- ethical behaviour</li> </ul>

<p><b>Knowledge of students culture</b></p>	<ul style="list-style-type: none"> <li>- sensitivity and care in relations with students</li> </ul>	<ul style="list-style-type: none"> <li>- understanding that all students have got substantial though various abilities to learn</li> </ul>	<ul style="list-style-type: none"> <li>- being aware that working with students can sometimes be difficult and challenging</li> <li>being aware that students are autonomous persons (have got different interests, way of dressing, listen to different kinds of music...)</li> </ul>	<ul style="list-style-type: none"> <li>- being yourself in relations with students, avoiding patronising</li> </ul>
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S. 1 ex. 5 KASH



KASH Model  
for  
Improvement  
(Modelnetics)

If you think you can, you are right. If you think you can't – you are also right.

*Henry Ford*

**FUNDAMENTAL PRINCIPLES OF COACHING**

According to the methodology of the School of Coaching entitled "The Art and Science of Coaching" implemented by the lecturers, trainers and coaches from the Ericson Collage International in cooperation with the Jagiellonian University in Krakow, the fundamental principles of coaching are:

1. The client already has all the resources he/she needs to achieve success.
2. Everybody is OK.
3. People always make the best decision that was available to them, taking into account the information that was available to them.
4. A positive intention is hidden behind every behaviour.
5. Change is inevitable.

*How can you understand / interpret these rules?*

**First - the Client has already got all the resources he/she needs to achieve success.** Each person - regardless of education, origin, place of residence and work experience (or lack thereof) has got inner resources necessary for him / her to support the realisation of dreams and plans. They include knowledge of their own values, needs, expectations, their skills, plans, intentions and choices. We should also remember about psycho-physical condition of each of us in a given period of life. It is you - and only you – who know yourself best in the world and you know everything about yourself. You know what is now possible for you, what you are not able / capable to do and in which direction your personal and professional life should go. Sure, there are general Guidelines for a Happy Life. Health, abundance/wealth, work, a sense of satisfaction, good interpersonal relations, the implementation of passions and interests. And for every human being the above may mean something completely different.

Health - depends on what condition you're currently in, in which biological age in the context of the physiology and biochemistry of your body, and your inherited predisposition (up to 30%). You should take care of your health and aim at its 100%. To remember "the triangle of health," which includes such elements as: nutrition, breathing, mental hygiene, relaxation and sleep. If you take care of each of these elements in your life, you will be aware of them/ and you will make a conscious effort, dedicating them your commitment .... I guarantee that full HEALTH is within your reach.

Abundance/wealth - for some people it means money, for others a source of ideas or creativity, and for others the amount of experience, knowledge, development or even the number of places visited, people met and discussions held. This what you pay your attention to I-S in your Life. What you want for yourself and your loved ones - is most important to you.

Work - and in this area we have countless choices. For some people good work is repetitive work, routine, in a specific place at fixed time. For others - it is independence, variability, the possibility of creation, or work with people in its countless forms and varieties such as: educator, teacher, coach, counselor, therapist. Important - from my point of view - is what you choose, what matters to you, what skills you have and what you love doing for living day after day.

A sense of satisfaction - and in this area, how many people on Earth, there are so many possible variations and approaches. Each of us has his/her own inner definition of satisfaction in every important area of human personal and professional life. From my point of view - it is important to be aware of this fact, to know what is the inner definition, what we want, what we are looking for, and what changes - in order to achieve the best possible version of our life - we are willing to make. Consider... what you want for yourself, for your family in relationships with other people. Think about what you able to sacrifice (give up which old habits, beliefs, patterns, stereotypes). ..... And change, change, change so far, until you regard that what you have achieved in your life is exactly what you wanted. IT'S WORTH DOING!

Good interpersonal relations - and again - it depends on the definition and your idea of GOOD, EFFECTIVE AND HEALTHY RELATIONS. What you pay attention to in your contacts, acquaintances, friendships is yours and can be very individual. ... Consider what you want, what are your needs, what you pay attention to, what you expect from others and what you can give/ offer them. It is worth investing your commitment, your time, thinking and behaviour in good, supportive relationships with other people. Starting from the relationship with yourself! The quality and quantity of relationships - social bonds is important to better cope with stress. Consider .....

Hobbies, interests - each of us can have their own very unique interests. We can also have common interests with other people (quantum physics, psychophysiology of stress, motor racing, education of children, history of art, science fiction films, etc., just to mention a few possible options / areas of interest). Generally it's good to have interests and hobbies. You should practise them. It is worth sharing your knowledge in this field with others, to boast and appreciate your achievements. Why not also "dig out" interest from the past. Return to them, give yourself time and space to look for information, learning, data collection (whatever that is for you). From my point of view - it enriches us, it gives us a job, sometimes organises our time and time is a reason to meet and chat with other people. Think.... What is / may be your hobby / interest. **And, let's get started!**

### **Secondly, everybody is OK.**

Among the persons living on Earth you are an **individual, unique and special** human being. Nowhere in the world there is the same woman / the same man like you, who feels the same, has got the same experience, the same way of thinking, the same life as you. There wasn't – there isn't, and there never will be. So, why compare yourself with other people? Of course, you can complicate your life thinking about what I haven't got, and other people have, or in what I'm better than those people. You can compare, assess, and even WORRY. The only question you should ask yourself may be: What can I get from this? What for? Why that motivates me? What are my motives for evaluating, interpreting and comparing myself and "those" other people. **WHAT FOR** ? If for feeling dissatisfaction, imperfection, diminishing your value – let it go. It is a dead end. It is worth learning from those who know more, from experts in a given field or from those who have more experience. Consider ..... what sense does it have for you and your life ...

### **Thirdly - People always make the best decision that was available to them, taking into account the information that was available to them.**

We are ONLY and SO MUCH AS People. We may not notice something, do not know something, do not pay attention to something or the opposite - pay attention to something at a given period of our life. Sometimes we are so strongly involved in our "inner world" (e.g. problems, needs, health, expectations, conflicts), that we "do not see," and sometimes we do not understand the position, "the point of view of" other people. We also - and it usually happens - see ourselves, how we look, what and how we do, and how we behave only from our inner point of view. But each person we meet has got his/her perception, understanding, feelings, associations, knowledge, experience, and it is – PLEASE NOTE - completely different from ours. Consider the implications / consequences of this in your life. And there is one more area of this principle. Our past and present decisions. They should

be considered, accepted, recognised and appreciated. You acted in a given situation on the basis of information you then had. We make mistakes!. It is very human, so to speak. From my point of view - it is important not not to make them at all, but not to make the same mistakes again and again! And learn from any past failures, mistakes and difficult situations. How else can we achieve the best version, the best quality of our life ..... Any ideas?

**Fourth – There is a positive intention behind every behavior.**

I see this rule as the most demanding and challenging in our lives. Well, you may ask - "How is it possible? Behind his / her nasty behavior? Behind gossips? Behind dismissal? Behind the behaviour of "nasty" neighbors? Behind annoying, "stupid" from our point of view, ways of conduct of other persons? YES , OF COURSE! Consider .... information that the intention is not yours and you do not know / may not know it. You can have your guesses, interpretations (mostly over-interpretations), evaluations, judgments. And they are ONLY and ONLY YOURS. Another person (that is NOT YOU) has his/her own, individual interpretations, which may be completely differ from yours. Therefore - yes – behind every behaviour there is a positive intention. Behind yours - ALSO. If we admit a positive intention behind our behavior it is the same with all other people. Simple. It may not be easy due to our ideas, imagination, values, principles, stereotypes, views which we adhere to and perspective of our own life and our experience (unique - let me remind you). Well, maybe it is high time to start to introduce this principle in everyday life, apply it in contacts with loved ones and with those less known to us - persons encountered in offices, in the streets, at bus stops, in the cinema, in a new job. In the booklet by Miguel Ruiz Fri .: "Four agreements" the author writes about the four basic principles which can facilitate human life. Two of them have reference to the above fourth fundamental principle of coaching. "Do not take anything to yourself" and "Do not assume anything in advance". Consider what this can mean to you?

**Fifth - Change is inevitable.**

Yes. Mainly I mean inner changes - they accompany us throughout our lives. On the other hand - these external changes as participation in various events, projects, training, internships, meeting other people, learning, experiencing, starting work, changing work, and many, many others – will come - one way or another. Today or tomorrow . We can deny them, we can resist them, fight, rebel. THE CHANGES - they come and will come. Think for a moment - from the present day perspective - what, when and how has changed in your life. And ... .. smile kindly to yourself. Because that’s the way it is. And such is life. VARIABLE. INEVITABLE. INTERESTING. INSPIRING. SURPRISING. AND SOMETIMES IS A CHALLENGE FOR US. Maybe it’s time to "flow" down the "River of Life" and move where our Smart Life takes us. Because, you know ..... "upstream" is a bit harder .....

And finally, just to remember, because practice makes the Master, some information on coaching - in general - according to The International Coach Federation (ICF).

**WHO IS THE CLIENT**

Coach’s individual client is a person seeking to achieve one of the following objectives: improve performance, improve learning, increase satisfaction.

The client does not seek emotional solace or relief from psychological problems. A person using the services of a coach can initiate with his/her support activities to achieve the chosen goals.

#### HOW TO IMPLEMENT THE SERVICE

Coach and his client are preparing together a schedule of meetings and determine ways to communicate.

#### RELATIONS IN COACHING

Relationship of the coach with the client can be described as a partnership. Coach does not approach the client from a position of an expert, authority or healer. The coach and client jointly determine the goal, format and expected results of their work. The client does not lay the responsibility for this on the coach or the coach does not decide to take full responsibility for the effects of the process. Hence, the key is the desire and the work performed by a person who participates in individual coaching.

#### RESULTS

Coaching is aimed at improving the client's performance, as well as to improve his/her way of learning, and thus improving the quality of life.

#### TIME FRAME

Coaching focuses on the present and the future. It does not analyse the past or the impact of past events on the current functioning of the individual.

#### EMOTIONS

Coaching assumes that clients using the services of a coach are able to recognise, express and deal with their own emotions.

#### CONNECTION WITH PSYCHOTHERAPY

Coaching is not psychotherapy and is not able to help the client with problems of emotional or cognitive nature, it does not deal with the psychological help and does not cure disorders. Coaching on the other hand, can be used in line with psychotherapy, but cannot be a substitute. Coaching uses information about client's past to determine his/her current situation. It does not assume, however, solving the problems from the past in order to improve future operations.

#### ADVICE

Sometimes the coach gives advice, express his/her own opinions or suggestions. Both the coach and the client are aware that the client can either accept or reject proposals of the coach, as he/she himself/herself is responsible for his/her actions.

#### REQUESTS / OFFERS

The coach encourages (requests) the client to act in order to achieve his/her desired aims. This request does not stem from a desire to diagnose client's problems or understand his/her past.

#### EXPERT KNOWLEDGE

Coaches are experts in the process of coaching and may not have the expertise on specific areas of business / life. If coaches are knowledgeable about specific areas, they can use such knowledge to carry out the whole process. However, they do not use their expertise to assess, manage or develop solutions for the client.

#### RELATIONS

The relationship between the coach and the client is the basis of the whole coaching process. The coach and client intentionally build a relationship that is characterised by a growing mutual respect and understanding. This relationship is not a byproduct of coaching or addition to the whole process. It is also not associated with the results the client achieves.

#### THE USE OF INFORMATION

In the process of coaching the information obtained from the client is only used by the coach in order to increase client's self-awareness and facilitate the choice of action. Such information is not used to assess the client's actions or is not included in any reports, with the exception of reports handed in to the customer.

#### THE SCOPE

Coaching can involve a wide variety of personal and professional issues. In the coaching relationship the customer together with the coach determine the scope of work. The scope of coaching should not be limited to any narrow field of application.

#### CONTRIBUTION TO THE RESULTS

During the coaching process the coach's contribution is expressed through a constant interaction with the client. The role of the coach is not to build solutions or results outside the established meeting sessions.

#### CONSTANT IMPACT

Coaching was created to provide clients with opportunities to increase their ability to achieve ideal results and build confidence in them in relation to their natural abilities. It is important that clients do not have a sense that they can only operate effectively when they are supported by the coach.

**Because, you know ... .. You, I, she, he is OK. Everything is OK with you, with me, with her or with him ..... .However, if you think otherwise then please think about it and consider what DO YOU WANT IN YOUR LIFE? WHAT MATTERS TO YOU AND FOR WHAT REASON.**

## S. 1 ex. 5

### Case study – Jadzia Kruk

#### Actions / behaviors associated with self-confidence:

**Calm - Restraint - Dignity - Good attitude – Self-control - Balance - Assertiveness**

Can you think of other behaviors / actions?

Write them down.

#### CASE STUDY

A religion teacher, Jadwiga Kruk waits for the students of the first grade of lower secondary school. She planned a lesson during which the students are going to learn about different religions and design a leaflet summarising the most important characteristics of each religion. She hears the students gather at the door and starts organising her notes in anticipation of their entry. Students are talkative and noisy. Jadwiga Kruk asks them sit down and calm down. Students ignore the command and continue talking. The teacher waits a moment, then clears her throat, trying to focus the attention of the students. It is noticed by a probation teacher, who is a trainee at school and observes the work of Ms. Jadwiga Kruk. The trainee calls to students to become silent and listen to the teacher's instructions. The students look at teacher in anticipation what she says. The teacher in silence raises a sample leaflet and explains to students what they should do. Before she finishes explaining the task, the students begin to move towards computers. The students begin to argue about seats. The teacher asks students to hurry up, but her command again is ignored. She decides to show assertiveness and goes to the quarreling students. Tells Joanna - one of the arguing girls, to sit at the other side of the classroom. Joanna replies that it is not fair and that Ania should go to the other part of the classroom. The teacher repeats her request, but Joanna sits down. Meanwhile, Anna tries to throw her off the chair. The class laughs. Joanna trying not to fall, hurts her arm and now cries with pain. The trainee reacts. The teacher goes with Joanna to the school nurse. She asks the trainee to distribute worksheets and supervise the class until she returns.

#### 1. Topics for discussion:

Write down what you think the religion teacher feels. What students think about the teacher? What could the trainee think of the teacher?

<i>teacher</i>	<i>Students</i>	<i>trainee</i>

#### 2. Consider how this situation could develop if the teacher showed greater confidence.

*Write down your ideas.*

3. How could the school help Ms. Jadwiga Kruk, a teacher of religion, to help her expand her self- confidence in order to build a better relationship with students, control of the class?

*Write down your ideas.*

4. Share your ideas with the group in the discussions.

*Write down your ideas.*

#### ROLE PLAY

1. Select participants to present a scene between the teacher - Ms Jadwiga Kruk and schoolgirls - Joanna and Ania. Showing confidence, show, how else could the situation between the teacher and students develop. What could be a different result of their conversation.
2. The rest of participants share their ideas and suggestions to help Ms. Jadwiga Kruk show greater self-confidence.
3. If the participants are willing the scene between the teacher and the students can be presented by other participants to develop the scenario and exercise the ability of showing confidence by the teacher.

Discuss with the group, which features a confident teacher, a teacher who can control the class possesses.

How teachers can support each other to demonstrate confidence in their approach to teaching?

#### TASK SHEET

Based on observations of teacher who shows self- confidence in the presented scenes specify which of the behaviours in relation to students Joanna and Ania, let the teacher change her attitude and reactions.

<b><i>Teacher showing self-confidence</i></b>	<b><i>Manifestation</i></b>
<b>Posture</b>	
<b>Tone of voice</b>	
<b>Eye contact</b>	
<b>Facial expression</b>	
<b>Skillful asking of questions</b>	
<b>Timing</b>	
<b>Surroundings</b>	



What worked best in this interaction?	
Is there something that could be improved?	
Notice differences in the student's behaviour when the teacher is involved in the interaction and showing self-confidence.	
What influence on the interaction would have a more competent cultural approach?	

### SELFREFLECTION

<b>Asses on the basis of your experience to what extent you are a self-confident teacher.</b>
<b><u>How can you develop your self-confidence?</u></b>
<b>What emotions could stop you from self-confident behavior?</b>
<b>How do you cope with those emotions to develop your self-confidence?</b>
<b>Recollect a situation in which you showed self-confidence and when you noticed how important it is to you and your students. Why is self-confidence important in building relationships with the students? Write down reasons that it's worth being self-confident.</b>
<b><u>Are there any areas in which you feel you need help to develop your self-confidence as a teacher?</u></b>

### FINAL GROUP DISCUSSION:

At the end, with the group, consider to what extent this session helped you in being the teacher.

Do you think that you can use your self-confidence in the teaching profession? If yes, how?

Do you think that during this session you could learn how to:

- be an assertive, self-confident and friendly person;
- be aware of your strengths and weaknesses;
- make self-reflection and learn on the basis of your own experiences;
- communicate effectively;
- be a good listener;
- take an open attitude;
- recognise and reward virtues, achievements and progress of others
- be open to honest criticism, new perspectives, constant learning and self-development;
- provide students with constructive criticism and encouragement;
- have a sense of humor;
- enter freely in interactions with the students;
- approach the students outside the classroom to start a conversation;
- be able to acknowledge your guilt and to learn from your mistakes;
- learn from students and their parents;
- be open to certain cultural norms of students.

## S. 1 x. 6

### Case study A FISHERMAN

#### Tale about a fisherman and businessman

Once upon a time there lived a financier. He lived in New York, achieved great success and earned a fortune. His life, however, was full of responsibilities, noise and stress.

Once a year he was leaving the city and going to a small village on the coast of Mexico. For two weeks he was resting, relaxing and livening up.

One day, just before lunch, he stood on the pier and watched a small fishing boat sailing into the port. He thought it was a bit strange, because most fishermen try to catch as many fish as possible, getting back to the port late afternoon and then preparing fish for sale.

He wondered. He went to the place where the boat was to be moored. He looked into the boat, saw a fisherman and some big tuna.

"How long have you been fishing?" he asked the fisherman.

"Not long," the fisherman replied with a smile.

"Do you have a problem with the boat?" asked the American.

"Not at all," replied the fisherman, "It's served me faithfully for thirteen years."

American, a little taken aback, asked, "Why didn't you stay there longer to have a little better catch?"

The Fisherman smiled again and said:

"For my family it is enough what I caught. Some of the fish we'll eat, and the rest sell or exchange for other necessary goods. "

"But it's before lunch. What will you be doing for the rest of the day? "

"In the morning I like to sleep," said the Fisherman. "Once I get up, I fish a little, just for pleasure. In the afternoon, I play with children and have a siesta with my wife. Then we eat dinner, and later, when the children are asleep, I go to the village to drink wine and play guitar with my amigos. "

The American snorted derisively, but said: "I finished my MBA at Harvard, and I think I can help you. "

The Fisherman was not convinced about the idea, but finally nodded and asked, "But how?"

The American was talking non-stop: "Let's say that for a good start you have to buy a second boat to catch more fish and earn more money. With time you will come into a fortune and own entire fleet and anyone who will be looking for a job, will come to you. "

"And then what?" asked the Fisherman.

"Soon you will skip the agent and begin to deliver fish directly to the canning factory and earn more money. You will expand the fleet and will soon build your own factory.

And then, you will be able to leave the village and move to the capital, and from there manage your expanding enterprise. "

"And then what?" The fisherman did not give up so easily.

"Well, then you will start to send fish to different parts of the world - Asia, Australia and North America. When the demand for fish will increase, you will be able to leave Mexico, move to Los Angeles to open a distribution center there and start to export fish to Europe and every other part of the globe. "

"But what next?", the fisherman wanted to know.

The American went on: "Your company will then be one of the largest enterprises in this sector of industry. You will be able to move to New York and manage your empire from the global business center. "

"And how long will it all take?" the Fisherman asked.

"About twenty-five, maybe thirty years," said the financier.

"Well, and then what will I do?" inquired the Fisherman.

The American's eyes lit up. "Now everything is yet to begin," he said. "In due time you will go to Wall Street, report your company as a public company, announce the sale of shares and earn millions of dollars."

"Millions?" the Fisherman made sure.

"More money than you could imagine living ten times," explained the American.

"But then what?" the Fisherman wanted to know.

The American ran out of words. He came to the point. It stunned him. Then he had an idea and once again he turned to the Fisherman with these words:

"And then you will be able to move to a small village on the coast ... sleep late ... go fishing for pleasure ... in the afternoon cut short nap with your wife ... in the evening eat dinner with your family... and then go to the village to drink wine and play the guitar with your amigos ...".

*source: „Życie w rytmie marzeń”, Matthew Kelly*

## Scenario no 2

**S. 2 ex. 3**

by S.P.Robbins

„What motivates you”

„Organizational Behavior”

Choose and circle the number best corresponding to your beliefs.

I totally disagree

I totally agree

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1. I try to improve my achievements from previous job   | 1 | 2 | 3 | 4 | 5 |
| 2. I like to compete and win                            | 1 | 2 | 3 | 4 | 5 |
| 3. I often talk with my colleagues about my job         | 1 | 2 | 3 | 4 | 5 |
| 4. I like difficult challenges                          | 1 | 2 | 3 | 4 | 5 |
| 5. I like to have power                                 | 1 | 2 | 3 | 4 | 5 |
| 6. I want other people to like me                       | 1 | 2 | 3 | 4 | 5 |
| 7. I want to know the progress I make when doing a task | 1 | 2 | 3 | 4 | 5 |
| 8. I oppose people who do things I disagree with        | 1 | 2 | 3 | 4 | 5 |
| 9. I try to build close relationships with colleagues   | 1 | 2 | 3 | 4 | 5 |
| 10. I like setting goals and achieving them             | 1 | 2 | 3 | 4 | 5 |
| 11. I like influencing other people                     | 1 | 2 | 3 | 4 | 5 |
| 12. I like to be a member of a                          | 1 | 2 | 3 | 4 | 5 |

group or organisation

13. I like the feeling of satisfaction  
after completing a difficult task

1      2      3      4      5

14. I often try to gain more control  
over what happens around me

1      2      3      4      5

15. I prefer working with other people  
to working alone

1      2      3      4      5

**Score**

To define what motivates you write down numbers corresponding to your beliefs next to the number of each statement. Add numbers in each column. The column with the highest result will define your most important need according to David Mc Clelland.

Achievements	Power	Group affiliation
1...	2...	3...
4...	5...	6...
7...	8...	9...
10...	11...	12...
13...	14...	15...
...	...	...

Total: .....



## S. 2 ex. 4

### Little Green Riding Hood

Once upon a time, over a very high mountain and a small wood lived an individual commonly called Little Green Riding Hood. Little Green Riding Hood had a friend called Grandma, who ran a small hotel called "Under the Green Owl" near the forest. One rainy afternoon, Little Green Riding Hood decided to go to visit Grandma. She took the basket, put inside chocolate bars, orange juice and CDs with games. When she was riding a bicycle through the woods suddenly the Yellow Panther jumped out from behind a tree roaring furiously. Little Green Riding Hood was famous for her courage, but got a bit frightened. But after a moment she glowered at the beast, slammed him on the neck and he fled into the forest with his tail between his legs. The Hood unperturbed went to Grandma. There she met the Grandma's fiancé whose nickname was Forester. They spent the evening together playing computer games.

## S. 2 ex. 5

### ACTIVE LISTENING

#### EXERCISE

Goal: **exercising skills of paraphrasing.**

Size of the group: 34 persons.

Time: 30 min.

Aids: charts PARAPHRASING, pens.

Implementation

a) the person conducting introduces the following information:

Paraphrasing involves expressing what someone else said in other words. We paraphrase in order to check how well we understood, and not in order to assess what was said. We can start paraphrasing with one of the following phrases:

*If I understood you ...*

*So you say that ...*

*So you think ...*

*Do you want to say that ...*

- 1) Participants paraphrase a few sentences.
- 2) Participants individually fill in cards with paraphrasing exercises.
- 3) Participants read examples of paraphrased sentences.
- 4) The group is divided into 6-8-person teams that sit in circles and choose the topic for discussion.
- 5) The first person says a sentence on a chosen topic. The next one paraphrases this sentence, adds his/her own opinion, which, in turn, is paraphrased by another person adding his/her opinion and so on.

#### **Summary:**

At the end of the exercise, you can ask participants the following questions:

- Does paraphrase help in understanding spoken opinions?
- Should we paraphrase everything?
- If yes, why? If not, why?

## S. 2 ex.5

### Reflecting, paraphrasing, clarification.

- The division of the group into 3 task teams - reflecting, paraphrasing, clarification - within which they transmit feedback from their perspective into the prepared forms of expression for the consignor. Each team receives the text and gives feedback formulating questions in accordance with the techniques of active listening (mirroring, paraphrasing, clarification). Roleplaying dialogues in a public forum.
1. Today I was at the premiere of "Julietta" by Pedro Almodóvar. The film tells the story of the whole adult life of Julietta. It focuses on the history of the title character over three decades. Almodóvar uses the deserted mountainous areas because of their considerable distance from the center of Madrid in order to emphasize how the characters change their views on life, depending on the environment in which they are located.
  2. **Schoolgirl:** I do not know, but the hero bothers me. Those are some immature fantasies. He had everything: school, parents ... he had no major problems. And still he is nitpicking. He left it all for unknown. That's childish behavior. I do not like that he does not think about the others. What would happen if everyone does that? There would be no order, no stability, nor liability. Everyone does what he wants, goes where he wants. I feel sorry for his father. He pisses me off, because he is terribly snippy and principled, but I am sorry for him, because he has ungrateful son. I wonder how this boy will handle alone. After all, I envy him a little. Everyone would like to do the same. But for sure he will not handle alone. .. It is not so easy to take a backpack and go out into the world without any belongings...
  3. Olek hates tests. When the teacher announces a test the boy fades and declares loudly that he will not write it well and will definitely get the lowest grade. During the break, he approaches the teacher to make sure what is the scope of material for the test. He promises that since now he will be studying for the test instead of sleeping. He does not accept any consolation from the teacher, nor assurances that he can handle it.

## S. 2 for ex. 6

### Metaprogrammes

In many situations we encounter strange for us reactions of other people.

I mean especially such situations, when our (often very logical) argumentation encounters much resistance, or when our stories - fascinating for us - bore listeners or vice versa. Of course, such situations create certain emotions on both sides. How do you feel then?

Metaprogrammes guide the processing of information received from the outside or coming from inside, namely by thinking. They decide about understanding argumentation, and what a person is able to do with information. For a detailed explanation - metaprogrammes are a habitual way of thinking and may vary depending on the context and circumstances.

## S. 2 ex. 10

### BASIC INFORMATION ABOUT NON-VERBAL COMMUNICATION

**During normal conversation between two people, only less than 35% of the information is transmitted verbally, and non-verbally more than 65%.**

Nonverbal messages relate to the feelings, sympathies and preferences.

Non-verbal communication is ambiguous. For example, anger is sometimes expressed by increased gestures, waving a fist, but also by complete silence. Blushing can mean anger, embarrassment, anxiety or pleasure. Non-verbal communication has a different character in different social groups and cultures.

Incompatibility of verbal and nonverbal communication leads to confusion (eg. when we tell someone that we trust him, but we do not look him in the eyes).

Sympathy and acceptance are usually communicated by the following non-verbal behaviour:

- eye contact,
- upright posture,
- being close to the other person without violating his/her private space,
- warm tone of voice, speaking clearly, without whispering and screaming.

## NON-VERBAL COMMUNICATION

### **EXERCISE**

Objective: To realise the importance of non-verbal communication.

Group size: 36 people.

Time: 30 minutes.

Aids: Exercise cards - nonverbal communication and pens.

Implementation:

The group is divided into three-person teams. One person in each team volunteers as the observer.

- The person conducting the exercise informs the other members of the team that observers will observe their active listening skills, such as asking questions, paraphrasing, following and focusing.
- observers are given exercise cards - nonverbal communication. They must not show these cards to other members of the group.
- The person conducting the exercise informs observers that their job is to keep track of non-verbal communication in teams. Other members of the team should not know what is the subject of observation.
- Pairs discuss a chosen topic for 10 minutes. Observers take notes.
- When the teams once again form one large group the person conducting the exercise reveals the true purpose of the exercise, adding that 65% of the information is provided in a non-verbal form.
- Observers report to the members of their teams their non-verbal behavior.

### **Summary:**

Non-verbal communication is ambiguous – non-verbal behaviour has not got the only one specific meaning.

In this exercise, the emphasis should be placed on the non-verbal behaviour facilitating active listening, rather than tracing meanings in all the non-verbal behaviour.

To do this, you can ask participants the following questions:

- Was the interest in what your partner said reflected in your posture and eye contact?
- How the lack of interest was expressed?
- Did any behaviour distracting your partner occurred?

## S. 2 ex. 10 – 11

### Non - verbal communication - supplementary exercises.

#### Difficulties:

Participants conduct a conversation in pairs with the following difficulties:

- have their eyes closed,
- are not allowed to perform any movements,
- keep poker face,
- they sit with their hands folded on their backs,
- they sit back to back.

#### Summary:

At the end of the exercise, you can ask participants the following questions:

- Was it difficult to communicate in such conditions?
- Does non-verbal behaviour impede or facilitate communication and why?

#### Guess the title:

With the help of gestures, facial expressions, etc. but without the help of words, participants "show" titles of books, films, television programs, the names of famous people, proverbs.

The rest of the group take guesses.

#### Chain of mimes:

4-5 participants leave the room. The rest of the group, along with the person who conducts the exercise invent activities that these participants will imitate, for example: dialing a phone number after finding it in the phone book, bathing a newborn baby. The first person from the corridor is asked inside and he/she is told what to "show", and then next person from the corridor is invited and he/she is watching the activities carried out by the first person, and then repeats them before the third person etc., until all the people from the corridor present the activities. Then we compare the last "show" with its original.

#### Signals:

Participants sit in a circle so that they can see each other well. Everyone invents his/her own individual signal, e.g. a pat on the arm or crossing legs. Before the game, participants demonstrate their signals. The person starting the game must demonstrate (once or more times) first his/her signal, then someone else's signal. The owner of this signal must then respond by demonstrating his/her signal and the signal of another person. A person who does not respond immediately or give the wrong signal drop out of the game. The game continues until only one player remains.

#### Cards:

The person conducting the exercises distributes among participants cards with descriptions of various activities. When individual participants show their actions, the others record their

own interpretations. At the end we discuss all interpretations. Cards may include descriptions of activities such as sinking in a comfortable chair, walking back and forth, unknowingly playing with a pen, sitting with crossed arms, sitting on the edge of the desk, standing in a relaxed position, standing with clenched fists.

### **The Murderer:**

Participants receive cards that cannot be shown to others. On one card there is the word "murderer", but, of course, only the "murderer" knows that. Participants sit in a circle so that they can see each other. The "Murderer" starts "murdering" - blinks to a selected person who, if he/she notices, after a few seconds says, "I'm dead" and is out of the game, without revealing the identity of the "murderer". Participants may try to discover the "murderer", but if the accusation proves to be incorrect, the person is out of the game as a "suicide". The game continues until everyone will be "murdered" or the "murderer" will be found out.

### **Greeting without words:**

Participants move around the room. At a sign they stop and greet without words the person closest to them. First, they should change their facial expression, then make a gesture with the hand, and finally touch the person. This exercise can be performed with music. When the music stops, participants greet one another, e.g. by rubbing elbows, touching their backs, bowing.

### **Gucio-gucio:**

We divide the group into 3-4-person teams. We inform participants that they will now communicate with each other using a gucio-gucio language. This language is very easy, because there is only one word: "gucio." One person in each team tells the others about something important, using the gucio-gucio language. The others try to guess the context of the speech and feelings of the speaker, and read his/her message. You should swap roles so that everyone could play the role of the speaker. At the end, the group discuss the elements of wordless communication that occurred in the exercise, namely gestures, facial expressions, body movements.

### **We are building a tower:**

Working in teams of 4-6, participants have to build a tower with straws and sticky tape. While doing the task they are not allowed to talk to each other, all communication must be wordless. One person in each team can play the role of an observer. During the summary the person conducting the exercise asks participants whether the task was difficult and how they evaluate team collaboration.

### **Another possibility:**

Instead of building a tower, participants can build:

- paper airplane (with a newspaper)

- a model of their own group (with any materials)
- a house of cards.

**S. 2 ex. 11**

**Non-verbal communication**

<b>OBSERVING BEHAVIOUR</b>	<b>FIRST PERSON</b>	<b>SECOND PERSON</b>
HUNCHED / ERECT POSTURE LOOKING AT THE PARTNER OR IN OTHER DIRECTION?		
<b>EYE CONTACT</b>		
<b>CROSSED ARMS AND/OR LEGS</b>		
<b>ARMS MOVEMENTS</b>		
<b>WRIGGLING</b>		
<b>OTHER</b>		

## S. 2 ex.13

### TEST-ASSERTIVENESS

Below is the test, on the basis of which you can decide whether your assertiveness is good enough, or you may want to improve it, and thus increase the convenience and efficiency of your work.

There are two ways to answer the questions:

- 1) as it really is - thus already when taking the test you start to increase the level of your assertiveness;
- 2) as you want it to be - then you can feel good, but you reduce the chances of change: the misdiagnosis - bad treatment.

Circle the answer that best fits your situation. Then move the circled letters to the scoreboard, which is placed at the end of the test.

**1. When I talk to other people I have problems with speaking well about myself and my professional skills**

- A - always
- B - often
- C - seldom
- D - never

**2. I feel embarrassed when I think or have to mention my weak points, shortages of the offer or other flaws connected with...**

- A - always
- B - often
- C - seldom
- D - never

**3. Admitting my mistakes and apologising is difficult for me**

- A - always
- B - often
- C - seldom
- D - never

**4. I freely express my attitude towards other people (if it fits the situation, of course)**

- A - always
- B - often
- C - seldom
- D - never

**5. I freely express my moods and emotional reactions to what is happening**

- A - always
- B - often
- C - seldom
- D - never

**6. If I want something I freely ask for it**

- A - always
- B - often
- C - seldom
- D - never



**7. If I think I should refuse, I refuse freely and without a twinge of conscience**

- A - always
- B - often
- C - seldom
- D - never

**8. If I hear compliments I feel...**

- A – freely and naturally
- B – I’m glad, but feel a bit embarrassed
- C – I feel embarrassed
- D – accepting compliments is definitely difficult for me

**9. To criticism and negative assessment**

- A – I react calmly and with curiosity, often thank for it
- B – I feel a bit embarrassed
- C – I feel thrown off balance
- D – It throws me off the balance completely and I lose the thread

**10. I finish difficult cases and talks...**

- A – timely and calmly
- B – I “forget” about some of them
- C – I try to postpone them
- D – as late as possible, it happens that too late (almost always it is unpleasant)

**11. Difficult situations of other people**

- A – I treat them with attention but they are not a burden for me
- B – I listen carefully, but it is tiresome for me
- C – I try to listen, but I don’t know how to react
- D – they exhaust me and make me feel depressed, I avoid them

**Mark your score**

	1	2	3	4	5	6	7	8	9	10	11	total
A	1	1	1	4	4	4	4	4	4	4	4	
B	2	2	2	3	3	3	3	3	3	3	3	
C	3	3	3	2	2	2	2	2	2	2	2	
D	4	4	4	1	1	1	1	1	1	1	1	

**Interpretation of results:**

**Your score**

**44-40 points.-** Perfectly! If all the answers are true, you are a perfect example of an assertively functioning person and you probably have large

professional achievements. Pay attention to areas slightly lowering your score and try to carefully analyse them and correct in practice.

**39-35 points** - still a good result, but it is a first warning! Analyse your assertiveness profile especially carefully. We propose to take up exercises to improve the efficiency of your actions.

**Less than 35 points** - a poor result, which perhaps reveals the direct causes of the problems at work.

We remind the rules of the so-called multiplier effect:

- two weak areas give fourfold decrease in performance and satisfaction!
- low assertiveness in four areas results in tenfold lower efficiency!

### **S. 2 ex. 14**

**Scenarios of situations in which you can be assertive (participants play the roles of students).**

Note: In all scenarios, there are two people needed:

1. You are at a friend's house. His /Her parents are away for one day. A colleague suggests you to drink alcohol.
2. You enjoy a party. Suddenly you notice that a group of people sitting in the corner of the room pass something from hand to hand. One of the persons calls you and suggests that you can try.
3. After training at school your brother is to drive you home. When he appears, you can smell alcohol from him.
4. You have just recovered from an illness but you still take medicines. Shortly after you arrive at a party someone, who seems to be slightly drunk, tries to force you to drink alcohol.
5. At the school disco a person that you really like asks you to dance, and then proposes a cigarette.
6. You eat lunch with your friends in the school canteen. A new student from your class whom you don't like comes. One of your colleagues accosts him (In scenario 6 you and your colleague take part; In the whole scene 4-5 people may take part).

## S. 2 ex. 15

### Recognising assertive behaviour

Mark the reactions to given situations as:

AS – if in your opinion the reaction is assertive;

S – if the reaction is submissive;

AG – if the reaction is aggressive.

Situation	Reaction	Assessment
During a conversation with somebody your friend asks you to borrow him a pen.	You are always wangling something.	
Somebody interrupts you when you are talking.	Sorry, but I would like to finish.	
You are queuing at a bar, when somebody jumps the queue and is served before you.	You say nothing, just make a sigh.	
Your friend has a problem and asks you for advice.	How should I know what to do? That's your business.	
When you want to watch your favourite TV programme somebody from your family wants to watch something else.	OK, watch what you want. I can do something else.	
You notice that your wife/husband takes a lot of tranquilisers prescribed by the doctor.	You are constantly taking some pills. What's wrong with you?	

## S. 2 ex. 15

**If you want to be assertive, first consider :**

### THE SITUATION

Is this situation uncomfortable for you, or it can violate your rights.

### THE PLACE

It is best to use assertiveness in private contacts. However, if your rights have been violated in the presence of the people you care about, do not hesitate to publicly use assertive skills.

### THE TIME

It is best to use assertiveness straight away when the problem occurs. However, you need to take into consideration your emotional state, and also to think whether the interlocutor

is not under stress. Remember that considering the problem and finding appropriate solution or compromise takes time.

### **THE RELATIONSHIP** between you and your interlocutor

In what situation you are with the interlocutor. To the seller in the shop „no” is usually enough. But it’s different with a friend . Sometimes it is wiser not to be assertive in relation with people who have power over you. A lot depends on the situation.

### **Scenarios**

#### **Scenario 1.**

You're in a restaurant and wait until you are served. When the waiter brings your dish two people at the next table after finishing the meal light cigarettes. The smoke stings and irritates your eyes.

How would you behave if the people sitting behind you were:

- a) strangers, older than you by 20 years,
- b) strangers younger than you,,
- c) people you have met before,
- d) one of them you know quite well and the other not at all.

#### **Scenario 2**

You're at a party. The hosts offer you a beer, but you do not feel like drinking. They are pushy and annoying.

How would you behave if the hosts were:

- a) people you do not know,
- b) your parents' friends,
- c) your friends,
- d) people, you have met only once.

S. 2 ex. 16

**COMMUNICATION BARRIERS**

**Judging:**

Imposing one's own values to other people; formulating solutions to other people's problems; not listening to what the partner is saying, but judging his/her appearance, tone of voice and words.

FORM	EXAMPLES	OWN EXAMPLE
Criticising	„Can't you really understand that?"	
Insulting	„It's because you are lazy, you don't work, you know too little, ”	
Judging	„You have nothing to say about it, you are not interested at all..."	
Praising reprimand or manipulate)	(to, „You did well, but if you tried a bit harder you could be the best".	

**Deciding for others:**

Depriving other people of the possibility to make their own decisions; other people have the impression that feelings are not important to us.

FORM	EXAMPLES	OWN EXAMPLES
Commanding	„Everyday you will clean..."	
Threatening	„If you go there, I will ..."	
Moralising	„I did it at your age so you also should ..."	
Improper asking of questions	„Where have you been, What were you doing, why did you go there, who were you with..."	

**Avoiding partner's problems:**

Not taking care of partner's problems, not paying attention to his/ her feelings, worries; overriding his/her anxieties and fears.

FORM	EXAMPLE	OWN EXAMPLE
Advising	„If I were you, I would,...” „Next time you should think about it earlier...”	
Changing the topic	„What are you going to do on Sunday ...?” „What are you doing during vacations ...?” „Have you seen this film ...?”.	
Logical argumentation	„There are so many dishonest people in the world”. „You should trust nobody” „You can achieve more if you work a bit more”.	
Comforting	„Don't worry, everything will be OK ...”	

**S. 2 ex. 17**

**TEST**

**Ears by von Thun**

Choose the answer that suits you best.

1. The husband says to his wife: "There are dirty dishes in the sink."
  - a) "Wash them if it's annoying for you",
  - b) "Yeah, I know",
  - c) "Do not be so nervous",
  - d) "Buy me a dishwasher, they will be quickly washed".
  
2. The girl says in a store to her boyfriend, "What a nice coat."
  - a) "I also like the coat",
  - b) "I have no money, it's the end of the month",
  - c) "I see that you really like it",
  - d) "You always want me to buy something".
  
3. The employee says to the boss: "I have not had a day off."
  - a) "How can you accuse me, that I do not give you a day off, if you didn't even submit a request for a day off!?",
  - b) "I understand that you need to relax",
  - c) "I will not give you a day off now",
  - d) "Indeed, you haven't had a day off for a long time".
  
4. The wife says to her husband: "I had a lot of work in the office today".
  - a) "Well, you must be very tired",
  - b) "Indeed you are later than usual",
  - c) "So rest a while and I will prepare dinner for you",
  - d) "I work more than you".
  
5. A friend says to the hostess: "What a good cake it is."
  - a) "I also like it",
  - b) "Do you think I do not usually bake good cakes?",
  - c) "I'll give you a recipe",
  - d) "I guess you really like it, don't you?".
  
6. An employee to a colleague from the room "I see that you are making a break for a meal".
  - a) "You have just talked for 20 minutes on the phone",
  - b) "Do not worry, for sure I have time to do everything",
  - c) "Yes, I decided to eat something",

d) "I'll be back to work in a moment".

7. The mother to the child, "How was your school?"

- a) "The usual",
- b) "What did I do wrong?",
- c) "Don't worry, the teacher postponed the test",
- d) "Now I don't want to talk about it, I'll tell you later".

8. The son to his father: "Dad, did you walk the dog?"

- a) "No, I didn't, you go",
- b) "But it's your dog",
- c) "You don't have to worry, I've just walked him",
- d) "You go out with him".

9. The daughter to her mother: "Mom, did you buy me the cream?"

- a) "No",
- b) "I'll buy you next time",
- c) "Don't worry, we'll figure something out",
- d) "Again, you have to blame me?"

10. A customer to a serviceman: "For the third time I report a defect".

- a) "Please do not be so upset",
- b) "The equipment will be ready on Tuesday",
- c) "Do you think that we have nothing to do here",
- d) "We'll fix it as soon as possible".

**Check in the table what kind of answers you have chosen.**

	a	b	c	d	
1.	Rel		M	SR	Ap
2.		M	Ap	SR	Rel
3.		Rel	SR	Ap	M
4.		SR	M	Ap	Rel
5.		M	Rel	Ap	SR
6.		Rel	SR	M	Ap
7.		M	Rel	SR	Ap
8.		M	Rel	SR	Ap
9.		M	Ap	SR	Rel
10.		SR	M	Rel	Ap



### What does your score mean?

Majority of **Ap** answers means that your **Appeal Ear** is most sensitive (catching appeal layer).

Majority of **SR** answers means that your **Self Revealing Ear** is most sensitive (catching self revealing layer).

Majority of **M** answers means that your **Matter Ear** is most sensitive (catching matter layer).

Majority of **Rel** answers means that your **Relationship Ear** is most sensitive (catching relationship layer).

### S. 2 ex. 18

#### Reception of messages.

Upon reading the description of situation and „You” message, in the last column write „I” message.

Situation	„You” message	„I” message
Your friend is exceptionally silent and sullen today.	You can't behave like that. Either you stop, or tell me what's wrong.	
You are at a party. Your friend is tired and wants to go home.	I can see you are tired. Better let's go home.	
During a lunch break you organise a meeting about a school disco. Somebody forgets to come.	You are so absent-minded. You should pull yourself together.	
Your mother/father asks you to take some posters off the wall in your room.	That's not your business.	
Your 12 year old sister/brother constantly disturbs you when you are doing your homework.	Why are you so nasty. Get lost. Leave me alone.	

**S. 2 ex. 20**

**What is stress?**

Answer the questions

Question 1

Describe three situations in which you experienced stress:

- a) .....
- b) .....
- c) .....

Question 2

Stress elicits the following thoughts:

.....

Question 3

Stress elicits the following feelings of fear (also physical):

.....

**S. 2 ex. 20**

**My reaction to stress**

**Analyzing behaviour and its consequences in a stressful situation.**

Implementation::

1. A person in a difficult situation behaves in a certain way, trying to cope with the threat. Adopted attitude does not always produce the desired results, stamping its mark on the psyche and health. Examine your behaviour and its consequences.

2. Each of the participants recollects a stressful situations, which he/she encounters most often and does not know how to deal with it.

3. Then fill in the following table, by entering first the cause of stress, e.g. too much work, then your feelings associated with it, e.g.: I am annoyed, I panic, and then adverse reactions and their result (effect) and positive reactions and their results.

The cause of stress	What do you feel because of stress	Negative reaction	Result	Positive reaction	Result

4. Exchange your observations/reflections. Think how could you change negative reactions into positive.

## S. 2 ex. 21

### Think positively

**It is not a situation in itself, but what a person thinks of it , that makes us feel depressed.**

Look at two examples:

John plays in the local football team. In the first two games of the season he was sitting on the bench. He thought: I'm probably the worst player in the whole team. They do not want me here. He stopped coming for training and matches.

Tom is in the same team and also was sitting during both matches on the bench. He thought, therefore, that he should talk with the coach and tell him that he really wants to play and that he is not worse than the other players. He talked with the coach, practised more and played in the next matches.

The experience of the two boys was the same, but their reactions varied. The situation was unpleasant for both of them. But Tom decided to change something, while John came to the conclusion that he is not good enough and gave up sport. Tom's positive thinking brought results.

What positive could you say to feel better in the situations described below:

#### Example situations:

You have just learned that you didn't get the job.

**Negative thinking:** I'm hopeless. Total disaster.

**Positive thinking:** It's been a tough lesson, but I've learned a few things which I can use when looking for a job.

**Situation 1**

The first attempt to prepare a complicated dish wasn't successful.

**Negative thinking:** I'm a terrible cook. I've wasted so much time and effort.

**Positive thinking:** .....

**Situation 2**

You invite a person to the cinema and he/she refuses.

**Negative thinking:** I'm boring and unattractive. No wonder nobody wants to go to the cinema with me.

**Positive thinking:** .....

**Situation 3**

You invite a friend to listen together to a record you have just bought. She seems bored.

**Negative thinking:** I have a terrible musical taste.

**Positive thinking:** .....

**Situation 4**

Your partner, with whom you have been together for the last few years, tells you that he/she is leaving you.

**Negative thinking:** She/he doesn't love me anymore. I will never find a person who will really love me and stay with me.

**Positive thinking:** .....

## Scenario no 3

### S. 3 ex. 2

#### Model David Kolb

In group coaching, especially in coaching adults (teachers) a model by David Kolb (1984), one of the basic models of adult learning based on experience, can be used successfully. Kolb distinguished four steps in the cycle of experiential learning:

1. **Specific experience** forming the basis for the next step, namely observation.
2. **Observation and reflection** on the experience incorporating multiple perspectives.
3. **Creating abstract concepts and generalizations.** The combination of experience (1) with observation and reflection on it (2) which in turn should lead to the creation of a new quality. Thereby the current mode of operation is being improved.
4. **Testing implications (implementation)** of a new course of action in new situations. Creating new experiences.

David Kolb's model can also be presented graphically.

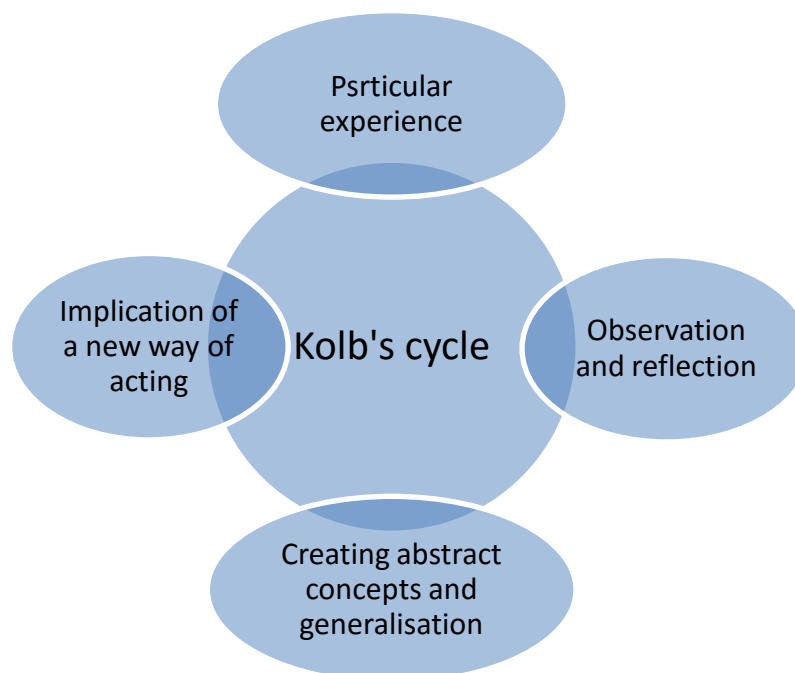


Figure 1. Kolb's model of learning through experience. (source : Knowles Malcolm S., Holton Elwood F., Swanson Richard A. (2009), Edukacja dorosłych. Podręcznik akademicki, Warszawa, Wydawnictwo Naukowe PWN).

While working based on the model Kolb conducting coaching is going through six stages that allow fast and efficient achievement of objectives.

**The successive steps are:**

1. Establishing the overall needs and objectives of coaching.
2. Agreeing on specific objectives of coaching.
3. Developing a detailed plan of coaching.
4. Execution of the scheduled task or activity.
5. Assessment of actions and planning better functioning.
6. Ending coaching or repeating steps 3-6.

## S. 3 for ex. 2

### STAGES IN ROLE PLAY

1. Introduction or warm-up.
2. Selecting participants.
3. Arrangement of the scene.
4. Preparing the audience.
5. Role play.
6. Discussion.
7. Re-play the scene.
8. Summary.

We will give brief description of all stages. They need not to be regarded as absolutely mandatory, but we strongly recommend to put them in that order.

#### **1. Introduction or warm-up**

Introductory exercise aims to focus attention of participants on the task they are going to do. At this stage, participants will learn the script and set goals of the scene.

#### **2. Selecting participants**

If the group is small, most scenes involve everyone. It is, however recommended that one of the participants will be an observer, who, after role play can share his/her observations with the group. If the classes are taught for the whole class, you need to have the maximum possible rotation of participants.

#### **3. Arrangement of the scene**

We assign the roles to participants. Initially, the teacher determines the time and place of action, places of participants, etc., After some time do it themselves. As an introduction you can use a video, analysis of a particular case, a short story, unfinished sentence. It should be clearly stated when the scene begins and when it ends.

#### **4. Preparing the audience**

Potential viewers should be given specific tasks, enabling them to closely follow the scene and share their comments. These tasks may, for example include the observation of non-verbal behaviour, the use of persuasion techniques, assessing the realism of scene, etc.

#### **5. Role play**

Participants take on their roles and play a scene. Scenes should not be lengthy.

The discussion should include:

- feelings arising while playing the scene,
- attitudes expressed by the players,
- other ways of playing the scene,
- likely consequences of the characters' behaviour,
- what the participants learned about the characters played by them.

During the discussion you should ask open-ended questions.



During the discussion participants should "get out" of their roles and return to their own personalities.

Time for discussion depends on the commitment of the participants to played roles: those who really took on the role need more time. Actors should be carefully questioned about the roles presented by them, so that everyone could benefit from their experience. You may ask the following questions:

- What is your attitude to the role played by you?
- What kind of person is the character you played?
- Do you like this character?
- How others experienced this character?
- Why did this character behave in that particular way?
- Do you agree with what the character played by you said and how he/she behaved?

If a participant was very involved in his/her role, you may have to say out loud: "You're not (character's name), but (name of participant). The character no longer exists."

## **6. Re-play the scene**

Participants should swap roles, so that you can introduce other interpretations and solutions.

You can also add additional variables such as different approach to the roles played, limit or extend possible solutions. Repetition of scenes is desired, especially when it comes to practising new skills, for example not to surrender to environment pressure to drink or take drugs. It is possible to play roles many times and move from play to discussion and vice versa.

## **7. Summary**

Summary is an important part of learning by experience. Role-plays are related to real life situations. The following questions may be helpful:

- What kind of problem arose during the scenes?
- What solution to this problem has been achieved?
- Is this solution appropriate?
- Are there any other solutions? If yes, you can return to stage 7. Re-play of the scene
- Can the reached solution be applied to life situations?

### S. 3 ex. 3

#### GROW Model

**Coaching conducted according to the GROW model** by John Whitmore is a kind of scenario for a coaching session. The name is derived from first letters of subsequent steps of the session.

Conducting conversation according to the GROW model we ask the following questions:

1. What is the **Goal** – setting the goal.
2. Where are we now –**Reality** – describing present situation.
3. What are our **Options** – looking for solutions.
4. What decision an individual will make despite existing threats – **Will**.

GROW Model can be presented graphically.

STAGE	ACTION	STRUCTURE OF THE CONVERSATION/ COACHING QUESTIONS (examples)
I <b>Goal</b>	Setting the goal	<b>Questions concerning the goal:</b> What do you want to achieve? How will you know that you have achieved your goal?
II <b>Reality</b>	Describing present situation.	<b>Questions concerning reality</b> What is the situation like now? What works? What doesn't work?
III <b>Options</b>	Looking for solutions	<b>Questions concerning solutions:</b> What options can you see? Who can support you/us? What else can you do?
IV <b>Will</b>	Decision	<b>Questions concerning decision:</b> What do you want to do? What will be your first step?

Work according to GROW model can be introduced to many areas of school life. Below are some of them:

- Headmaster – teacher.
- Headmaster – teachers (e.g. teachers' council).
- Leader – teachers (e.g. problem solving team).
- Teacher – student
- Teacher – teams of students
- Teacher – grade
- Teacher – parent

Teachers can use both methods. They can be used for working with groups and with individual students.

### **SMART:**

**S**pecific (to know what you strive to achieve)

**M**easurable (to know when you achieve your goal)

**A**ction-oriented (to actually DO something!)

**R**ealistic (possible to achieve)

**T**ime-Bound (with a set period of time to achieve)

### **6 W**

1. **(Who?)** – Who is connected with the goal?
2. **(What?)** What do I want to achieve?
3. **(Where?)** – describe the place.
4. **(When?)** – describe the time limit to achieve the goal.
5. **(Which?)** – describe requirements and limitations related to the goal.
6. **(Why?)** – determine reasons for achieving the goal and benefits you can derive from it.

### S. 3 ex. 5

#### 4 thinking styles by Berenice McCarthy

##### Characteristics of different thinking style:

##### Visual style:

- likes to look;
- looks at things;
- likes to use tables, graphs, diagrams;
- prefers demonstrations, presentations;
- is interested in visual arts;
- likes to write, draw, make notes;
- likes colourful environment, props;
- remembers well faces, colours, appearance and details of the surroundings;
- needs a lot of examples on the board;
- stores information in the form of images;
- has got a sense of colour.

##### Nonverbal communication:

- the way of breathing: visual learners breathe with upper parts of their lungs, their breathing is faster and shallower than auditory or kinaesthetic learners
- manner of speaking: visual learners speak quickly, because they need to keep up with the translation into the words of all the images that appear in their heads. Their tone of voice is sharp and high, much higher than auditory or kinaesthetic learners
- behaviour, gestures: visual learners often observe their surroundings, are vigilant, sometimes withdrawn, make moves with their head, hands. Their palms are up and their gestures may be expressed in the form of strong, clear movements.

**MYTH: When a student is gazing at the ceiling it does not mean that he/she is daydreaming, but only uses the visual style of thinking.**

**Verbal communication is characterised by certain words. Here are some of them:**

<b>to see</b>	<b>vision</b>	<b>Short</b>
to look	image	Wide
to gaze	to seem	to notice
to peep	to imagine	to colour
Perspective	to illustrate	to embellish
View	colourful	to light
Appearance	dim	an eye for an eye
Horizons	light	to have sth before eyes
Flash	dark	to keep an eye on sb
Show	distinct	to turn a blind eye
Farsightedness	clear	bright as the sun
Background	colourless	Disappear
Blindness	tall	unclear view
Fascination	short	with the naked eye

**Auditory style:**

- likes to talk, discuss
- likes to listen to music, the music stimulates him/her;
- pays attention to the quality of music he/she is listening to;
- likes to hear someone talk;
- likes to talk about something,
- his/her oral statements are often long;
- well remembers names,
- learns poems by ear
- needs verbal explanations;
- learns quickly listening to others, or repeats the material loud.

**Nonverbal communication:**

- the way of breathing: auditory learners breathe normally and rhythmically, using the entire lung capacity
- manner of speaking: auditory learners are very good speakers. Their voice is usually sonorous, rich, full of tones
- behaviour, gestures: auditory learner’s head is usually in a balanced position or slightly bent to one side, as if listening intently. There are gestures: touching the ears or rhythmic movements of any part of the body. Often a student who perceives the world by hearing taps on the desk, waves his/her foot, turns the pages in the book so that they rustle loud. It is extremely difficult for him/her to focus when surrounded by sounds. The problems starts when during a test outside the classroom someone is mowing the grass.

**MYTH: When a student has got eyes looking in all directions, this does not mean lack of concentration or chaos in his /her head, only that he/she uses auditory style of thinking:**

**Auditory communication is charcterised by certain verbal phrases:**

listen	uncommunicative	call names
speak	talkative	Play
sing	deaf	Talk
conversation	singing	Discuss
sound	squeaky	Pronounce
music	inaudible	small talk
tone	loud	strong voice
whisper	resonant	to have sth.at the tip of the tongue
noise	roaring	listen with one ear
voice	oral	harmonious team
hum	noisy	sharp ear
buzz	croaking	to the ear
whisper	univocal	keep your mouth shut
melodic	call	leading speaker
resonant	beat	have the mouth shut

**Kinaesthetic style:**

- his/ her learning is usually accompanied by movement, flipping a pen, swinging feet, holding something in his/her hands;
- likes when actions are accompanied by emotions, movement;
- remembers well what he/she was doing;
- uses lots of gestures;
- needs a possibility to move;

- learns quickly, walking and speaking or performing activities
- movement at the beginning of classes causes readiness and willingness to learn;
- needs more tactile stimuli, likes touching, moving objects;
- has got manual skills.

**Nonverbal communication:**

- The way of breathing: kinaesthetic learners breathe deeper, more ventrally.
- Manner of speaking: kinaesthetic learners speak more slowly than visual and auditory learners, with frequent breaks to check how they feel with what they say.
- behaviour, gestures: their gestures are connected with speech and limited to the lower parts of the body. A student with such perception of the world sometimes gives an impression of the person for whom it is difficult to gather thoughts. When speaking makes pauses, as if thinking about what he/she has just said or heard.

**MYTH: When a student looks down, this does not mean that he/she "stares at the floor," but he/she only thinks through feelings (right down), or conducts an inner dialogue with himself/herself (left down).**

**Verbal communication - vocabulary specific to kinaesthetic learners:**

Lift	choice	Excited
Join	support	Enthusiastic
Place	power	Resistant
Start	dependence	Strong
Speed	squeeze	cheer sb up
Load	flow	risky matter
Hurry	presentiment	Strong ties
Change	intuition	revive relationships
Soften	emotion	be cautious
Form	feeling	Impatient
Harsh	hardness	put the cards on the table
Hard	haste	fall out of sb. Head
Smooth	crowd	Rebound
Fast	scatterbrained	bring to the point
Lazy	irritated	walking on thin ice

Kinaesthetic learners use words that are related to the senses of taste and smell. Because they are a relatively rare type of students we'll ignore these senses.

Questions related to the style of learning you can ask a student:

**visual style:**

- What do you see?
- What do you see when you think about ...?
- What solutions do you see?
- What images come to you?
- What thoughts appear to you?
- What answer to this question can you see?
- What you see as you think
- What images do you recollect?
- What do you imagine?
- How do you see the answer to this question?
- What do you see when do you think about this problem?

**Auditory style**

- What do you hear?
- What your mind tells you?
- If you could hear it?
- What sounds do you hear?
- What sounds better to you?
- What do you hear when do you think about the answer to this question?

**Kinaesthetic style:**

- What do you feel?
- What are you feelings?
- What do you feel when you think so?
- If you had to feel it, what would it be like?

**When conducting an inner dialogue:**

- What do you say to yourself?
- What are the words you speak to yourself in your mind?
- What would you say to yourself?
- How would you answer this question?



### S. 3 ex.5

#### Examples of „action verbs" useful in defining teaching effects (by Bloom's taxonomy):

Definition	Action verbs
<b>KNOWLEDGE</b>	
1. <b>REMEMBERING</b> – the ability to recollect information	define, duplicate, exchange, repeat, recall, copy, reproduce, make lists
2. <b>UNDERSTANDING</b> – the ability to interpret ideas and concepts	classify, describe, discuss, explain, localise, choose, raport, recognise, paraphrase
3. <b>APPLYING</b> - the ability to use acquired information in a new way	choose, demonstrate, show, apply, interpret, operate, plan, schematise, organise, produce, solve, use, write down
4. <b>ANALYSING</b> –t he ability to distinguish elements of the information	assess, estimate, analyse, criticise, arrange, test, recognise, separate, underline, examine, question
5. <b>ASSESSING</b> –the ability to give judgements and create opinions	estimate, assess, defend, judge, argument, choose, support, evaluate, undermine, classify
6. <b>CREATING</b> – the ability to create new ideas and products	construct, create, design, write, develop, formulate, assemble, install, connect
<b>SKILLS</b>	
1. <b>PERCEIVING</b> – the ability to use senses	choose, describe, feel, distinguish, differentiate, recognise, identify, separate, connect
2. <b>PREPARING</b> – readiness to act	start, present, display, project, explain, show, act, continue, react, give, define, express, grant, propose
3. <b>REPRODUCING</b> – the ability to copy	copy, imitate, follow, react, respond
4. <b>PERFORMING</b> – the ability to do tasks mechanically	assemble, collect, calibrate, construct, disassemble, disconnect, project, link, close, fix, fragment, heat, sew, outline
5. <b>PROFICIENCY IN TYPICAL SITUATIONS</b> – the ability of coordinated certain reaction in known situations	assemble, build, calibrate, disassemble, link, close, fix, heat, fragment, sew, outline
6. <b>ACTING IN UNTYPICAL SITUATIONS</b> – the ability to adjust competences to new situations	adapt, change, delay, rearrange, reorganise, revise, diversify
7. <b>CREATING NEW PATTERNS</b> – the ability to creatively generate new solutions appropriate to new situation	put, build, combine, compose, construct, create, design, initiate, start, produce, find, invent
<b>ATTITUDES</b>	
1. <b>RECEIVING</b> – gthe ability to listen	Ask, choose, describe, follow, give, keep, identify, put in place, name, erect, stand up
2. <b>RESPONDING</b> – the ability to react	Respond, assist, help, follow, fulfil, adjust, discuss, etiquette, mark, do, practice, present, read, pronounce, report, choose, speak, write

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<p>3. <b>ASSESSING</b> – the ability to assess situations and behaviours</p>	<p>Complete, demonstrate, distinguish, explain, follow, formulate, initiate, bring, connect, justify, propose, read, report, choose, share, study, work</p>
<p>4. <b>ORGANISING</b> – the ability to create a coherent system based on priorities eliminating inconsistencies</p>	<p>Obey, change, arrange, collect, tie, compare, complete, defend, explain, formulate, generalise, identify, modify, integrate, order, organise, prepare, link, synthesise, connect</p>
<p>5. <b>CHARACTERISING</b> – acquisition of stable characteristic features of behaviour, personal , social and emotional features</p>	<p>Act, distinguish, favour, influence, listen, modify, present, do, fulfil, practise, propose, qualify, authorise, question, revise, satisfy, solve, verify</p>

S. 3 for ex. 5

**Classification of didactic methods – proposal**

<b>DELIVERY METHODS</b>	<b>Instruction</b> – discussing and explaining the goal of an action, the rules for determining the order of actions and techniques of performing them	
	<b>Description</b> – giving characteristic features of mainly objects, but also phenomena and processes	
	<b>Story telling</b> – verbal description of events, facts and processes in accordance with the guiding thought closely related to learning objectives.	
	<b>Explanation</b> – concise description of a theoretical fact, usually means describing the content and scope of an unknown concept, or causes of a given phenomenon	
	<b>Lecture</b> - public presentation of content related to the topic of the lesson, unit or a chosen problem	
	<b>A chat</b> - a conversation of the teacher with the students, where the teacher is the leader aiming at a cognitive goal known to him/her. The teacher asks a set of questions and the students give desired answers.	
	<b>Work with a text</b> - helps students gain and revise information, prepare for self-learning and develop comprehensive reading and taking notes	
	<b>Paper</b> – written study on the topic related to the lesson or unit	
	<b>Informative lecture</b> – direct or indirect verbal transmission of information to the students	
<b>PROBLEM-SOLVING METHODS</b>	<b>Problem-solving lecture</b> – the teacher formulates a problem and hypothesis, information for checking and solving the problem is collected	
	<b>Conversational lecture</b> –the students are involved in the lecture. The lecturer talks with the students, asks questions, gives them theoretical or practical tasks, then formulates conclusions which are the basis for students’ own reflections.	
	<b>Didactic discussion</b>	<b>Discussion of the round table</b> -is an informative discussion led by the moderator and based on the principle of giving free opinions by all participants
		<b>Multiple discussion (group)</b> - is an informative discussion led by the moderator and based on creating small groups, choosing leaders, group work and presenting outcomes by the leaders during a plenary session.
		<b>Panel discussion</b> - is an observed discussion led by a moderator which consists of short opinions uttered by several invited experts. The audience/students can ask questions.

		<p><b>Metaplan</b> – discussion method; the participants during debate create together a poster which is its graphic summary. Such discussion can be held in small and big groups.</p>
	<p>Activating teaching (didactic games)</p>	<p><b>Brainstorming</b> - recommended for small groups consisting of representatives from different fields of science. Stages: introduction, formulating the problem, reporting and recording ideas, discussion, assessing the ideas by the experts, choosing best solutions.</p>
		<p><b>Seminar</b>- it's teaching with active participation of the students who individually work on some parts of the topic and present their outcome in the form of a presentation or paper, or in another form, and they take active part in discussion on the given topic manifesting their knowledge.</p>
		<p><b>Case study</b> – is based on a description of a case which shapes the ability to create many variants and ideas for solving presented problem situations.</p>
		<p><b>Situational method</b> – is based on a description of a situation (a set of events) which, taking into consideration the present knowledge and experience of the students, should stimulate their creative thinking; after having analysed the description they take decisions.</p>
		<p><b>Role play</b> – regarded as an impressionistic method, which is aimed at eliciting emotions in learners connected with presented content, and / or expressive, during which learners experience roles assigned to them by playing them.</p>
		<p><b>Simulation method</b> - is to create and use during the class the simulation model (e.g verbal, technical, mathematical, medical, etc.) which is an image of reality, corresponding to its elements and relations between them.</p>
		<p><b>Research method</b> - the essence</p>

		<p>of this method is gaining by learners the knowledge and skills which enable solving problems individually, and therefore in relation to the formulated problem they study literature, make a plan of cognitive activities, formulate hypotheses, conduct research and solve the problem.</p> <p><b>Problem-Based Learning</b> -method based on the interaction of a group seeking to solve a defined problem using the possibility to create and verify ideas based on found information.</p>
		<p>Classical Problem-based learning - is a continuous, mutual influence of the teacher and learners, the role of the teacher is to direct and support the learner in the process of solving the problem. Stages: creating a problematic situation, formulating the problem, reporting ideas for solving the problem, verification of submitted ideas, adopting a proven idea to solve the problem, systematisation of knowledge.</p>
		<p><b>Workshops</b> - the essence is an active participation of all the students in the activities – the teacher is a mentor and moderator of actions. All class participants act, teach each other, solve problems, draw conclusions. An important role of the teacher is not only a skillful control of events, but also being open to proposals and suggestions of students.</p> <p><b>Computer-aided learning</b> - methods based on the use of software: computer courses, teaching aids (presentations, simulations, multimedia demonstrations, exam programmes, e-books), educational programs on dedicated devices (e.g. e-books readers), information programmes (eg.: dictionaries and encyclopedias in an electronic form) and e-learning, blended learning, e-learning systems.</p>
EXPOSING METHODS		<p><b>Drama</b> – is a method which combines the content with experiencing, emotions and responsibility In the form of improvised roleplays</p>
		<p><b>Happening</b> - multithreaded show with the participation of persons and objects, in which the scenario allows the randomness of the situation.</p>

	<p><b>Poster</b> - it is a technique in which a poster depicting the knowledge gathered by the learners is prepared, e.g. during a tour, lecture, film projection, and later the issues it contains are discussed. Giving such a task will stimulate students attention, reflectiveness, perceiving the cause - effect relationship and dependencies between phenomena.</p>										
	<p><b>Show</b> - the teacher is demonstrating phenomena, processes and activities. Show frequently coexists with other methods: delivery (e.g. a show with description), problem-solving (e.g. : show with case study), exposing (e.g. : show with happening) and practical (e.g. : show with measurement).</p>										
	<p><b>Play</b> - as a method containing certain values, mostly of moral, ethical and social nature</p>										
	<p><b>Film</b> - the essence is showing the film, which is a carrier of values causing learners' state of emotional experiences in line with educational objectives.</p>										
	<p><b>Television</b> - a method using documentary, film, television quizzes, etc. to achieve educational goals.</p>										
	<p><b>Exhibition</b> - a method used primarily for the presentation of works of visual art (paintings, sculptures, graphics), historical monuments.</p>										
<p>PRACTICAL METHODS</p>	<table border="1"> <tr> <td data-bbox="587 945 1002 1807"> <p><b>Exercises</b> - the method consisting in shaping psychomotor and intellectual skills and attitude. Their intention is developing psychomotor skills leading to proficiency. The choice of this method depends on educational goals, knowledge and experience of the learners, kind of shaped professional skills and the place where the teaching takes place.</p> </td> <td data-bbox="1002 945 1409 1270"> <p><b>Subject exercises</b> - serve to master knowledge and consolidate it by the learner, as a coherent system of theorems, knowledge of a particular structure, and as fundamental problems in each discipline, showing the ways to solve them.</p> </td> </tr> <tr> <td data-bbox="587 1270 1002 1482"></td> <td data-bbox="1002 1270 1409 1482"> <p><b>Laboratory exercises</b> - implemented in small groups, mainly in the simulated conditions; aimed at shaping and practical application of skills.</p> </td> </tr> <tr> <td data-bbox="587 1482 1002 1807"></td> <td data-bbox="1002 1482 1409 1807"> <p><b>Clinical exercises</b> - implemented in the field of medicine, in small groups; They are aimed at mastering and consolidating knowledge of the learner, getting to know basic clinical problems in a given discipline showing the ways to solve them.</p> </td> </tr> <tr> <td data-bbox="587 1807 1002 1951"></td> <td data-bbox="1002 1807 1409 1951"> <p><b>Practical classes</b> - this method involves the formation of new and consolidation of already known skills and the acquisition of skills and expertise in the performance of professional activities in the natural work environment.</p> </td> </tr> <tr> <td data-bbox="587 1951 1002 2020"></td> <td data-bbox="1002 1951 1409 2020"> <p><b>Laboratory method</b> - learners carry out the experiments to investigate the causes of a phenomenon, its course and</p> </td> </tr> </table>	<p><b>Exercises</b> - the method consisting in shaping psychomotor and intellectual skills and attitude. Their intention is developing psychomotor skills leading to proficiency. The choice of this method depends on educational goals, knowledge and experience of the learners, kind of shaped professional skills and the place where the teaching takes place.</p>	<p><b>Subject exercises</b> - serve to master knowledge and consolidate it by the learner, as a coherent system of theorems, knowledge of a particular structure, and as fundamental problems in each discipline, showing the ways to solve them.</p>		<p><b>Laboratory exercises</b> - implemented in small groups, mainly in the simulated conditions; aimed at shaping and practical application of skills.</p>		<p><b>Clinical exercises</b> - implemented in the field of medicine, in small groups; They are aimed at mastering and consolidating knowledge of the learner, getting to know basic clinical problems in a given discipline showing the ways to solve them.</p>		<p><b>Practical classes</b> - this method involves the formation of new and consolidation of already known skills and the acquisition of skills and expertise in the performance of professional activities in the natural work environment.</p>		<p><b>Laboratory method</b> - learners carry out the experiments to investigate the causes of a phenomenon, its course and</p>
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	consequences, make specific measurements .
	<b>Demonstration with description</b> - used to demonstrate an object, phenomenon or process, including the presentation of its features in the natural environment or in the form of a drawing, diagram, photograph, film.
	<b>Demonstration with explanation</b> - serves to demonstrate, above all, the structure of objects, equipment, tools and rules for their operation. Explanation here is a verbal commentary, which supports demonstration and encourages learners to active participation in classes. Verbal explanations should be concise and must not dominate the demonstration.
	<b>Demonstration with instruction</b> - the aim of this method is to create a model of psychomotor and intellectual skills, and attitude. This method explains the rules of performing actions and their subsequent stages
	<b>Measurement</b> - method based on performing actions by the teacher as a demonstration, or directly by the students under the guidance of the teacher, to determine a quantitative or numerical side of the examined objects, phenomena and processes using appropriate units of measurement .
	<b>Project method</b> - group planned activity in order to solve a particular problem with the use of different methods and bringing measurable results presented in public.
	<b>Method of guiding text</b> - is used especially in the practical teaching of profession and in performing laboratory exercises. It is a kind of problem teaching. A student or group of students is given a practical task and has access to all data and information needed to complete the task. Students perform the task alone, with the help called "Guiding texts", ie. leading questions and forms prepared to fill out . The teacher prepares materials needed to perform the exercises, guiding texts, catalogues, etc. and helps students in performing tasks when encountering any difficulties. The teacher also ensures that the choice of solution makes the task feasible under certain circumstances.

### S. 3 for ex. 5

**TEST: check the learning style**

- definitely not
- rather not
- hard to say
- rather yes
- definitely yes

1	Before doing a task does he/she ask a lot of questions, discuss its content or consults many persons?	1	2	3	4	5
2	Do drawings, pictures, schemes help him/her in learning?	1	2	3	4	5
3	Does he/she like doing practical exercises, experiments?	1	2	3	4	5
4	When learning by heart a poem does he/she say it loud inflecting his/her voice?	1	2	3	4	5
5	Does he/she like assembling puzzles, play memo? Does he/she remember the positions of pictures during the game?	1	2	3	4	5
6	Does he/she prefer reading sitting on the floor instead of sitting at	1	2	3	4	5
7	Is it easier for him/her to remember the content of the lesson, poem when making gestures, showing?	1	2	3	4	5
8	When learning does he/she talk to himself/herself?	1	2	3	4	5
9	Does he/she remember a lot when watching a video, TV?	1	2	3	4	5
10	When learning does he/she like to have lots of space around?	1	2	3	4	5
11	Does he/she like preparing for school together with a friend, discussing tasks?	1	2	3	4	5
12	When recollecting information does he/she see the places on a page where it was written?	1	2	3	4	5
13	Does he/she learn best by doing practical things, operating?	1	2	3	4	5
14	When learning from a book does he/she like making short notes on the margins or on a piece of paper?	1	2	3	4	5
15	Does he like playing computer games?	1	2	3	4	5
16	Does he/she learn faster the multiplication table or a poem swinging on a chair or walking?	1	2	3	4	5
17	Does he/she often underlines important sentences in a text, like using colourful highlighters?	1	2	3	4	5
18	Does he/she remember well the information received by the phone?	1	2	3	4	5
19	Does he/she remember best while drawing schemes, tables, diagrams, mind maps?	1	2	3	4	5
20	Does he/she like learning reading out loud or saying the information?	1	2	3	4	5
21	Does he/she learn best while looking at exhibits in a museum, vegetables on the market, flowers in the garden, visiting different	1	2	3	4	5



22	Does he/she learn songs quickly?	1	2	3	4	5
23	Does he/she learn best while operating, building models, mock-ups?	1	2	3	4	5
24	When remembering a shape does he/she draws it with a finger?	1	2	3	4	5
25	Does he/she remember almost everything after a lesson?	1	2	3	4	5
26	Does he/she easily remember lists/records/registers?	1	2	3	4	5
27	Does he/she often change his/her mind after a discussion with a classmate?	1	2	3	4	5

Now calculate the average, the score from indicated questions should be divided by the number of questions and rounded:

- visual – add points for answers to questions number: 2, 9, 12, 15, 17, 19,21,26;
- auditory- add points for answers to questions number: 1, 4, 11, 18,20, 22, 25, 27;
- kinaesthetic - add points for answers to questions number: 3, 6, 10, 13, 14, 16, 23, 24.

Profile:

Average	visual	auditory	Kinaesthetic
1			
2			
3			
4			
5			

source: M. Bogdanowicz, *Uczeń z dysleksją w domu*, s. 111-113.

### EXERCISE:

1. For five days observe the right upward movements of your students' eyes and remember that at that moment the student creates images.
2. For the next five days observe their left upward movements of eyes and remember that at that moment the student recollects images from his/her experiences
3. For the next five days observe the right sideways movements of their eyes and remember that at that moment the student creates sounds.
4. For the next five days observe the left sideways movements of their eyes and remember that at that moment the student recollects sounds.
5. For the next five days observe the right downward movements of their eyes and remember that at that moment the student contacts his/her emotions.
6. For the last five days observe the left downward movements of their eyes and remember that at that moment the student conducts an inner dialogue with himself/herself.

### S. 3 ex. 6

#### 4 learning styles by Bernice McCarthy

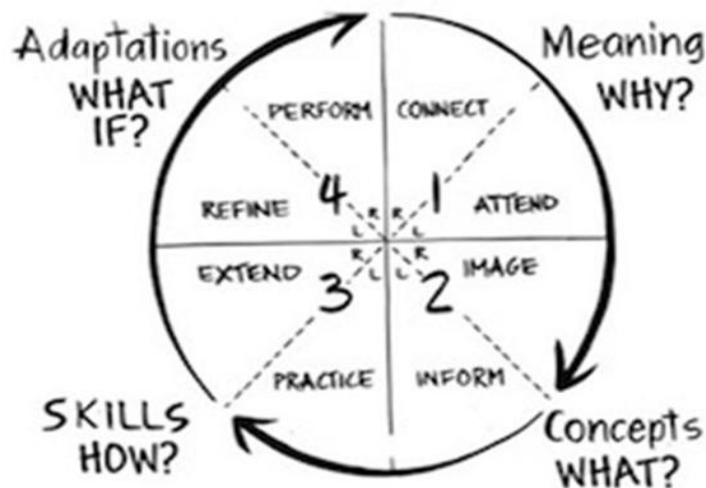
Using the works of Kolb and the theory of the dominance of cerebral hemispheres, Bernice McCarthy has developed a 4MAT model, which identifies four learning styles. Each style is associated with both the left and right cerebral hemispheres.

This model can be brought down to four basic questions:

- for what?,
- what?,
- how?,
- what if?,"

thanks to which you can conduct a lesson, taking into account every learning style and preferences of all students. Each style is different from the others in the way of receiving and processing information.

## 4Mat Lesson Plan Template



Source: <http://www.4mationweb.com/4mationweb/4mat.php>

Based: [www.aboutlearning.com](http://www.aboutlearning.com)

4MAT by BerniceMcCarthy – four styles of learning:

<p><b>Style 4</b> What if?</p> <ul style="list-style-type: none"> <li>• This type of learners consider different new applications and possibilities of what they learn.</li> <li>• After the exercise ask, <i>"What questions and what comments have you got?"</i></li> </ul> <p>The teacher acts as <b>COUNSELOR.</b></p>	<p><b>Style 1</b> What for?</p> <ul style="list-style-type: none"> <li>• This type of learners want to know why they should learn it. Teachers can motivate them by giving reasons to gain knowledge at the beginning of training.</li> <li>• To check the readiness to learn ask <i>"Will that be useful for you?"</i>.</li> </ul> <p>The teacher acts as a person <b>MOTIVATING STUDENTS.</b></p>
<p><b>Style 3</b> How?</p> <ul style="list-style-type: none"> <li>• This type of learners learn by doing, experiencing practically received information.</li> <li>• The teacher should give them an exercise to do.</li> </ul> <p>To check their understanding of the exercise, ask: <i>"What else you need to know to perform the exercise? "</i></p> <p>The teacher acts as a <b>COACH.</b></p>	<p><b>Style 2</b> What?</p> <ul style="list-style-type: none"> <li>• This type of learners want to know the information and create concepts on them. They like lectures.</li> </ul> <p>To check their understanding, ask: <i>"What else do you need to know?"</i>.</p> <p>The teacher acts as a <b>LECTURER.</b></p>

Source: R. Bolstad, Trenig trenerski Transforming Communication™, 2009.

McCarthy recommends that during the lessons to answers to four questions, which may be asked by the student should be given:

**1. Why do I need to know it ? (Style 1)**

- building motivation to learn, for example, "Why should I learn it? It will not be useful for me. " If a student asks such questions, it means that he/she did not get sufficient motivation to learn at the beginning of the lessons.

**2. What is the content? (Style 2)**

- building curiosity as to the extent of knowledge for example "I do not know what it means." This question says that the student needs more knowledge and understanding of the topic

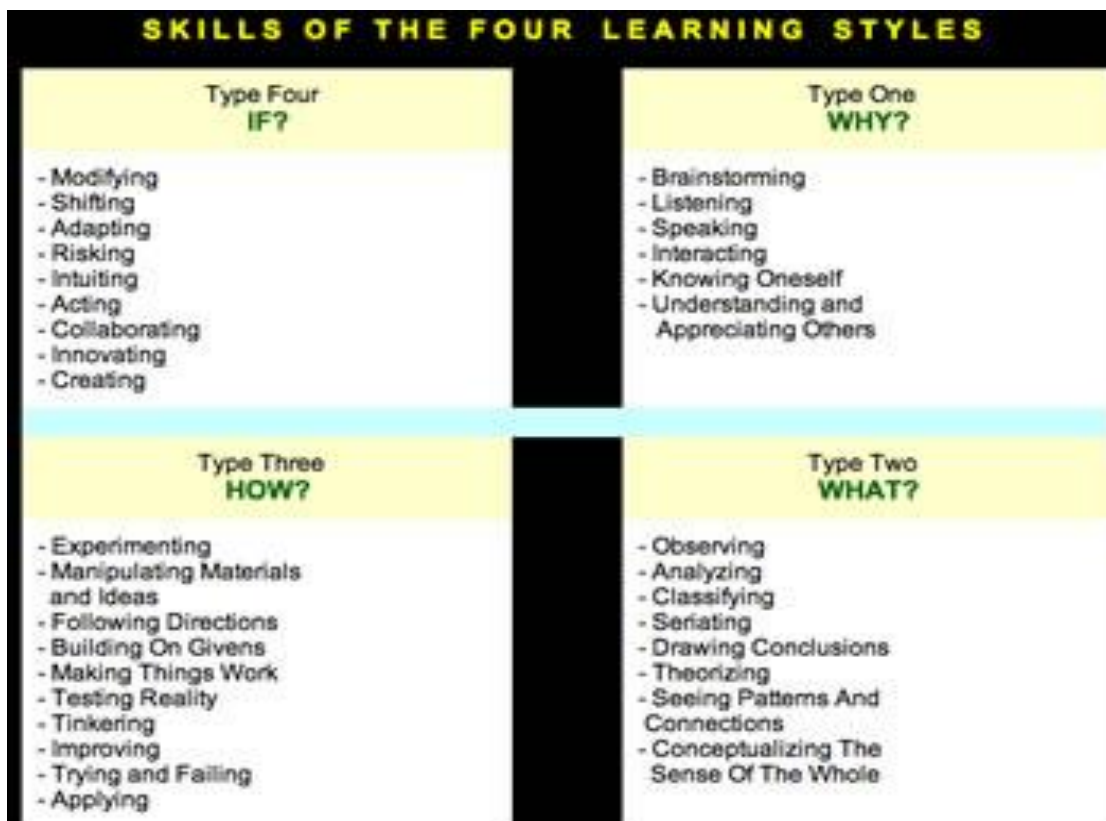
**3. How to use it in real life? (Style 3)**

- building practical benefits from this knowledge, for example, "How to do it? How is it done? ". This question says that the student wants to practise.

**4. What other possibilities this will create? (Style 4)**

- where else can I use this knowledge ?, for example, "What if it doesn't work?". This question informs about questioning, looking for new solutions.

Rys. 2. Major skills of four types.



4MAT Model by BerniceMcCarthy – methods of conducting the lesson taking into account the four thinking styles.

<p><b>Style 4</b> <u>WHAT IF?</u></p> <ul style="list-style-type: none"> <li>• Questions and answers</li> <li>• Discussion</li> </ul>	<p><b>Style 1</b> <u>WHY?</u></p> <ul style="list-style-type: none"> <li>• Metaphore</li> <li>• Own experience</li> <li>• brainstorming</li> <li>• scientific research</li> </ul>
<p><b>Style 3</b> <u>HOW?</u></p> <ul style="list-style-type: none"> <li>• brainstorming</li> <li>• exercises in big and small groups</li> <li>• Presentations</li> <li>• Visualisations</li> <li>• Games, simulations</li> </ul>	<p><b>Style 2</b> <u>WHAT?</u></p> <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Case study</li> <li>• Scientific research</li> <li>• Presentation</li> </ul>

EXERCISE: Think about what kind of students you have in your class.

- What learning style do they prefer?
- What questions do they ask during a lesson? (students' questions will give an answer

about their learning style)

EXERCISE: Answer yourself the following questions:

- What is your own learning style?
- How do your students learn?
- To what type of learner your learning style fits?
- What style of learning do the so-called talented students prefer?
- How do the weak students learn ?
- Why the weak students are weak?

## THE STRUCTURE OF THE LESSON ACCORDING TO 4MAT MODEL BY BERENICE MCCARTHY

### 1. Introduction to the lessons, creating an atmosphere:

- a) contract – conclude during the first lesson, at the beginning of the school year for each subject;
- b) icebreaker – is an exercise relaxing atmosphere, usually done at the beginning of classes, lasts a few minutes, it might also be some physical exercises;
- c) relaxation - relaxing exercises, for example relaxing music, trans run by you, a moment of silence for concentration - an extremely valuable before tests; used regularly before lessons will allow the students to acquire 20% more knowledge

### 2. 4MAT Session

- a) **what for?** - Content designed for students who prefer style 1  
Methodology - a metaphor - tell a part of a story, a fairy tale, a scientific experiment or your own experience. The story may refer to the main purpose of the lesson, or can be told just to arouse curiosity.
- b) **what?** - Part of lessons designed for students who prefer style 2  
Methodology - lectures, case studies, scientific research, presentation.
- c) **how?** - Part of lessons designed for students who prefer style 3  
Methodology - exercises, tests, brainstorming, exercises in small and large groups, presentations visualisations, games, simulations.
- d) **what if?** - Part of lessons designed for students who prefer style 4  
Methodology - questions and answers, discussion.
- e) **metaphor** – ending the story told at the beginning of the lesson. Pointing to the conclusions concerning the lessons goal and benefits for students.
- f) **Summary of activities** - what do you take from this lesson? One word or sentence from each student  
It is a priceless feedback from the most sincere listener. It gives you important information:
  - what students have learned;
  - is this what you wanted to teach them, the information on how you conducted the lesson;
  - what can you strengthen in your work.

We, the teachers learn for all our lives!

**Exercise:** How to tell stories / metaphors during the lesson?

**Objective:** To introduce the participants in an emotional state (eg. curiosity, interest, and sometimes fear)

facilitating learning.

The choice of the story: a story from a book, a rich set of your experiences.

The structure of the metaphor during the lesson:

- tell them in the same place and in the same position in the classroom;
- add gestures – at the key point of the story add a gesture – you will strengthen students' emotional state (eg. raise your hand, hang voice, snap fingers);
- use voice modulation – experience what you are telling;
- interrupt the story in the most interesting moment, go to the next stages of the 4MAT structure, in this section you can refer to a metaphor, to emotional effects by gesture that you used during the story;
- complete the story;
- get up or change the position of the body and draw conclusions, point to the benefits for students connected with the aim of the lessons;
- end the lesson.

### **Example: A LESSON WITH THE USE OF MODEL 4MAT**

- **Subject: biology, grade II lower secondary school Unit: locomotor system**
- **Subject: the structure, types and importance of bones**
- **General goal: to familiarise students with the structure, types and the importance of bones**
- **Specific goals**

**Knowledge: the student knows:**

- the skeleton functions,
- structure of the locomotor system,
- what is the interaction of passive and active locomotor system
- of what parts consist the skeleton, limbs and girdles,
- shapes and types of bone
- bone functions depending on the shape.
- physical and chemical structure of a bone.

**Skills:** the student knows how to:

- explain how passive and active parts of the locomotor system interact with each other,
- indicate on the skeleton: the axial skeleton, limbs and girdles,
- link shapes and types of bones to their functions,
- describe the physical and chemical structure of a bone.

**Attitudes:**

- teacher arouses students' interest in the taught material
- the students show interest in the subject,
- the students take an active part in the lesson,
- methods: metaphor, music, multimedia presentation, questions and answers, individual work with the students book, students' presentations, quiz.

**Didactic aids:**

Students book, multimedia presentation, quiz.

### **LESSON ACCORDING TO 4MAT MODEL**

**FOR WHAT?** *Making students curious to build their motivation. Presentation of the story (background music quite dynamic): When I was 18 years old, many, many years ago, I got back home and I learned that my dad had had an accident and was taken to hospital. My dad supervised rebuilding of our house. On this day, he was also on site and went to the second floor to see how the work was going.*

*At some point, he decided to pick up a part of bricks, which the workers were pulling up on top to build a wall. He grabbed the rope, pulled up, and the rope broke, dragging my dad down. He fell onto concrete from the second floor. He was severely injured. His life was in danger ... (1 minute).*

I will continue the story at the end of today's lesson. The topic today is: The structure, types and importance of bones.

**WHAT?** Providing knowledge (27 minutes).

Multimedia presentation with the use of traditional board or a student's book on the locomotor system, and the interaction of its parts (8 minutes).

The students on the basis of the manual should teach first themselves, and then the rest of the class in each group: the first - function of the skeleton, the second - the physical structure of bones, the third - the chemical structure of the bones.

They have got 5 minutes to prepare, and 3 minutes for presentation. They can use the board, flipchart, presentation on the skeleton.

Lecture about the parts of axial skeleton, limbs, and girdles with the use of model skeleton (5 minutes).

**HOW?** Exercises (10 minutes).

Students draw a bone and mark its parts in their notebooks.

Students solve the quiz from the student's book or from additional materials.

**WHAT IF?** Working in small groups (5 minutes, 1.5 minute per group)

1. What was interesting in today's lesson?
2. What is the most important information you remember?
3. What did you like most?

### **End of the story:**

*My father survived this serious accident. His body was broken in many places. His shin bone was broken in two places, arm bone in one, two thigh bones were broken. Even the ankle was broken. He was treated for half a year. My dad was screwed in many places, because the bones of older people do not knit together easily. Until today, after so many years after the accident, he still has some screws in his body. He decided not to have another surgery to have them removed. Despite being 70 years old and despite this serious accident he is still a very active man, he still works and feels well (2 minutes).*

An effective teacher helps students develop new learning strategies, not limiting himself/herself only to presenting a new lesson topic. A good teacher also recognises and adapts to individual learning style used by his/her student (ie. visual, auditory, kinaesthetic).



### S. 3 ex. 7

#### TEST – style of learning by KOLB

The test is to help in identifying a learning style (styles) preferred by you. You have probably acquired lot of habits, which help you use certain types of experience better than others. This test is going to help you In identifying the kind of experiences most characteristic for you. Precision of results will depend on your honesty. Remember there are no good and bad answers.

**Mark answers which characterise you positively with a plus, and negatively with a minus.**

1	I've got deeply rooted beliefs what is good and what is bad and I stick to them	
2	I often forget about prudence in my actions, I plunge into them.	
3	Most often I solve problems systematically, step by step, not improvising.	
4	In my opinion formal procedures and situations prevent people from acting in accordance with their style of life.	
5	I've got an opinion of a person who likes calling things by their names.	
6	I can often see that acting in accordance with intuition is not inferior to well thought actions.	
7	I like giving myself into tasks which give me enough time to go deeper into all details.	
8	I often ask people about motives of their behaviour.	
9	For me the most important is if the idea can be put into practice.	
10	I'm looking actively for new experiences.	
11	Hearing about a new idea I immediately start thinking how to introduce it into practice	
12	I like self discipline concerning diets, regular exercises and everyday rigours.	
13	I'm proud of high quality of my work	
14	I better communicate with people with logical and analytical minds, worse with spontaneous people with less logical way of thinking.	
15	I analyse in depth all available information and avoid drawing premature conclusions.	
16	I make decisions cautiously and always consider alternative solutions.	
17	Innovative and unusual ideas attract me more than practical ideas.	
18	I don't like leaving things unfinished. I like when all elements construct a coherent whole.	
19	I agree with imposed procedures if I consider them properly adjusted to achieving a set goal.	
20	<b>I like to see a relationship of my action with some general idea.</b>	
21	In discussion I like getting to the point as soon as possible.	
22	I keep rather loose and formal relations with my colleagues.	
23	I can positively use challenges consisting in dealing with new and unusual things.	
24	I like spontaneous and relaxed people.	
25	I precisely analyse all details before drawing final conclusions.	
26	Coming up with crazy spontaneous ideas is not easy for me.	
27	I don't like wasting time for „beating about the bush”.	
28	I'm cautious in drawing conclusions.	
29	I like to have many sources of information – the biggest amount of data to think over the better.	
30	People who don't pay proper attention usually make me annoyed.	
31	I listen to other people's opinions before I give my own.	
32	I'm open as far as my feelings are concerned.	
33	In discussion I like observing strategies and manoeuvres used by other participants.	
34	I prefer a spontaneous and flexible response, I don't try to plan all the details in advance.	
35	I like applying different techniques when taking decisions.	



36	Doing an urgent task in a specified period of time is uncomfortable for me.	
37	I often assess other people's ideas on the basis of their practical valour.	
38	I don't feel at ease in the company of quiet and reflexive people.	
39	People who are impatient often irritate me.	
40	For me enjoying the moment is more important than thinking about the past or future.	
41	I value more decisions based on thorough analysis of all information than those based on intuition.	
42	I'm a perfectionist.	
43	In discussion, to hit up conversation, I often propose ideas which are spontaneous and not well thought over.	
44	During meetings I usually present realistic and practical ideas.	
45	Most often I think that rules are to break them.	
46	I like looking at things from a distance and consider all points of view.	
47	Often listening to other people I can see the lack of consistency and weakness of their argumentation.	
48	Generally, I talk more than I listen.	
49	I often see better and more practical solutions to different tasks than other people.	
50	In my opinion written reports should be short, concise and precise.	
51	In my opinion logical and reasonable thinking should always win.	
52	Instead of talking about the weather I prefer discussing particular things.	
53	I like people who have their legs firmly on the ground..	
54	In discussion I get annoyed by digressions and anecdotes.	
55	When I'm to write a report usually I write several drafts before getting a final version.	
56	I like testing new things in practice and try how they operate.	
57	I like finding solutions by logical reasoning.	
58	<b>I like being a person who speaks a lot.</b>	
59	?Very often I turn to be the only realist in the discussion who asks everybody to stick to the point and not introduce unnecessary threads.	
60	I like to think over many possibilities before choosing one of them.	
61	In discussion I often turn to be the only objective person who approaches the matter without emotions.	
62	In discussion most often I'm an observer.	
63	I like to see a correlation between the present action and a long-term perspective.	
64	When something doesn't work I treat it as "one more experience" without an effort.	
65	Most often I reject crazy and spontaneous ideas as unconsidered and unrealistic.	
66	I think that it's better to think than regret your choices.	
67	Generally I listen more than I speak.	
68	I often treat harshly those people who cannot assume a logical point of view.	
69	I think that the end justifies the means.	
70	I haven't got pangs of conscience that I hurt someone if the goal is achieved.	
71	I often feel restricted acting within strategic plans and goals.	
72	I'm usually the life and soul of the party.	
73	I do everything that leads to completion of the task assigned to me.	
74	I quickly get bored with systematic and detailed work.	
75	I like analysing basic assumption and principles.	
76	I'm always interested in other people's opinions.	
77	I like meeting organised according to a set plan and agenda.	
78	I stay away from subjective and ambiguous situations.	
79	I like dramatic character and strain of crisis situation.	
80	I'm often regarded as a cold and insensitive person.	

For each positive answer you score 1 point. For answers with a minus you get no points. Write in the table below (e.g circle the number) the numbers where you put the sign and add them.

NUMBERS OF TEST QUESTIONS			
2	7	1	5
4	13	3	9
6	15	8	11
10	16	12	19
17	25	14	21
23	28	18	27
24	29	20	35
32	31	22	37
34	33	26	44
38	36	30	49
40	39	42	50
43	41	47	53
45	46	51	54
48	52	57	56
58	55	61	59
64	60	63	65
71	62	68	69
72	66	75	70
74	67	77	73
79	76	78	80
<b>ACTIVIST</b>	<b>REFLEXIVE</b>	<b>TEORETICIAN</b>	<b>REALIST</b>

The points scored (for each style you can get max. 20 points) multiply by 5 and mark this score on the co-ordinate axis. Then connect the points with lines. The picture received is a probable „map” of your learning preferences.

**Fig. 1. Co-ordinate axis to determine the preferred learning style.**

Is it good? Yes, if you recognised your preferences/your style correctly. Then everything is good. Another issue is in what tasks and in what conditions you will be effective, and in which less effective. Every style has got its advantages and drawbacks.

S. 3 ex. 8

Virtues and limitations of learning styles by David Kolb

Type	Virtues	Limitations
<b>THEORETICIAN</b>	<ul style="list-style-type: none"> <li>✓ objective,</li> <li>✓ thinks logically,</li> <li>✓ good at analysing and synthesising,</li> <li>✓ having inner discipline and consistent</li> </ul>	<ul style="list-style-type: none"> <li>✓ must first know to act,</li> <li>✓ can't bear mess, ambiguity and uncertainty,</li> <li>✓ thinks that what is subjective and based on intuition is not reliable enough,</li> <li>✓ uses words „should”, „must”, „need to”</li> </ul>
<b>REFLECTIVE</b>	<ul style="list-style-type: none"> <li>✓ prudent,</li> <li>✓ independent in judgements,</li> <li>✓ listens well, asks questions,</li> <li>✓ his/her conclusions are well-thought over</li> </ul>	<ul style="list-style-type: none"> <li>✓ often stays aside,</li> <li>✓ thinks for a long time before making decisions,</li> <li>✓ avoids risk,</li> <li>✓ is slow in acting</li> </ul>
<b>ACTIVIST</b>	<ul style="list-style-type: none"> <li>✓ Quick in acting,</li> <li>✓ Open and flexible,</li> <li>✓ Optimistic and involved,</li> <li>✓ Engaged with all his/her heart in what they do</li> </ul>	<ul style="list-style-type: none"> <li>✓ Can act without proper preparation,</li> <li>✓ Takes unnecessary risk,</li> <li>✓ Does too much alone,</li> <li>✓ Devotes little time for preparation</li> </ul>
<b>REALIST</b>	<ul style="list-style-type: none"> <li>✓ if possible checks, tests in practice</li> <li>✓ clear-headed and realistic,</li> <li>✓ rejects unnecessary gadgets and embellishments,</li> <li>✓ capably strolls towards the goal</li> </ul>	<ul style="list-style-type: none"> <li>✓ If he/she doesn't know practical use loses interest,</li> <li>✓ chooses the first suitable solution,</li> <li>✓ little interested in theories and ideas etc.,</li> <li>✓ can skip theory and people for results</li> </ul>

of children and youth | październik 2015 – maj 2016

Coaching as a method of supporting development

### S. 3 for ex. 8

People have got different learning preferences. Every teacher knows it. The difference lies not only in how quickly we learn, but also on what we focus during the learning process.

David Kolb singled out four learning styles (D. Kolb, 1976). These are the following approaches:

- a) theoretical (theoretician),
- b) reflective (reflective type),
- c) active (activist),
- d) pragmatic (realist).

#### **Theoretical approach - theoretician**

It is logical, orderly, has got reliable theoretical basis.

Individuals with this approach like theories, models, intellectual constructs. They take care of their formal correctness and elegance. Theoreticians willingly and easily reason in an abstract way. They like logical thinking. Often they seek perfection in building a theory. If there is something not perfect in it, they work on further. They like analysis and synthesis. During the classes they ask: Who is the author of a concept or theory? How is this theory related to another? On what theoretical foundation is the speaker's statement based? What are the main objectives? Does that make sense?

They are objective, impartial, rational. They do not like subjectivity, superficiality and disorder in thinking. They are willing to use complex language. They rather avoid emotional arguments and emotional way of speaking. They can engage in polemics, not even knowing exactly the interlocutor's opinion. If they are convinced about the superiority of their theory, they can interrupt and attack the interlocutor before they fully know his/her reasoning and arguments. Theoreticians are reluctant to take part in exercises, if they do not know their purpose, course. They want first to understand, then to do. In learning they involve mainly the mind and logic.

#### **Reflective - reflective type**

I thought it over earnestly, from many points of view. In my opinion, this is good.

Individuals with this approach like to independently analyse information. They listen more than they speak, until they understand the issue well. They need to rethink what they encountered. They try to accurately collect data and consider it thoroughly. Because it takes them a long time, they often postpone taking decisions. They rarely spontaneously join the discussion. They like to consider the issue from different points of view. They like to watch others from a distance. During the classes they may appear withdrawn. They need this distance to get acquainted with the presented material well and personally. Rarely they are troublemakers. They can ask questions to understand the problem in depth and carefully listen to the answers. They credibly talk about topics that they carefully considered. Then most often they have their own opinion. In the learning processes they involve deep thinking, emotions, and often intuition

### **Active approach – activist**

Let's do it right now! Then we will really know how it works.

Such a person learns best by doing. We should make clear, however, the meaning of the word "active" and "activist" in this text ". Representatives of all four types show active approach. For a theoretician it is primarily intellectual activity, for reflective type - involves thinking, feeling and intuition, for a realist is aimed at recognising the benefits and their realisation. Activity of an activists, however, is of different nature. They are people who like to experiment. If the teacher says: And now we will do an experiment that will allow us to better understand this issue. Who wants to do it first? An activist will already be in the middle of the classroom. Activists want to do what they learn, engaging themselves and their senses totally.

### **A pragmatic approach – realist**

That can be applied. The results are surprisingly good. It is worth doing.

Their motivation to learn is triggered by the practical value of "material" and typical questions are: What can it be used for? Is it useful for me? What next can I do with it? First, they want to know the benefits, and then engage in learning. Practice and the quality of outcomes is for them a point of reference and evaluation. They work quickly, efficiently and above all on purpose. They do not mind (like theorists) that the theory is inconsistent. They will not engage in reflection (like reflective type) until they check the benefits, and their process of reflection is strongly oriented towards benefits. They are able to act smoothly, but they will not be willing to do it without measurable effects. If we want to engage them in something, we need to make them aware of the results. They are people who firmly "stand" on the ground. They look at life practically, like problems and difficulties. They treat them as a challenge.

**S. 3 ex. 10**

Changes are inevitable and this must be acknowledged. The change in the teacher's role is followed by many other changes. Thus the changes should be „loved” and live with.

**Enough theories! It's time for reflection!**

On a big sheet of paper write down your name, and from every letter horizontally share your reflections concerning the text read: for example:

<b>C</b>	Changes should be introduced to the text
<b>R</b>	Ready for changes in my teaching methods
<b>I</b>	Interesting is Kolb's cycle
<b>S</b>	Should attend another workshops devoted to....
<b>T</b>	To look for other sources
<b>I</b>	Inevitable changes are active methods, it's a way to success
<b>N</b>	.....
<b>A</b>	.....

## Scenario no 4

### S. 4 ex. 1

**Group flower** – it is a technique and introductory game, which aims at getting to know persons in a group.

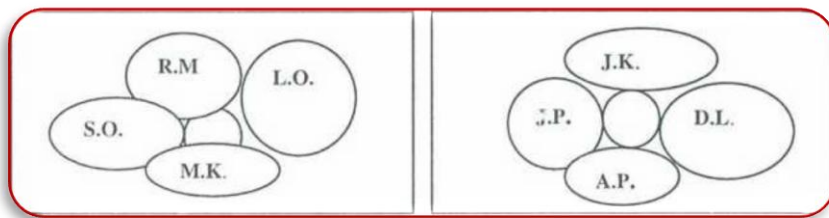
Exercise allows to collect important information about the preferred forms of spending free time "how I like spending my free time." The ability to speak by all the participants highlights individual preferences, as well as show the overview of common group choice. It facilitates mutual communication and breaks down barriers in a group.

#### Implementation:

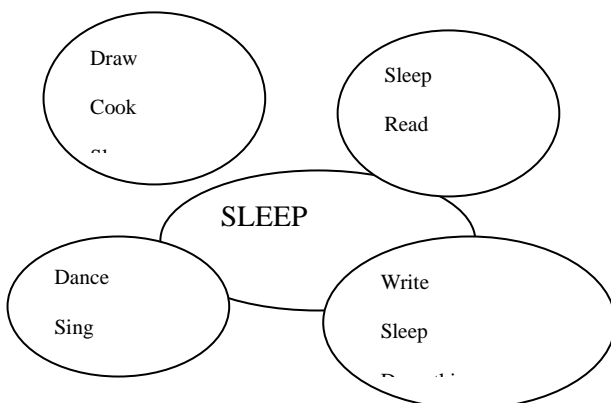
1. Divide participants into equal groups.
2. Each group receives a carton with glued "flower centre"



Then every participant gets one piece of paper and writes down his/her initials.



4. Group discussion concerning " **preferred leisure activities**", allows participants to reflect. Participants determine their own preferences on a petal.
5. They stick their petals to the flower centre, then analyse their records for similarities characteristic of the whole group. Selected preference is written in the flower center.
6. Presentation of the results of group work.
7. After the presentation, the next task is to determine the characteristics common to all participants. The teacher hangs a new group flower in a prominent place, and the task of each group is to stick a petal identifying a pastime preferred by each group.





S. 4 ex. 2 - 3

**LEARNING DETERMINANTS**

<b>We have learnt:</b>	<b>Most important concepts</b>
<ul style="list-style-type: none"> <li>• To identify basic learning determinants.</li> <li>• to recognise the role of abilities in learning.</li> <li>• How to use interests in learning.</li> <li>• How attitudes influence learning</li> <li>• To assess the role of motivation in learning.</li> <li>• To recognise motivating phenomena.</li> <li>• To assess the role of the dominant type of activity in learning.</li> <li>• To describe what intelligence is and what its elements are.</li> <li>• To assess the role of intelligence in learning.</li> <li>• Recognise the role of attention in learning</li> </ul>	<ul style="list-style-type: none"> <li>➤ Ability</li> <li>➤ Interests</li> <li>➤ Cognitive activity.</li> <li>➤ Attitude</li> <li>➤ Reasons and motivation.</li> <li>➤ Activity</li> <li>➤ Intelligence.</li> <li>➤ Efficiency of the nervous system</li> <li>➤ Reliability</li> <li>➤ Reaction time</li> <li>➤ Energetic efficiency of the brain</li> <li>➤ Concentration</li> <li>➤ Memory</li> <li>➤ Memory phases</li> <li>➤ Memory features.</li> <li>➤ Emotions</li> <li>➤ Emotional stimulation.</li> <li>➤ Attitudes and views</li> <li>➤ Aspirations</li> </ul>
	<b>Most important methods and attitudes</b>

- To assess the role of bottom-up and top-down attention.
- To understand the essence of the processes of remembering, storing and recollecting.
- To analyse the role of emotions
- To assess the role of attitudes in the learning process.
- To recognise the role of aspirations in the learning process.

- ✓ Develop abilities because they decide about the standards and quality of learning.
- ✓ Optimistic attitude facilitates learning and makes it effective.
- ✓ Usually more than one reason makes us learn.
- ✓ Motivation in learning plays a stimulating role
- ✓ Without proper attention there will be no effective learning
- ✓ Emotions direct our behaviour.

#### S. 4 ex. 4

### Multiple Intelligences Questionnaire

The questionnaire below contains statements concerning different kinds of behaviour. Assess the level of their being true in relation to yourself and circle the points:

- **3** points– if you agree completely
- **2** points– if you rather agree
- **1** points– if you rather don't agree
- **0** points– if you completely don't agree

1.	I'm good at games of sill and I like handiwork.	0 – 1 – 2 – 3
2.	I can express myself precisely orally and in writing, I can explain difficult issues in a simple way	0 – 1 – 2 – 3
3.	I'm good at numbers and mathematical problems, I love arithmetic games and tasks requiring logical thinking	0 – 1 – 2 – 3
4.	I care for good contacts with people, I'm empathic, I can listen to them, understand and support.	0 – 1 – 2 – 3
5.	I easily remember a heard melody, rhythm or lyrics	0 – 1 – 2 – 3
6.	I'm interested in environment, ecology, healthy lifestyle, I understand global problems of the natural environment	0 – 1 – 2 – 3
7.	I willingly express myself through physical exercises, sports games and disciplines, dance	0 – 1 – 2 – 3
8.	I know well my strong and weak points, that's why I know what I can do and what I want to achieve	0 – 1 – 2 – 3
9.	I love reading, I regularly read books, different publications	0 – 1 – 2 – 3
10.	I'm good at determining directions, I can use maps and plans, I have no problems with orientation in space	0 – 1 – 2 – 3
11.	I'm good at remembering numbers, including phone numbers, important dates	0 – 1 – 2 – 3
12.	I'm good at solving problems in a group, I can soothe conflicts	0 – 1 – 2 – 3
13.	I can recognise without difficulty different instruments in complex musical compositions	0 – 1 – 2 – 3
14.	I learn best by acting, mastering a skill, I prefer doing it to just listening to instructions	0 – 1 – 2 – 3
15.	I like taking care of animals, grow plants or collect examples of inanimate nature	0 – 1 – 2 – 3

16.	When I'm given a task to do I like using my own ideas and plans	0 – 1 – 2 – 3
17.	I like jigsaw puzzles, labyrinths, visual games, construction games, artistic activities	0 – 1 – 2 – 3
18.	I learn foreign languages easily	0 – 1 – 2 – 3
19.	I can see relations and dependencies between different things, define their structure or pattern	0 – 1 – 2 – 3
20.	I can be in charge of groups of people, people treat me as the leader	0 – 1 – 2 – 3
21.	I like listening to music, I'm interested in different music styles, I go to concerts	0 – 1 – 2 – 3
22.	My movements are well-coordinated, my sense of balance is well-developed	0 – 1 – 2 – 3
23.	I don't mind spending time alone, I like it because I can invent interesting activities to do	0 – 1 – 2 – 3
24.	With passion I get to know natural phenomena, I admire the world of plants and animals, I observe sociological and psychological aspects of human behaviours	0 – 1 – 2 – 3
25.	I like using schemes, diagrams, registers, I often use graphical symbols, drawings, highlightings, colours	0 – 1 – 2 – 3
26.	I like playing with words, I gladly do crosswords, language puzzles, I play scrabble or other word games	0 – 1 – 2 – 3
27.	I'm an organised person, I like working systematically, I do everything 'step by step'	0 – 1 – 2 – 3
28.	I prefer working in a group then solving problems alone	0 – 1 – 2 – 3
29.	I can play an instrument or compose music	0 – 1 – 2 – 3
30.	I'm sometimes a restless person, I don't like sitting in one place, I prefer doing something, check or touch something.	0 – 1 – 2 – 3
31.	When learning, working or thinking I like peace and quiet	0 – 1 – 2 – 3
32.	I like working outside, in contact with nature (e.g. in the garden)	0 – 1 – 2 – 3
33.	I'm a sharp observer, I can notice details which others can't see or look at the situation from a different perspective	0 – 1 – 2 – 3
34.	Verbal communication is a pleasure for me, I like discussing, asking questions, I also like listening to other people's explanations/arguments	0 – 1 – 2 – 3
35.	I like planning everything in detail (e.g. spendings), estimate costs, assess usefulness of actions	0 – 1 – 2 – 3

36.	I'm a social person, I've got lots of acquaintances and friends whom I often meet	0 – 1 – 2 – 3
37.	I often sing, hum, whistle or tap the rhythm for pleasure	0 – 1 – 2 – 3
38.	I relax best in the bosom of nature, far from the city noise	0 – 1 – 2 – 3
39.	I like disassembling objects into pieces and I can assemble them correctly	0 – 1 – 2 – 3
40.	I try to get to know myself better and better, I work on my development, I improve my knowledge and skills	0 – 1 – 2 – 3

### MULTIPLE INTELLIGENCES – INTERPRETATION OF RESULTS

After having assessed all statements in the questionnaire you should assign points to particular statements adequate to the types of intelligence mentioned below and add them (from 0 to 15 points). The results achieved show the intelligence profile.

	TYPE OF INTELLIGENCE	Number of statement and points					TOTAL
		2	9	18	26	34	
I	LANGUAGE						
II	MATHEMATICAL AND LOGICAL	3	11	19	27	35	
III	VISUAL AND SPATIAL	10	17	25	33	39	
IV	KINAESTHETIC	1	7	14	22	30	
V	MUSICAL	5	13	21	29	37	

VI	ENVIRONMENTAL	6	15	24	32	38	
VII	INTRAPERSONAL	8	16	23	31	40	
VIII	INTERPERSONAL	4	12	20	28	36	

### GRAPHICAL PICTURE OF MULTIPLE INTELLIGENCES PROFILE

A graphical picture of one's intelligence profile can be seen by marking results in proper sections.

LEVEL OF INTELLIGENCE	LANGUAGE	MATHEMATICAL AND LOGICAL	VISUAL AND SPATIAL	KINAESTHETIC	MUSICAL	ENVIRONMENTAL	INTRA - PERSONAL	INTER - PERSONAL
HIGH (11 – 15 points)								
MEDIUM (5 – 10 points)								
LOW (0 – 4 points)								

### An example of intelligence profile

LEVEL OF INTELLIGENCE	LANGUAGE	MATHEMATICAL AND LOGICAL	VISUAL AND SPATIAL	KINAESTHETIC	MUSICAL	ENVIRONMENTAL	INTRA - PERSONAL	INTER - PERSONAL
HIGH (11 – 15 points)								
MEDIUM (5 – 10 points)								
LOW (0 – 4 points)								

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Coaching as a method of supporting development

## S. 4 ex. 5

### DIAGNOSIS OF THE STUDENT'S LEARNING STYLE

It's a simple test which allows quite an accurate diagnosis of the student's learning style and which doesn't require any special preparation on the part of the teacher.

The results of this exercise are particular decisions which help to introduce changes in teaching methods, and influence the increase in student's achievements.

#### **Implementation:**

1. Students fill in the test without thinking too long over the answers and receive comments on the results.
2. After the individual completion of the test and counting the score, students compare results in pairs. In this way, they learn that they can vary in terms of learning.
3. After conducting the test, collecting results they make a comparison of the class and formulate conclusions.
4. On a piece of paper students write their personal commitments aimed at improving academic performance, e.g. a student who is a visual learner may undertake that preparing for a test, he/she will write down the most important information on cards and hang them in his/her room.
5. At the same time the teacher writes his/her obligations towards students and presents them to the class. This may be, for example, the decision to increase the number of methods that will activate students learning by doing, or more visual elements during a lesson or more listening exercises.

#### **Test for students**

The teacher reads a list of words, the student writes them down in an appropriate column below. The criterion here is an individual feeling, whether the student hears, sees or touches the attribute in his/her imagination. The column, which will contain the largest number of nouns determines the type of learning which is characteristic for the student.

#### ***List of nouns:***

Vehicle, tulip, cake, snow, music, creek, skipping rope, mum, kindergarten, wind, dream, autumn, walk, bush, bread, dog, TV set, relax, friend, sister, grandma, plane, tractor, bike.






**TEST – HOW DO I LEARN - OPTION 2**

Read the below descriptions of different learning methods carefully. If using a given method you learn best – write 3, if you remember only a part of the material write 2, if you remember little write 1.

Then add all the points according to the instruction below.

A	For a text I always prepare a table	
B	The teacher presents the content in a form of a lecture	
C	For a biology lesson I prepare and conduct an experiment using a microscope	
D	During a history lesson the teacher shows a multimedia presentation	
E	During a lesson a student reads a text with a proper intonation	
F	I watch a photographic documentation of a historical event	
G	For each thematic field I make graphic notes	
H	When learning a foreign language I listen to songs' lyrics	
I	A geography teacher presents educational projects using multimedia board	
J	The teacher explains how parliamentary elections are conducted	
K	During a foreign language classes I write vocabulary in my notebook	
L	In a museum I watch the exhibits	
M	I read articles on the topic assigned by the teacher	
N	A student presents the outcomes of group work	
O	During a chemistry lesson I do experiments	
P	On the radio I listen to a commentary concerning a topic that is interesting for me	
Q	I look through an album with photos of nature	

R	I write down key words from a text	
---	------------------------------------	--

**Add the points according to the pattern below:**

Visual: (b)+(e) +(h) + (j) +(n)+(p) = .....

Auditory: (d)+ (f) +(i) + (l) + (m)+(q) =.....

Activist : (a)+ (c) +(g) + (k) +(o)+(r) =.....

#### S. 4 ex. 5

#### Test - learning styles

Complete the sentence given below. For each response write down appropriate number.

- 4 - This description fits me most
- 3 - This is an accurate description of my person
- 2 - Another good description
- 1 - the least accurate description of my person

#### 1. I preferably learn:

- .... listening to a lecture, discussing with others, asking questions
- .... writing down information, touching objects, doing drawings, diagrams
- .... reading, looking at illustrations, charts, maps and diagrams
- ....taking part in various didactic games, engaging in activities associated with movement

#### 2. When I teach others:

- .... I draw, write, often use gestures
- .... I give my students all sorts of items to watch, while giving short explanations
- .... I demonstrate, model
- .... I talk a lot

#### 3. When I tell other people about an interesting event:

- .... I describe the appearance of people, things, environment, talk about shapes and colours
- .... I describe sound effects, analyse in detail what others have said
- .... I speak briefly and concisely, focusing on the words that describe actions, I talk about doing something, winning, gaining, I role play
- .... I talk about my physical well-being, physical sensations, emotions

#### 4. When I walk into an unknown room:

- .... I think about where I could sit and where I would be most convenient
- .... I notice movement, what happens, I think about what I could do
- .... I concentrate on sounds or the lack of them, on talks
- .... I pay attention to the aesthetics, and spatial arrangement

#### 5. When I meet a new person:

- .... I analyse my emotions towards her/him
- .... I think about how he/she behaves and what he/she does

.... I concentrate on her/his way of speaking and the tone and timbre of voice

.... I pay attention to what he/she is dressed in and how he/she looks like

**Results:**

I. Write your answers into the table below.

1.	..... A	2.	..... T	3.	.....T	4.	.....T
	..... T		.....V		..... K		.....K
	..... V		..... K		.....A		.....A
	..... K		..... A		..... V		.....V

II. Write the numbers corresponding to particular letters to a proper section and add them in each kolumn. The highest score is your preferred learning style. Comparing final results you will get relative preferences in each of the four learning styles.

	<b>V</b>	<b>A</b>	<b>T</b>	<b>K</b>
<b>1.</b>				
<b>2.</b>				
<b>3.</b>				
<b>4.</b>				
<b>5.</b>				
<b>Total:</b>				
	<b>V</b>	<b>A</b>	<b>T</b>	<b>K</b>

III. Answers:

V – Visual style

A – Auditory style

T – Tactile style

K – Kinaesthetic style

#### S. 4 ex. 6 - 7

### "Swedish table" of learning methods

**Optimal Learning State (OLS)** is understood in two ways:

a) as a **specific electromagnetic state** - when in the brain, waves of specific frequencies occur which create optimal conditions for the acquisition of new information, associations and generating ideas. It is a condition called *relaxed activity*, when the body is relaxed and the mind calm. You can of course learn how to enter such state.

b) as a **developed set of personal habits** - preparing the body and senses to learn, appropriate choice of learning methods from the "Swedish table" of learning methods and the proper end of the learning process, which is something that we do BEFORE, DURING and AFTER learning.

**BEFORE** we do a start-up "activating" desirable conditions conducive to learning (better vision, hearing, concentration and better coordination, greater motivation, creativity, etc.).

**DURING** we learn using methods adequate to our preferences and use exercises that maintain a good body condition.

**AFTER** learning we properly close the learning process.

The human brain generates electromagnetic waves with a frequency of:

- 13-25 Hz - a beta state, the state of daily activity;
- 8-12 Hz - alpha state - the state on the border between dream and reality, that we experience almost every day before going to bed and after waking up and in a state of deep concentration or thinking. In this state synergistic cooperation between the two hemispheres of the brain increases, receptivity of new knowledge and susceptibility to self-suggestion (affirmation) also rises. In this state, it is worth to make a goal visualisation or wait and quietly watch as thoughts combine themselves, formulate ideas, solutions and ideas come to our mind;
- 4-7 Hz - a theta state, the state achieved during a nap, light sleep or deep meditation;
- > 4 Hz - delta state, a state of sleep and unconsciousness.

In the alpha state the unity of heart rhythm and the image of brain waves (visible in EEG) is achieved.

Informally, it can be called being relaxed when things happen effortlessly as they should –they "flow". The question is how to achieve this state?

The key is, of course, soothing the mind from the internal "conversation" full of self-criticism, anxiety, unresolved issues; relaxation of the body and regulation of breath.

Below there are some examples of exercises. They are extremely simple and easy to do, but their effects are considerable. Remember that learning takes place not only in the head.

**Before – good attitude is (more than) half of the success**

**Relaxation exercises** (Alternatively, you can use the cards with Educational Kinesiology exercises in the field of "brain gymnastics" by Paul Dennison).

In the state of being relaxed everybody works better. That's why we start with a few relaxation and anti-stress exercises.

**a) Relax your body.**

Stretching in the sitting position. The exercise consists in maximum stretching of arms, legs and spine.

Stretching when standing, down and up.

Standing we bend freely touching the floor with our hands, while maintaining the knees straight (without effort) and make loose bands to the right and to the left foot.

**Loose head.**

When standing or sitting we freely move our head in all directions: head falls freely back and forth, the right ear is directed towards the right arm and vice versa. It has to be a very gentle motion, without lifting your shoulders.

**Lying.**

We lie on the floor with legs bent and situated on the seat of a chair, eyes closed. Breathing - we can additionally load our belly by putting e.g. a book on it. We lie for 10-15 minutes if we cannot get rid of the feeling that "we are under pressure." If you fall asleep, it means that you need it and you better take a little nap than exploit your tired mind.

**Tapping the body from head to toe.**

Standing, we tap the whole body: legs, arms, shoulders with our fists. We tap towards the heart. Right hand taps the left hand, up to the shoulder, and vice versa. Both fists tap one leg up, then the other leg. At the end we tap the upper part of our back and lightly - with fingers of both hands, our head. Exercise can be finish with back massage - if we have a volunteer at hand.

**Shaking the body.**

We stand astride, the legs flexibly bent at the knees, we make a slight bend to the front, imagining that troubles, problems and fears fall from back and arms. We make some vigorous movements throwing tension from the back and hands. Then - already in the upright position - a few relaxing breaths as follows: inhale slowly through your nose (count to four), stop for a moment, slowly exhale through your mouth (like blowing). Exhalation should last about two times longer than inhalation.

**String.**

We stand upright, full of energy, courage, self-confidence and tranquility. We can ask another person to kindly help us (through observation of our silhouette, facial expression, breathing, what we do with hands, where our eyes look) and comment, for example: straighten your back, more confidence. Do the "string" always, when you feel anxiety, performance anxiety, weakening of energy – the "string" will restore your energy!

**After such exercises our muscles are stretched and longer (it can even be measured), our body is oxygenized and relaxed, which is necessary for further work, concentration and involvement**

### **b) Relaxation for the eyes.**

Exercises should be done before reading, watching images, charts, tables. This is a start-up for eye muscles to work with better coordination, fluency of eye movements and visual acuity. Our eyes weaken, when we watch a lot of television programmes, we work a lot with the computer, or read in dim light, stay in smoky rooms.

#### **Drawing with eyes.**

We draw slowly with our eyes the contour of a building, trees, clouds, objects in the room. Sight must be slightly distracted, eyes should work like a brush to paint. Warning! All the time we breathe calmly and deeply - most people have a tendency to hold their breath during exercise. Move the eyes slowly up and down; right, left and slantwise - from left to right up and from right to left up. While doing this exercise you may experience the following symptoms:

- dizziness or a slight dizziness - this indicates deficiency of oxygen, you need to drink some water and take a few deep breaths;
- temporal pain in the temple - testifies to the fact that eye muscles need more exercise, are stiffened because of the lack of movement;
- watering, light eye pain (almost enjoyable) - all is right, it proves that the exercise was well-done, perhaps the eyes did not move in this way for a long time.

#### **Forward and backward.**

Making a squint when looking at an object, e.g. a thumb or the tip of a pencil, which we move away at arm's length, and then move closer to our eyes in the middle field of view. The second variant: once we look at a faraway object (e.g. a top of a tree, church tower outside the window), and then at the tip of the nose. Felt dizziness and slight dizziness is a natural state, we simply move the muscles that have not worked for a long time, we oxygenates the brain and eyes. Severe dizziness or inability to perform this exercise is an information that you need a consultation with a specialist - an ophthalmologist.

#### **Three-dimensional images, 3D**

Very pleasant relaxation for the eyes, experiencing significant relief when we already get in the depth of the image. Exercise requires a relaxation of the eyes, otherwise you will not see anything.

Blink. A few seconds of blinking after reading a piece of text, causes the natural moistening of the eye (which often dries when we look at the TV screen or computer without blinking eyes for a long time).

#### **Drawing 8s with eyes.**

We begin drawing with our eyes a horizontal 8 always from the middle (from the nose) to top left! It is a movement opposite to that performed during reading. We move muscles of the eyes to the other side, which of course causes oxygenation of the eye and the brain and improves the overall movement of the eye muscles. This exercise has a dual purpose: it is relaxing for the eyes, but also belongs to a set of exercises integrating the work of both cerebral hemispheres.

#### **Aquarium or leaves.**

Looking at the fish swimming in an aquarium or leaves slightly moving in the wind. Just that.

**Shells for the eyes.**

A great relief for tired eyes. Exercise is performed in a sitting position, elbows are put on the table. Cover your eyes with your hands folded in shells, imagining black colour and breathing. Exercise is worth applying AFTER working with computer, watching movies (or flickering screens) or long reading.

Performing these exercise adjusts the eye to work, also improves visual acuity. To prove it, perform a mini experiment: before exercise, find some distant text or image that you see slightly blurred. After the exercises look at the object from the same distance - generally the picture is much clearer – the eyes did the exercise and work better! Remember about drinking water during doing exercise and breathing!

**c) Relaxation for the ears.**

Noise tires and disorganises brain functioning and even damages its delicate structures. The range of sound levels encountered in the environment is quite wide, ranging from the threshold, i.e. the level of 0 dB (hearing threshold) to a value causing physical pain - 130 dB (pain limit). At the level of above 65 dB there is a clear intensification of states of irritation and emotional tension (appears stress reaction). Noise affects the functioning of the circulatory system, digestive system, musculoskeletal system, endocrine system and nervous system. Noise while watching television or computer games ranges from 80 to 100 dB.

Less than 35 dB is harmless to health, but may be annoying or interfere with work requiring concentration; 35 -70 dB cause fatigue of the human nervous system, seriously hamper speech intelligibility, sleep and rest; 70 - 85 dB cause a substantial decline in work productivity, can be harmful to health and cause loss of hearing, 85 - 130 dB cause a number of diseases in the human body, prevent speech intelligibility even from a distance of 0.5 m; above 130 dB cause permanent hearing damage, stimulate vibrations of human organs, causing their illnesses.

Excessive noise causes a defensive reaction of ear muscle - eardrum is shrinking, which manifests itself in problems with hearing and blocks listening. Here are some exercises that help in better hearing, which are worth doing before a lecture, planned discussion, watching a video or listening to recordings.

**Massage of the ears.**

Use your thumb and forefinger to massage the earlobes - repeatedly squeezing and unwinding the earlobes, from bottom to top and back. Pulling the ear slightly down, diagonally, we stretch the eardrum, which improves hearing. During the exercise, we feel the need to yawn, and it means that the exercise is done properly.

**Shells on the ears. Great silence, relief for the ears.**

Exercise is performed in a sitting position, the elbows are put on the table. We put our hands folded in the shells on the ears - as headphones. We close our eyes and enjoy a quiet pleasant noise, similar to the noise of the waves. Exercise is worth doing when you need to listen carefully (e.g. in the foreign languages class). Performing this exercise sets the ear to work, improves the sharpness of hearing. Remember to drink water during exercise!

Exercise is highly recommended in case of an examination, when you cannot concentrate.

*The above-mentioned exercises help to stimulate learning muscles (of the eye and ear) and introduce you in the right state of active relaxation and prepare to receive a new portion of knowledge.*



#### **d) Exercises integrating the work of both brain hemispheres.**

It's time now to discuss integrating exercises that open us to holistic learning, with both hemispheres, facilitating free access to all functions of the right and left hemispheres of the brain and the functions of the left and right sides of the body. They can also be done at the stage DURING when necessary, to gather thoughts, sum up something, find a creative solution.

##### **Thinking about X / looking at X.**

X is a symbol of the integration of work of cerebral hemispheres. Prepare a picture - a big, black X drawn in black marker on a white sheet, at least A4 size, stick it to the wall. Before learning look at the X for a few minutes, breathing freely.

Before the exam – you should just imagine X (close your eyes).

##### **Conducting with both hands.**

You can select a rhythmic, upbeat song or a piece of music which helps to learn and properly synchronises the work of cerebral hemispheres. We stand for a few minutes conduct, performing sweeping movements with our hands.

##### **Music facilitating learning e.g.:**

**J.S.Bach** – largo from concert in G major for flute and strings, largo from concert in F major for harp

**A.Corelli** – Sarabanda (largo) from concert in D major No 7, prelude (largo) to concert in a-minor No 9

**G.Haendel** – largo from concert No 1 for wind instruments, Concerti Grossi op.3 i op.6

**G. Philip Telemann** – 6 fantasies for harp, largo from concert g-minor cello and strings

**A.Vivaldi** – 6 flute concertos op.6

##### **Music good for summary and revising material:**

**J.S.Bach** – Brandenburg Concertos No 2 i No 5

**A.Vivaldi** – „Four seasons”

##### **Creating a positive attitude to learning e.g.:**

**Louis Armstrong** – „What a Wonderful World”

##### **Symmetrical scribbling.**

Writing, drawing shapes with both hands in a mirror like way, for example writing your name with left and right hand at the same time starting from the central line of the body; drawing any object (vase, Christmas tree, face). Exercise can be done in the air or on a sheet of paper.

##### **Drawing horizontal 8s.**

It can be done BEFORE a written work, because this exercise fantastically eliminates the so-called communication blockade. With the right hand, then left hand, then both hands a) in the air, b) on a large piece of paper, c) with a finger on the desk, d) drawing with the nose (relaxes the neck muscles) e) drawing with a foot in the air or with both feet (of course, when lying down).

On a large sheet (22x 28 cm) we draw the symbol of infinity. You should perform at least five repetitions for each hand. We start from the middle, and move once to the right, once to the left.

After getting some practice you only need to move your finger on the desk or table or draw a symbol of infinity moving your eyes.

### **Drawing a mandala with two 8s.**

We draw a mandala consisting of two 8s - vertical and horizontal.

### **Running and performing other alternating movements.**

Running, vigorous walking, swimming.

### **Juggling balls.**

Juggling has a great impact on the integration and coordination and attention.

### **Emergency – when you need more energy.**

We must learn to understand the states of our body. Sometimes we need more peace, and sometimes more energy! When you feel that your power is decreasing, thinking processes are poor, and you feel like fainting e.g. because of experienced anxiety before the examination, drink some water and start moving!

### **Drinking water.**

Water is energizing. You should provide the body with about 2-3 liters of water per day (a glass of water per 10 kg body weight). The human body is composed of water in approx. 65 percent. (Brain and kidney in more). Dehydration causes serious decrease in the efficiency of the operation. It's best to drink non-carbonated water. Drinking water has to be learned

and teach your body that this water will get regular. For the first 14 days of drinking water can be seen High its excretion (together with the increased frequency of use of the toilet), after which the body begins to absorb water - visibly improved skin condition, the state of emotion (reduced anxiety called. Nervousness), the ability to concentrate comments.

### **String and movement.**

Need more energy? First straighten up. Spending time e.g. before the exam in a hunched position, folded, shivering of cold, does not help to improve the work of brain cells. It is better to jog up the stairs, jump or do some puppets (jumps with clapping overhead).

### **Points to facilitate thinking.**

To overcome the chaos of thoughts, slightly press the points lying under the collarbone (the two holes, sometimes when we are in great stress, pressing these points produces even pain, which is harmless). Pressing causes "pumping" blood to the brain, thus improving oxygenation and thinking.

**Humor and laughter.**

It amazingly boosts energy, improves mood and oxygenates the body. Laugh as much as possible (even about the stupid jokes like this one: a woman goes to a neighbour to borrow a rolling pin. The neighbour responds: Well I cannot lend it to you- I'm waiting for my husband).

**Too much anxiety - holding the head.**

Straighten your spine, put one hand on your forehead (as a band) and the other on the back of the head in a place where you feel the end of the skull - elbows raised sideways. Close your eyes and take some deep breaths.

**Patting the thymus gland.**

Thymus in adults is responsible for anxiety. This gland is located between the collarbones. You should pat it lightly with the fingers of both hands.

**Playing imagine that ...**

Imagine what in this situation would do the person you regard as composed, confident etc. Play the role - start to behave like that. Note - this game works well if it is already trained a little earlier.

**When you feel a chaos of thoughts.**

If you feel a state of chaos, racing thoughts, begin to hum a tune (without lyrics), for example. "Happy Birthday to you", "Old Mc Donald had a farm."

**Stiffness of cheek muscle.**

Chewing gum, yawning and pulling silly faces can help,

If in stress you are experiencing stiffness of cheek muscles, you are barely able to speak (larynx under stress), remember to speak out loud while learning – in this way you prepare "a ready pattern" - active kinesthetic patterns of articulatory system.

**Dryness of the tongue.**

Biting the tongue, chewing little bit of lemon, chewing gum, sometimes drinking coca-cola can help.

**Organising your place for learning.**

The best is when we create a permanent place for learning. When we regularly sit in this place, it produces a habit (otherwise known as an anchor), which will inform our mind: "Oh, we're beginning to learn." The state of active relaxation and necessary concentration - our favourite physical state - will be achieved here faster, will trigger a kind of chain reaction (*formation of a habit lasts with a systematic repetition approx. 14 days- the right of repetitions and neurophysiology works*).

Creating a place to learn, take care of the equipment:

- a desk and appropriate chair that is tailored to your height;
- all necessary things at hand (in order not to unnecessarily deconcentrate);
- for volunteers: oils for better concentration (after some time, the smell will trigger the appropriate attitude of the body and mind to learn);

- proper temperature of the room and ventilation;
- supply of drinking water;
- if you are a visual learner, put everything on the desk in the right order (sometimes order should also be done in the room, because the mess will distract you and call for cleaning);
- If you are an auditory learner, you can turn on a pleasant background music;
- For kinesthetic learners we recommended supply of balls to squeeze and optionally a chewing gum.

### Time.

Each of us knows best at what time we work most efficiently. Are you "a lark" or "owl"? If you like to get up at dawn - learn in the morning; if you prefer late afternoon hours or night - learn when you feel that it is optimal for you. For the "owls" morning exams are a problem, when they are still in a semi-dream state. "Larks" may experience a drop in energy in the afternoon lectures. In these situations, we recommend energising exercises and drinking water.

### Attitude to learning.

To feel like learning, we need the right attitude. Therefore, check your thoughts and beliefs, can you hear (1) as you groan: "Oh, how I hate it", "But it's boring," "It's overwhelming," "Why do I need it at all" ... or (2) you feel curiosity, usability and enthusiasm for learning? We do not need to comment the second situation - it's the right attitude! What to do in the first situation? Such thoughts of course have a negative impact. With such attitude it's a shame to waste time. Work on your motivation and find some benefits which will turn you on positively. Every motivation, every vision of benefits is good, if it works!

Motivation operates FROM and TO, a benefit, prize which we will achieve as a result of taking some action, from the pack of chips to a bright future, motivate us. It may even be a peace of mind.

In case of weaker motivation it is necessary to:

- make an agreement with yourself, how you will reward your effort (eg. If I learn this ... write what you feel appropriate);
- agree with yourself, how much time you will spend learning (e.g. 2 hours);
- agree with yourself, that you will learn something, draft, write to a specific time (eg. ... I will learn to 17.00);
- say yourself aloud: "I will learn ...till 18.00 then (insert reward)." Your mind will know what to do and what to expect.

This is a necessary exercise (until we master - what we wish) to manage our own learning. We are used to the fact that in terms of learning someone decides for us - the school model. But YOU are in charge! No one will learn for you anything! Finally - others can do it, so can I! I'm not worse!

Remember – be careful with what you think about you and your learning.

Our brain operates according to the rule “garbage in, garbage grows”, operates in a synergic manner, garbage introduced to it - grows!

**Distractors.**

Make sure that nobody and nothing will disturb you. Stick a note on the door "Do not disturb – I'm learning" answer the phone with the words "I'm learning, I'll call after 18.00". Turn off the television and rock music (does not positively affect learning). Sometimes, however, music allows us to shut out from the noise outside. So check out what works best for you. If you want to have peace and quiet during learning, better satisfy requests coming from the environment (throw out the garbage, wash the dishes, call your mum, offer some interesting activity to your child).

**DURING – use your learning menu**

You already know that we all have our own learning menu, that when learning in a particular way, we learn easier and more permanently. Next we will describe a variety of methods and techniques for learning. Think of them as of the restaurant menu and select the ones you like. And if you care about your health (read: holistic learning, using all senses), learn also other methods, which will allow you to develop your learning skills. Use also other solutions, experiment, taste, include in your favorite set!

**Turn on autopilot.**

Comment and talk to yourself about what happens during learning. We will describe it further in next parts, here we only want to draw your attention to the fact that you should focus

on how you feel. Just from time to time, make sure you do not need to stretch a little, drink water, move your head, wrap in a blanket, open a window or recall agreement with yourself. It is also a part of managing your own learning process.

**Reading.**

Reading is the most universal method of acquiring knowledge, but a lot of people do not like to read. If the motivation is OK and still reading is tiresome for you, probably your reading technique fails. Measure the speed of your reading - how many words you can read per minute. The slow reader can read 100 words per minute; average 200 words per minute; good - up to 400 words per minute and fast - 1000 words and more. The brain works most efficiently at the speed of 400 or more words per minute. At this rate, our ability to understand the read text increases.

Read with an indicator (sliding vertically!), looking at the entire block of text, rather than individual words. Read a guide describing techniques of speed reading or preferably subscribe for a course. It is a lifetime investment. When you master the technique of speed reading, you will have a choice - you can read quickly needed books and texts, or slower, if you want to enjoy the language of e.g. poetry.

Fast reading increases comprehension!

Reading activates the optic canal and visual memory, and if you add other activities to reading - acquired information will be better developed and remembered!

Technical comment: sometimes people complain that during reading the text blinks (they see blinking points) which makes reading more difficult. Blinking is the effect of the strongest contrast in nature – books are printed in black on white paper. To avoid blinking cover the page with transparent foil of light blue or yellow colour.

### **Creating drawers.**

Before you read the student's book, even if your job is to master one chapter, skim it! Fan the entire book, read the table of contents, summary, see illustrations and bold pieces. In this way, you create a picture of the whole, build a memory drawer to store information from this source. More details will be added here. You can also begin to draw a mental map (MM) as a form of personal notes. While looking through speak out aloud - "and this is interesting, I do not understand that, what an interesting scheme, I've never thought this way, well I will not believe it ...".

You're talking to a book, to its authors – creating an emotional connection with the read text. People with dominant right hemisphere have their favorite picture of the whole, and the other - the structure to introduce data.

### **Processing information during reading.**

From time to time, stop reading and think about what you've learned; what it was, or what surprised you. Take a small note, but do not write down whole sentences! Write the note on the MM or make a small summary on a sheet of A5 paper in the form of points, diagram, timeline.

Instead of a note you can also formulate some questions, which will form something like a bank of questions. They can be useful when revising before the exam (especially when we collect these questions from several people). You can develop a glossary of terms, on the so-called flash cards, cards of postcard format. These techniques facilitate visual development of information. You can also add auditory stimulation - speak aloud, present a summary to yourself or to the lamp on the desk. Note - it is very important not to speak "in the head", in your mind you generally speak smoothly, aloud- slightly worse. When speaking aloud we activate the auditory canal and auditory memory and the entire kinaesthetic articulatory apparatus. Speaking aloud allows us to develop the so-called "ready kinaesthetical and verbal patterns," we develop the whole strings of messages. During the exam - under stress – they can be really useful.

### **Dramatization.**

Important things read aloud in a dramatic way, e.g. a lot louder, quietly, slowly or quickly. A difficult word or mathematical formula say in an ironic tone, sing like in an opera or shout out loud!

### **Visualisation.**

Except notes you may use visualisation - an image of how something works, how it is constructed in the static (motionless) form or on the move. Much of the information can be converted into a poster, comic, video. If the material to be learned is e.g. a description

of a dispute, you can imagine people who are shouting their arguments and grow bigger or smaller like cartoon characters.

The more colour, movement and sound you will use in the image, the better you will remember it.

### **Observation.**

Observation is a method, the essence of which is a conscious visual perception. Learning the skill to perceive is a great educational task! As we can see from our everyday experience, and school practice, people look and do not see! They are blind, even though their body vision is absolutely fine, are inattentive, they are not able to look actively. We have problems with recalling the most ordinary details of objects, description of the way to work we travel a thousand times, describe the faces of our friends. Of course, people must defend themselves against being attacked with visual information from all sides - otherwise their minds would not work efficiently. But something different is a neurologically justified perceptual defense, and another thing is the art of conscious seeing (observation) - especially when the results of our education depend on it!

Looking is not the same as seeing. In turn, seeing is not always seeing the same! Seeing different things is affected by: knowledge and experience that people have on a particular topic (e.g. a normal everyday picture of the night sky is something else for cosmologist, astrologer and artist) as well as their personal needs and preferences. Most men notice many features of a super car passing by, a woman – will probably register the colour of the paint and possibly upholstery. Perhaps she will also notice the driver ... The driver will notice (hopefully!) all road signs and dangers on the road, the passengers - the landscapes. So we should not assume that if I see something, other people see it in the same way. If attention is not drawn to certain aspects of the object, each person will see this object in their own way. Seeing is not only an optical act. Remember that in general we tend to observe objects in a lazy manner, especially those that initially are not interesting for us.

Ability to perceive is needed to properly use teaching aids, which activate visual perception. They are: charts, maps, diagrams, illustrations, posters, models (flat and spatial, static and mobile), films, research and outside observations.

Some teachers - according to the slogan of visualisation, use the so-called assistive film. The whole lecture is spoken with images, charts, passwords at the background, that are projected on the screen. It facilitates, of course, the perception of the lecture, but only if the pictures are properly prepared. Otherwise, instead of helping, they annoy recipients! I often witnessed projecting on the screen of pages of typescript, uttered by the lecturer. Simply entire page of text typed in small print (font no larger than 12 points), without spaces, without highlighting. Note - all displayed pictures, diagrams, texts prepared for the show, presentation or lecture must be prepared differently than e.g. those to be placed in the text book.

The smallest font should be about 40 points, the text should be arranged so that it can be read in blocks (at a glance). Words cannot be split, you must also ensure adequate large margins and the space between the lines. The colours should be used sparingly. If we can use a color printer, it is best to use dark blue and green ink. Red – is subconsciously perceived as a warning - can be used to emphasise very important things



"An outstanding scholar, Agassiz, educated his students in the field of observation with extraordinary success. "

Here is a description of scientific observations: Agassiz gave (a student) a jar with a fish and told him to study it well and then give an account of what he observed. A student already knew this species of fish and was surprised that professor gave him such an easy task. So he watched the fish, but found nothing interesting. But he could not find the professor and to his annoyance he had to sit a few more hours, terribly bored. At the end of the observation he took the fish from the jar and began to draw it. It was easy enough, until he got to the details. And here he discovered something interesting, the fish did not have eyelids, and in addition he noticed a few unfamiliar details. Later in the story, it turned out that professor was not quite happy with the fact that the student discovered so few details and told him to sit a few more hours with the fish. In the end, the student spent with the fish three days, discovering a lot of interesting things and asking more and more questions. This experience taught him a careful observation, going into details not only of the fish, but in all his subsequent studies.

### Memorising dates, numbers

If you want to remember a date - refer it to your life. (e.g. I was born 600 years after the Battle of Grunwald).

Build a visual memory hook. First associate each number with a chosen symbol, for example.

- 1 - rod
- 2 - swan
- 3 – a silhouette of a bird (if you prefer a bossom)
- 4 - chair
- 5 - apple
- 6 - grenade with detonator
- 7 - scythe
- 8 - snowman
- 9 - coiled snake
- 0 - ball, balloon

First draw each of these symbols and start to play with assembling pictures. Do you remember the date of Polish accession to the EU? Data is stored in the picture (rod put on an apple next to the swan, who sits on the eggs and a chair on the back). The image appears in my mind



in a split of a second, verbal recording takes a dozen or so seconds.

### **Memorising logical series.**

What is the order of the planets in our solar system? Enumerate one after the other the colours of the rainbow. If remembering such sequences makes trouble, use mnemonic aids, involving the functions of the right hemisphere - humor, rhyming, rhythmisation; poems, rhymes, raps, limericks etc.

#### **Rainbow**

Richard – red  
of – orange  
York – yellow  
Gave – green  
battle– blue  
in– indigo  
vain – violet

#### **Planets**

My – Mercury  
very– Venus  
eager– Earth  
mother – Mars  
Just– Jupiter  
Served – Saturn  
Us – Uranus  
Nachos– Neptune  
Pie – Pluto

### **Listening.**

The second universal method of gaining knowledge is listening. We listen during lectures, to audio tapes, take part in discussions and talks, we listen and we also speak to each other. The best is when we listen with understanding. In this channel we process information which reaches us, we activate auditory memory.

As in the case of reading - start with a command addressed to yourself.

### **Turn on an autopilot.**

Comment - if you can aloud (if it's a film or tape) or this time in the head or in the form of notes in the notebook, what happens during hearing. Remember from time to time to move, stretch your legs, drink water (if you can). Remember, that all the time you manage your own learning process - make the most of the time spent on lectures. You're learning now! Some treat lectures as writing down information that they will learn later. I repeat - you are learning now!

Perhaps the teacher will make a brief summary about "what was in the last episode," thus triggering a link to a drawer in the memory, perhaps he/she will indicate a scheme or a Mental Map - showing the whole issue - in which place you are now. In any case, be an active listener who learns NOW.

### **Notes.**

From time to time, stop listening for a moment and think about what you've learned; what it was, was there something that you were particularly interested in. Think, what does this

mean for you and for others. What would happen if it was not there? How would it impact the world events? Take some notes, but do not write whole sentences! Use abbreviations, symbols, drawings. Write down your notes in the MM or make a small summary on a sheet of A5 paper in the form of points, diagram, timeline.

You can also write some questions and your own reflections (Super! But how does it work? etc.). Save important concepts, repeat them silently, moving your lips.

### **Recording.**

Record lectures and then listen, while taking notes and discussing with the lecturer.

### **Visualisation.**

Just follow the words of the teacher, creating images in your mind.

### **Movement and action.**

Relatively most neglected method of learning (of course except Academy of Physical Education, ballet schools and courses full of laboratory classes). Here, however, it means using movement while learning e.g. mathematics or languages. Speaking humorously, some movement is turning the pages in the student's book. Writing notes and drawing diagrams is also movement, but this movement is a little too vague for remembering. Do you remember what was in the previous chapters - that we faster remember things which are different, exaggerated? So how to use movement while learning?

### **Dramatic show.**

We show a process using our own body as a plastic material. For example, you can show the principles of motor development of a small child (cephalocaudal and proximodistal development), or learn where Antarctica and the Arctic are situated, or the Tropic of Capricorn and Cancer. For this purpose, we imagine that the longer word - Antarctica - is the basis (under our feet). The shorter word- Arctic - is over our head. A cancer - cut from paper or imagined - is placed on the lungs (associating him with the lung cancer), a Capricorn has no other choice – but to be at the bottom.

**We can present a brain model from our hands. We make a fist from our right hand and we place the other hand on top of it. The wrist of the right hand is the brainstem, the fist is the midbrain, and left hand a new cortex.**

### **Writing in the air or on a large surface.**

To quickly remember a word, symbol or formula, we write them with sweeping movements in the air or on a large surface.

### **Role play, drama, simulation - learning in action.**

These learning methods involved a person as a whole. They require certain conditions and specific preparation. We will give a few simple and useful examples of their use.

Role play allows to describe the world in a different way.

- Tell me about your life, playing the character of green euglena, a historical person, ancient country. Of course, adjust the body, gestures, voice, facial expressions.
- Role play a discussion of two philosophers (you need either a colleague or two chairs to change place).
- In a larger group, you can play mathematical (quite funny are Browne's movements) or geological processes.

#### **We can play at the same time:**

- non-verbal behaviour (simple and complex);
- dialogues - communication behaviour;
- single scenes;
- plays according to a ready-made script, one written by you, or developed during the play;
- role playing can be performed individually, in pairs, in small groups.

#### **And so we enter the world of drama.**

The essence of classical drama is a conflict (invented, taken from great art, literature, pictures). For exercises, typical (archetypal) human conflicts are selected. Drama lets you experience specific problems, search for your own solutions and make choices. It also allows a possible correction of behaviour (return, replay - which rather does not happen in real life). It also allows you to change the interpretation of the assessment of a given situation, changing the experience, which is important in life!

Warning! Just as an advanced role play, drama requires a very reliable control methods, and very conscious control of the group. Without preparation (and personal experience of drama) the teacher can only use basic drama exercises.

Most often drama in such a light version can be used when learning foreign languages. People play communication scenes and naturally learn the language.

#### **Recommended drama exercises.**

- Developing individual scenes. Playing metaphors, ideas.
- Simple and complex improvisations based on stories, pictures, case studies. The pretext may be a specific event according to a historical or literary script. Played with preserving the "real script " or paraphrased or showing impossible meetings (meetings of historical figures or literary characters from different eras, books). Conversation of Julia and Romeo. Julia speaks in Shakespeare's words, Romeo talks to her in contemporary language. Impossible meetings - travels in space and time: a meeting of Columbus with an astronaut getting ready for the next NASA flight, a meeting of teenagers from e.g. the 15th and 20th centuries and talks about their parents and the world.

#### **Simulation.**

It begins at the moment when we play a specific role in a particular setting, very close to reality, in order to master specific, often very complex skills and better prepare for them. We can simulate everything - from the tectonic movements of the earth to answers during the exam.

#### **Super learning method- Mental Maps MM.**

**Mental maps (or mind-maps):**

It is a method of visual elaboration of problems - with the use of drawings, pictures, photographs, clippings, symbols, ideograms and / or words, short dynamic phrases. With the help of this method you can both linearly and holistically elaborate the material to master.

You can e.g.:

- develop an idea from different points of view, together with a discussion which is going on in this subject in scientific environment;
- develop an issue in a synthetic way, e.g. the Middle Ages;
- develop a problem – e.g. before writing an essay or preparing a speech (as a mental warm-up and thinking out the structure).

Mental maps illustrate the complexity and spiral nature of our thinking and the simultaneous appearance of issues and problems. The starting point is a certain complex problem. A map is drawn in colours, complemented with symbols, pictures, links. Drawn MM should be recreated loud, moving the finger over the lines - thus engaging all the senses in the learning process.

You can draw MM on your own or use a computer programme. We recommend version of eco – personal drawing, the map is then more personalised.

**Timeline.**

This is a method of visual representation of the problem. Issues are shown in a linear dimension, indicating the consequence of time; this is suitable to work with problems, which can be presented chronologically. We draw a time line, above we write comments of one type (eg. historical events), under the line - another (eg. inventions).

**Teaching other people - the most effective method of learning.**

I think that a comment is needless. When we teach someone else, we consolidate acquired knowledge very strongly. So teach others - also non-specialists, your younger siblings. Receiving a confirmation from them "Oh, I understand," will be a proof of your communication skills and mastering of the presented material. Teaching others can be realised by elaborating materials and publishing them in the net in the form of:

- multimedia presentation,
- films,
- blogs,
- podcasts.

At some universities traditional lectures are being replaced by blended learning. Some lectures are published in the net – in the form of presentations, films, audio podcasts with recorded lectures. As studies prove – students achieve better results in blended learning. This method is tailored to their technological habits, and using materials from the net students can learn according to their learning style, at their own pace and in suitable time.

## AFTER – IT'S NOT THE END

When time which we devoted to study or lecture ends, consider immediately:

- What have you learned?
- Appreciate it and friendly pat yourself on the shoulder, praise yourself!
- Do I understand what I'm learning?
- Was the way I learned effective?
- Did I use all the sensory channels and different types of intelligence, to learn the material?
- Am I satisfied with the results of my learning?
- Assess yourself.
- Did this path lead me to the goal?
- What exactly cannot I learn?
- Try using a different technique, think, what would you change next time?

In short:

- Learn in every situation – about yourself and the world!
- Revisions and repetitions are fundamental ways of learning (you myelinise)!
- Involve many senses in learning! See – hear – touch –role paly in your mind or reality
- Feed yourself properly (read about the diet which is good for your brain), eat less sugar, processed food, food with preservatives, eat less carbohydrates. Drink more water, eat more fresh vegetables, fruit, cereals, fish, good fat, because as you eat so you learn!
- Remember about sleep, rest and relax. SLOW movement is as fashionable as FAST
- Make breaks for stretching, short walk or run, don't learn motionless
- Manage your own learning – be responsible for the effects of your learning
  - Exercise your imagination and creativity

#### S. 4 ex. 8

**Each of us has got his/her own learning strategy, a LEARNING, MENU, which to a great extent is neurologically conditioned** (in this way our brain and our body is built and functions). Knowing one's own preferences and limitations, we can consciously create learning situations we like most and achieve great results. Everybody can learn anything if we recognise his/her style of learning and adjust techniques (methods) of teaching accordingly. The world needs all learning styles.

#### **Anna Wink - a person with visual dominance.**

- Always takes care of her appearance, carefully selects items of clothing and accessories.
- Likes to clean, have order in a room or a house - everything must be in place (and caps' handles on the shelf to the right!).
- Speaks quite fast, with a high-pitched voice.
- Tells stories in a little chaotic, digressive way (when telling she's got the whole situation before her eyes)
- Breathes shallow
- During conversation she is in full visual contact with the other party, unless she starts to imagine something - then her eyes are directed somewhere in the distance (and up). Also during the lectures all the time she is looking at the lecturer - better hearing when she sees
- Takes very neat notes, readable and colourful.
- Has got a nice handwriting.
- Prefers writing to talking.
- Likes reading
- Is perceptive and sensitive to colours.
- Pays attention to the details of the visual reality.
- Remembers best details of the costumes, landscapes, appearance of the characters from a film.
- Remembers better to the colour of a book than its title.
- When bored – she is drawing, writing, reading a book or looking out of the window.
- During learning she likes: peace and order around her, silence.
- Favourite method of learning: reading, highlighting, making colourful notes.
- Remembers where something was written in a book.
- In stress can have problems with speaking, rather remains silent and motionless (visual style of response to stress)
- Uses visual words: look, image, picture, review, obscure point of view, watch, look after, locate, arise, anticipate, audience, view, aspect, have a look, observe, vision, clarity, look back, dark, visible, horizon, see, huge, idea, obvious, show, predict, demonstrate, illusion, belief, sight, illustrate, observation, drawn, beyond the shadow of doubt, clearly specified, project, unclear idea, in my mind's eyes.
- Uses visual phrases "see, colourful", "it is unclear", she will also say: "See how it smells," or, "Look, what a good music."

**John Eary- a person with auditory dominance.**

- He talks a lot, melodically, easily.
- Generally has got a pleasant, deep voice (the voice of radio newscaster).
- He likes to be surrounded by music, often he knows a lot about music and has a rich collection of CDs, cassettes.
- Sensitive to sound: false tones, creaks.
- Willingly takes part in the discussion, but dominates it.
- It has a good ear, easily plays the music sequences, repeats statements of others (e.g. from a movie).
- Breathes deeply, diaphragmatically
- In the conversation often breaks eye contact and pricks up his ears.
- Prefers listening and talking to reading or writing.
- Tells stories in a rather linear way.
- Can make a lot of spelling mistakes (because he writes as he hears)
- Often humming, singing, whistling, talking to himself
- From the film he remembers best jingles, music, fragments of dialogues.
- When reading, he repeats aloud (mumbles or moves his lips).
- Reads rather slowly, because at the same time he is talking to himself.
- Definitely better at speaking than writing.
- When bored –starts humming, talking to others.
- Noise distracts him, unless it is music selected by him.
- Prefers learning by listening to lectures and recordings, talking, discussing.
- In stress begins to talk a lot, chaotically or repeating again and again the same (auditory system of response to stress).
- Uses words: announce, mention, a rumour, say, speak, declare, noise, tell, talk, hear, gossip, verbal, scream, loud, proclaim, high-pitched tone, hit a ton, announce silence, pronounce, peace, to stress, conversation, to inquire, to make out the sound, vocal, discuss, (do) interview, realise, say, tuneless voice, listen, call, stay silent, harmony, confess aloud , roar, scream, sound, call someone, express oneself, give ear, loud and clear, the power of voice.
- During the conversation often uses phrases like: "Listen, it sounds good" "Listen it's so nice here" "Listen, it is so good."

**Charles Movement - a person with kinaesthetic dominance**

- speaks rather slowly, sometimes choosing words with difficulty.
- It has a rather low voice.
- Quite spontaneously makes gestures, showing what he says.
- Likes intimate contact - when talking pats himself and others.
- Must move while speaking.
- Raises hand to answer, even if he does not know the answer (just to move).



- From a film remembers a fast-paced action.
- Volunteers first to perform experiments, help carrying something.
- Learns in action, by doing something, playing, drawing.
- His handwriting can be difficult to read or specific (e.g. writes in capital letters).
- Rather has a mess in the house, car, documents (sometimes calls it: my design).
- Chooses comfortable, loose, soft clothes
- When bored - starts to wriggle, swing on a chair, make origami.
- In stress moves, runs around in circles, makes a number of dramatic gestures (kinaesthetic system of response to stress).
- Uses words: active, run, rush, set, support, change, the base, liveable, grab, tied, resistant, catch, move, soft, touch, charge, hanging, drunk, hard, insufferable, focus, push, pressure, stir stick, hurry, stress, consider, firm, feeling, formed, balance, blur everything, to deal with something, strong base, put cards on the table, do not follow one's thoughts.
- During the conversation often uses phrases like: "It moves me, it turns me on, it rejects me."

**Barbara Sensitive - a person with kinaesthetic - sensory dominance.**

- Speaks softly, slowly, quietly.
- Gestures gently.
- Makes an impression of being subdued and shy.
- Is sensitive, emphatic, emotional, experiences everything strongly.
- Prefers quiet, calm places, giving a sense of security.
- Too many stimuli evokes a feeling of being overwhelmed.
- Often listens with eyes closed.
- From the film remembers emotions best.
- Appreciates most a calm, friendly atmosphere.
- Likes to think of something, analyse, meditate.
- In stress does not respond, as if no contact, skin pale or redden with flush (sensory system of response to stress)
- Uses words: tension, intuition, scared, irritated, anxious, emotional, warm, absent-minded, feeling, sensitive, charge, irritate someone, fierce dispute, hot-headed, shallow, lukewarm
- During the conversation often uses phrases like: "I feel, I have a feeling, I'm overwhelmed, chaos."

As you can see - after reading the descriptions as Anna, John, Charles and Barbara each of them has a slightly different way of functioning, other needs for the optimal learning environment.

If they meet, they might get the impression that each of them is an alien. Persons, with whom we're friends, with whom we like to stay or to work, usually have a similar functioning

style and speak the same language. People outside of our preferred system are perceived as: boring, weird, different, "not on the same wavelength," and this is a set of the mildest possible epithets.

#### **S. 4 for ex. 8**

### **Teaching methods and techniques, using specific sensory modalities**

Learning methods preferred by the person:

#### **1. With the dominant visual sensory channel:**

- reading (technique of speed reading, with indicator);
- watching, observing;
- using colour, highlighting important or new content (comment - not all);
- visualisation of material - imagining scenes, films in the mind;
- creating (drawing) ideograms, pictures, posters;
- writing down e.g. words or formulas;
- learning is facilitated by: order in the learning space, no distracting visual obstacles (visual learners should sit in the front row at lectures).

#### **2. With the dominant auditory sensory channel:**

- listening to (the teacher's voice, tapes with his/her own voice recorded);
- reading aloud (the important stuff is read aloud);
- repeating aloud in one's own words;
- dramatic reading, eg. fragments that have to be remembered are read a lot louder, quieter, slower or faster
- speaking: asking questions and responding to them (aloud);
- rapping, rhythmisation, for example. speaking according to the rhythm;
- creating mnemonic aids (rhymes easy to remember).

#### **3. With the dominant visual and auditory sensory channels:**

- watching movies;
- visualisation of music;
- creating multimedia presentations;
- when writing / drawing- telling stories about what he/she is doing (auditory navigation).

#### **4. With the dominant kinaesthetic sensory channel:**

- taking notes (comment - noting techniques);
- drawing eg. thematic "cheat sheets - postcards"

- collecting fragments into a logical whole;
- physical activity, role – play, movements (eg. showing brain model with hands);
- writing in the air with vigorous movements (eg. Maths formulas);
- doing experiments;
- participating in games and simulations;
- listening to recorded content during walking or running.

**5. With the dominant visual-kinaesthetic sensory channel:**

- making projects, creating models;
- drawing up the contents on the timeline;
- drawing mental maps;
- drawing diagrams, posters.

**6. With the dominant kinaesthetic-auditory sensory channel:**

- repeating aloud the contents while e.g. walking;
- describing verbally, while making exaggerated theatrical gestures, drawing in the air what is being said;
- rhythmisation, rapping, singing content to the rhythm of a well-known melody.

**7. Universal methods, involving all the senses**

- the use of drama (role-play a or be there, or be sb., think like ...);
- doing - drawing colour mental maps, saying out loud the content while moving a finger along the branches of the map;
- active participation in experiments, simulations.
- learning is facilitated by: favourite background music, talking while learning.

**S. 4 for ex. 8**

**Sensory bands and learning methods**

<b>CODE</b>	<b>A TYPE OF ACTIVITIES PROPOSED TO STUDENTS</b>	
V	Reads, watches, observes. Uses colours, highlights Visualises the content. Creates visual mnemotechniques (ideograms, pictures, posters).	I SEE
A	Listens (to the teacher's voice, tapes). Reads aloud, reads in a dramatical manner, repeats aloud. Asks questions and answers them (aloud). Teaches others, raps, uses rhythm. Creates auditory mnemotechniques (rhymes). Listens to music (suitable for a given state of learning – relaxing, energising, integrating).	I HEAR
VA	Watches films. Creates multimedia presentations.	I SEE AND HEAR
K	Answers in writing. Makes notes, draws (creates thematic postcards). Collects fragments into a logical whole. Makes physically active, models content on his/her own body. Role-plays, does experiments. Uses movement to introduce himself/herself into a state proper for effective learning: integration, relaxing, energising (exercises learning muscles).	I DO I FEEL
V K	Makes projects, builds models. Draws timelines, creates mental maps. Uses movement to introduce himself/herself into a state proper for effective learning: integration, relaxing, energising (exercises learning muscles).	I SEE I DO I FEEL
VAK	Takes part in role-play. Works on projects Trips. Uses movement to introduce himself/herself into a state proper for effective learning: integration, relaxing, energising (exercises learning muscles).	I SEE I HEAR I FEEL I ACT

Which type of activity do you usually suggest to students in your class?

In what sensory band do you conduct lessons?

Which type of sensory experience do you activate rarely or never?

Consider also: how do you learn most effectively?

Circle your preferred activities while learning.

## S. 4 for ex. 8

### Tutoring on learning

- I. 12 recommendations for the organisation of the environment, in which external conditions facilitate effective working of the brain.
- II. 12 principles to improve attention and use it for learning.
- III. 12 tips to help achieve success in learning.
- IV. 12 comments regarding the use of listening skills in learning.
- V. 12 principles of effective learning through reading.
- VI. 12 rules related to learning by participating in a discussion.
- VII. 12 principles of effective learning during exercise.
- VIII. 12 comments on the skilful stimulating and sustaining the motivation to learn.
- IX. 12 suggestions for note-taking skills.
- X. 12 suggestions on how to prepare for the exam and pass it.
- XI. 12 recommendations helpful in writing a thesis.
- XII. 12 tips how to reduce stress and learn relaxation techniques.

### I. Here are 12 basic recommendations for organising the space in which a learning process will take place:

1. Make sure that the space around you is organised in a way friendly for you.
2. Ventilate the room and moisten the air, and take care of its proper temperature.
3. Ensure proper lighting of the room, where you learn. Natural lighting is the best source of light. If it is insufficient, use a local artificial lighting, bearing in mind that the light should come from the left side and for the left-handed – from the right and its intensity shouldn't fatigue the eyes.
4. It's best to learn at a desk or table of an appropriate height with appropriately arranged space adapted to the kind of actions in the learning process.
5. Learning, sit in a comfortable chair of appropriate shape and height. Choose a proper seat, bearing in mind that too hard causes fatigue, and too soft - sleepiness. Lying is definitely unfavourable in the learning process, because for the effective working of the mind some muscle tension is needed.
6. Cultivate order or the kind of disorder that does not distract your attention.
7. The room in which you learn shouldn't be equipped with items that can adversely affect the concentration or contribute to the growth of fatigue.
8. The room in which you learn should be free from any kind of odours causing hunger, thirst, or other feelings interfering with the learning process.
9. Try to get a proper (i.e not causing distraction) intensity of sounds. For some people the optimal intensity of sounds will be quiet music, for others the rustle of trees and singing birds, and still others - absolute silence.
10. Resign from the company of people who disturb you.

11. Make short breaks and relaxation exercises when leaning.
12. Avoid strong sensations, which can cause stress or fatigue, discouragement, frustration, fear, injustice etc.

## **II. Here are 12 basic rules to improve attention and its use in the learning process:**

1. If you establish that you have difficulty concentrating, first recognise the causes, which are the source of distraction.
2. When you recognise the source of distraction, in order to improve your concentration you have to remove them immediately. And remember that the most common causes of distraction are unmet physical, mental or intellectual needs. External stimuli, though they have an impact on the concentration and attention, are neither the only, nor the most important causes of distraction. Usually we give them such power.
3. To achieve the maximum level of concentration, that is, to achieve the best learning outcomes with the least fatigue, you have to put in the learning process just as much effort as at the moment is necessary and allow the body to recover energy before the tension necessary for learning will grow to the level to become an obstacle to effective learning. Keep in mind that too high or too low level of stimulation does not foster learning.
4. At the time of learning alternate tension and relaxation. Remember that your ability to intellectual effort - required in the learning process - is limited. Continuous and intense effort accelerates the appearance of fatigue. You will achieve better effects in learning taking regular breaks to relax, than learning without breaks for several hours. Breaks anticipate accumulation of tension, and thus defend us from excessive fatigue. Breaks, however, cannot be too long - often a few minutes are enough to relax. Also remember not to learn for the so-called last minute, for example throughout the day or night before the exam, because in this case your body will not show proper concentration, and thus the learning outcomes will be poor.
5. Improved ability to concentrate can be achieved through the use of two principles of maximum efficiency. The first principle is: learn only when fostered by the state of physical activity. It is therefore necessary to very accurately know your psychophysical cycles to determine whether you learn better e.g. at about seven in the morning, or about four o'clock in the afternoon. The second rule of maximum efficiency consists in separating states of tension and relaxation. This involves determining the precise length of time during which you are capable of full concentration and breaks for rest.
6. Develop habits facilitating concentration. Remember that by repeating certain relations, some stimuli are gaining power to trigger a specific behaviour. For example, if you always learn in a certain place, and you will use it only for this purpose, it may appear to promote your mental concentration and attention.

7. If you are tired, do not force yourself to learn; rather rest. Do not learn on an empty stomach; similarly, before you start to learn, give yourself some time to rest after a meal. Take care of your physical and mental needs and your ability to concentrate will be better.
8. At the time of learning always keep a notebook nearby, so that you can save ideas that "come" into your mind in the course of learning. Experience teaches that the mere fact of saving thoughts on paper stops them from preoccupying your mind, and thus distracting your attention.
9. When learning try to appeal to a wide variety of sense associations, because it facilitates understanding and remembering information.
10. Before learning specify a clear sub goal and set time for its implementation. Doing so improves concentration. Experience tells us that as we approach the end, we usually double the effort. Approaching the end of the work operates like a magnet.
11. Never start learning without the creation of a favourable psychological climate. Before starting to learn relax, so that when you begin to learn, you are not troubled with negative emotions such as: fear, anger, guilt or frustration. These emotions will decrease your motivation to learn, and thus distract the mind from proper focus.
12. Remember, therefore, that concentration is a skill that can be learned and which can be improved in various ways. To do this, you need to look for the causes of distraction, more in your inner world than in the outside, maintain the most favourable level of arousal and do not forget to alternate moments of concentration and relaxation.

**III. Here are 12 tips that should make everything that a conscious mind deems true and believes in, be accepted and realised by your mind:**

1. Everything you achieve or do not achieve, is a direct result of your thinking and desires. Your virtues and vices, "purity and impurity" of thoughts depend only on you. Only you can change them, no one else is able to do it. All your happiness and misery are born in your mind. What you think, so you are; if you continue to think so, so you will remain. Of course, some things do not change, but you can change yourself.
2. If you are certain of your dreams and capabilities and will effectively work toward achieving your goals, then you will force your unconscious mind to overcome many obstacles in learning. Remember that thoughts sent to the subconscious mind leave a trace in the brain cells.
3. Learn how to expect the best, and look forward with anticipation of greatest future and believe that it is possible, and you'll find out that you will experience the joy of learning and achieving the set goals.

4. If, during learning any intellectual or emotional problem accompanies you (stops you or bothers) face it, solve it, resorting to huge abilities of your mind.
5. Think independently. You have the power to control your emotions. Each of us has spare capacities, which are waiting for activation. So, use them, and the results of your learning will probably be better.
6. Set clear and specific goals. As practice teaches, all successful people begin with setting a goal. Setting goals and working to achieve them is the first step in the long path to success. Knowing where you're going and how you plan to be there, you manage to concentrate the energy, emotions and time in order to reach the set goals.
7. Remember that success in achieving the set goals begins in the mind, but will not come true, if you have an unfavourable attitude. If you seek a particular thing and expect something else, the effects of your actions (learning) will be fatal, because everything is planned first in the mind and then develops according to the pattern created there.
8. Be an optimist. Develop a habit of constructive thinking and think realistically.
9. Never think of yourself as a loser. You are, who you think you are, and a created self-image is stored in your mind.
10. Demand a lot from yourself. If in the course of learning you will achieve a little success, congratulate yourself. But this is not the time to sit back. Let the small successes be a stimuli for you to seek greater experiences.
11. Learn to relax. Make few minutes breaks in learning. A short break refreshes the mind and helps you think more efficiently.
12. Search for new ways of more effective learning. Watch those for whom learning is much easier than for you. Copy good examples and check them in action. Do not be afraid of risk. It is a way to go forward.

#### **IV. Here are 12 recommendations to skilful listening:**

1. Remember, to listen well you need to be well prepared both mentally and physically, you have to play the role of a good listener, eliminate personal semantic system and be prepared for mental effort.
2. A good listener pays attention to values, and tries to draw maximum benefit from what the lecturer ( another speaker) says. Remember, there are two attitudes to which you should pay attention: the view that the speaker wants to convey and a separate value of what is being said.
3. Ability to listen and joy of hearing is a key condition for the development of your mind.
4. Through skilful listening you can get new information, you can explore a new point of view that has not previously come into your mind, but you can also understand that there are other points of view that are new to you, or to get to know the



reasoning supporting a certain point of view, quite different from yours, if you ask questions.

5. Pay attention to the fact that during listening new insights and understandings may arise that have been initiated by the speaker and allow you to see that people have different value systems. Remember that listening can be burdened with a large number of interferences which sources are hidden both on the side of the sender (lecturer), and the receiver (listener). On the side of the sender omission or distortion of some information can be the source of interference. The message can also take on different meanings depending on whether the sender (lecturer) speaks clearly, or intricately; or if he/she is showing enthusiasm or indifference to the content transmitted; or speaks with a loud voice or quiet. On the receiver's side a limited physical ability to hear or attention and concentration span may be the source of interference.
6. Emotional reactions of the recipient also affect hearing. Remember that you will receive the message better or worse, depending on whether the sender will make a better or worse impression on you. The quality of listening is also dependent on your level of empathy (ie. the ability to understand the world of another person).
7. Remember that without taking a conscious effort to understand the sender's message, your listening in the learning process may prove to be completely useless, may resemble the "dialogue of the deaf". Try not only listen to what the teacher says, but also to understand the content of the message, and if you do not understand, ask for explanations.
8. Try to understand the main issues of the message, and you'll be better able to distinguish important thoughts from details and digressions, and organise information in such a way that, if necessary, it will be easier to recollect.
9. If you want your listening to bring the desired learning effect, listen with open eyes and your whole body. Stay alert and relaxed. If you want to eliminate potential sources of distraction, whether visual, tactile, auditory or other, sit close to the speaker, turn your face to him/her and look at him/her.
10. Remember that listening is a game of two partners. Feedback is a fundamental condition of good communication. So be a communicative listener. Look at the lecturer not only to hear him/her better, but also in order to show attention and interest. Eye contact promotes mutual communication. Do not hesitate to ask the lecturer questions, to illustrate the problem, to repeat or explain.
11. Remember that each of us has a tendency to receive the message of a living person in terms of our own perception of reality, adapting it to our values, interests, concerns, or our mood. It is therefore important that listening to someone, you should try to be as objective as possible and strengthen your focus of attention when you realise the existence of a very personal meaning systems.
12. The basis of good listening is to master the skills of reading verbal, visual and motor signals of the lecturer. Mastering the skills of receiving paralinguistic and nonverbal

signals improves listening skills and enables capturing the intentions of the sender - without which we cannot understand the meaning of the message.

**V. Here are 12 principles of effective learning through reading:**

1. If you want your reading to bring the intended educational effects (to be an activity that makes you learn), do not take to it if you are tired, sleepy, annoyed, and your thoughts are preoccupied with other important (usually undone) affairs. Give yourself time to properly prepare for this - important from the educational point of view - activity, be relaxed.
2. Remember that the correct reading is not a simple transmission of optical images to the brain. Read can the one who is able to simultaneously capture the meaning of the text, evaluate it critically and confront with his/her own knowledge. In this sense, reading is also an important process of thinking and memorising.
3. To improve your reading efficiency, you must want to read and understand. Ability to remember is an important part of this understanding. Remember, that in understanding the text and remembering information the so-called reflective questions and answers can help (like "Wait a minute, do you mean that...?" - and then use your own words, comparisons, associations, phrases and metaphors, explaining yourself, what this text is about).
4. The key to a full understanding of what you read, is to visualise the text in the most possible realistic way, which of course will be possible when you do it in accordance with your "superlink." Remember that when you visualise, you make the text more realistic, your brain takes all the content as if you were actually experiencing it yourself, and that means that you store it automatically. Therefore, while reading, ask yourself many questions to facilitate visualisation (ask yourself what you see, feel, what you touch, what action starts in your imagination). When you get used to this way of reading (it usually takes several days), the process of turning words into images becomes automatic and simultaneous, so asking these questions will no longer be needed.
5. Never read professional books from cover to cover (it's different when you read for pleasure), because not everything contained therein you really need. Determine first what the book is about, what specific issues it explores. Skim the table of contents, read the introduction and end (summary). Then riffle the book in search of the most interesting pieces of text. Explore only those passages that you find related to what you want to learn. When reading, make a mind map on a regular basis.
6. Read always with a pencil in your hand, so you can note your thoughts, observations, ideas, associations, comments and opinions immediately on the margin.
7. Do you want to better understand what you read? Read faster. Reading comprehension increases with a higher speed of reading. Shape the skills of speed reading, because by reading faster and faster with increased ability to perceive

information, you improve your memory. Reading quickly, you waste less energy for reading and thus more power is left to consolidate the material in your memory.

8. Reading the text, try to feel and understand the emotions of the author and feel them yourself, because emotions hidden in it (or created by you) facilitate understanding and memorising the text much faster.
9. Read carefully and rationally. Profound reading is such a reading in which we treat the text as a tip of an iceberg, and by a conscious intellectual effort we penetrate deep beneath the surface of what the text implies (we "squeeze" maximum information from the text, wondering for what purpose it was written, why it was written, what lies between the lines, to what the author wants to inspire us etc.). Rational reading is reading when we first locate guiding thoughts in the text, and the last step is a careful study of details. Always follow the direction from the general to specific, and not vice versa.
10. Learn to skip those parts of the material (text) that do not contain necessary information. Try to understand the general meaning and structure of the text; words you did not understand then will become obvious, and if they don't - refer to the dictionary or encyclopaedia.
11. Sometimes a good way to comprehend reading (especially a difficult text) may be reading aloud. When reading the text aloud our brain uses other links than during a silent reading, and so the word evokes stimulation in a different part of our brain. In addition, information is acquired using two sensory channels: visual and auditory. However, one should know that not always reading aloud is a good way of understanding, because the energy spent on reading aloud is a part of the whole energy of the reader. Hence, we have less energy for understanding, which may suggest that better results are obtained with a quiet reading.
12. Remember to remove barriers that hinder you understanding and memorising the text. The most common barriers are: the inability to link new material with existing knowledge; erroneous understanding of the terminology and vocabulary used in the text; inability to divide longer words into syllables.

#### **VI. Here are 12 rules how to learn by participating in a discussion:**

1. Discussion, being a form of learning is also a form of learning about reality, thus it is a source of knowledge, and therefore its course should correspond to subsequent stages of learning. It may be such form of learning, in which all the successive stages of the learning process or just one stage, will manifest themselves, e.g. repeating and applying knowledge or learning arising from the messages of other participants of the discussion.
2. Any deliberate discussion, which is to bring participants to concrete results in terms of learning, should comply with certain requirements of an organisational nature, resulting from the internal structure of the discussion. First of all, it must be planned

and properly prepared, and its course should match the subject of cognition or revision, or both.

3. If the discussion is not preceded by a lecture, the teacher should briefly present the main points of the issue which is the subject of discussion, various possibilities of looking at the matter, as well as a plan of considerations.
4. The teacher should extract issues which will form the content of the discussion to assure that discussion will take place smoothly, as planned and in accordance with the established goal.
5. Discussion is such form of learning, which is open to all willing participants. Participants should be aware that participating in the discussion they must follow pre-established rules on when and how to speak or ask questions.
6. In any discussion four types of expression can be used: sharing observations, opinions, expressing feelings and expressing needs. Each of them requires a different style of expression, and often different vocabulary. Sharing observations means talking about what our senses perceive - no speculation, guessing or drawing conclusions. These are messages containing facts. Opinions are conclusions resulting from what we have heard, read or seen. Opinions are also assessments and judgments which state that something is good or bad, right or wrong, and also our beliefs, thoughts and theories. Expressing feelings is showing how we perceive what we learn, and in fact it's an expression of who we are and what we are. Expressing needs is usually a simple statement saying what might help us or make us happy, what interests us, what we do not understand and want to be explained. Often we express our needs in the form of requests or questions.
7. During the discussion there should be a place for full communication, i.e. for combining all four types of expression: what we see, think, feel and need. This means that there should be room for accurate sharing observations, clearly articulating conclusions, expressing feelings, and formulating requests and suggestions, if you need something or you see the possibility of change.
8. The speakers in the discussion should try to be brief, concise and straight to the point. If necessary, they should oppose the views of others, but in a polite verbal form. They shouldn't feel offended if others criticize their statements.
9. Accept the value of one's particular experience, if it deserves it and treat it as a serious possibility, though not necessarily the only one. Try to find in another person's message points with which you agree. Derive pleasure from finding the points with which you agree.
10. Never agree with the views (opinions) of another person just to show how smart you are, or to bolster your ego. When you disagree, do it kindly, gently and rather not show that you do not agree, just that you have a different opinion.
11. If during a discussions you do not understand something or you're not sure of something, before expressing your opinion (view) ask for clarification, developing, complementation etc. Keep in mind that the questions are the main way to interact

in any discussion. The one who listens, should try to ask questions. The question is also a way to draw attention to a certain issue.

12. Remember that the discussion involves an exchange of views, which means asking different questions, but also not avoiding answers to difficult or inconvenient questions. So remember, that there are no bad questions (of course if they concern issues covered by the discussion), there are only bad answers. If the answer to your question is evasive or insufficient, ask the question again, or ask to complete the response.

#### **VII. Here are 12 principles of effective learning during exercises:**

1. Exercises for the teacher are educational activities serving to stimulate pedagogical imagination combined with the ability to check organisational competences.
2. Exercises make the learner a master, because that is the essence of learning that takes place during exercises - but only when you are an active, not a passive participant.
3. Effective learning during exercises will take place only when you'll be well prepared theoretically to perform the exercises. Therefore, before each exercise revise what you already know from lectures, refer to the previously recommended literature, prepare materials that you will need to complete the exercise.
4. Prior to the commencement of exercises carefully read the instructions or commands of the teacher. Pay particular attention to the content of the task, its formulation and think about what goal should be achieved as a result of the exercise.
5. During the learning you have to deal with different types of exercises (auditorium exercises, laboratory, manufacturing, group, individual, etc.). Other exercises will be used in humanities, science, medical, technical subjects etc. Also other exercises will be used when the aim is to produce an imaginary or symbolic model of a specific object, phenomenon or activity, and other when the aim will be e.g. processing an imaginative model into an execution plan to perform specific actions (revise the description of the cognitive learner). Each of these exercises must take into account a slightly different methodology, and so you have to use a slightly different way of learning. If you are not able to determine it alone, ask the teacher.
6. Regardless of what type of exercise you are involved in (is it an auditorium exercise or laboratory) be active, do not think that it is enough to passively assist other colleagues performing the exercise, to master certain skills. Keep in mind that the essence of learning lies not in class activities conducted in the form of exercises, but in people who carry out this exercise. Exercises are not an active method of learning, but they stimulate to search, think, research, etc.. Only adequate exercises, repeated, perfected and supplemented, ensure proper mastery of skills.
7. A good teacher must know that the essence of classes conducted in the form of exercises is "moving the emphasis" from the teaching process to the learning process and taking responsibility for the effects of the learners. The point is to know

how to adapted these activities to the needs, abilities and preferences of learners, as well as to move away from the role of the teacher-master, teacher-mentor and take the position of advisor or coach.

8. When deciding to learn by doing exercises (especially those which aim is to develop skills), you have to be aware that mastery of skills takes time, patience, consistency and control. You have to accept them, and it depends only on you, what the effects of your learning will be.
9. Remember that mastery of skills takes time, patience and consistency and the effectiveness of your learning is also determined by the appropriate motivation and belief in your abilities. Do not despair, if something goes wrong. Think about why this happened and take a next attempt.
10. Learning as a result of doing exercises, just as any other way of learning, is to a large extent conditioned by the operation of your brain. So take care of its fitness. The results of the latest psychoneurological research show that if we want to increase the efficiency of our brain, we should use neurobics, which makes the brain generally more efficient and more "flexible", so that it is able to face any challenge, regardless of whether it is a memory task, a task that requires reasoning, manual operation or engaging creative abilities. Refer to literature to deepen your knowledge about neurobics.
11. For your brain to efficiently manage your behaviour, it receives, orders and splits incoming information, and stores some of them. These are extremely important processes that occur when doing exercises. If you want your brain's agility to be adequate, study its construction and follow the principles of its functioning.
12. In the course of learning remember also to use kinesic exercises, because they enhance the learning process by improving communication between your senses and the brain and stimulate a natural flow of energy in your organism. They bring a balance between the physical, mental and emotional state of your body. They also improve the cooperation of cerebral hemispheres, which is necessary to see well, hear and efficiently think. Then it is easier to concentrate, reaction time shortens, you become more mentally fit and more confident. Kinesic exercises improve endurance, which is necessary to finish a started task.

#### **VIII. Here are 12 comments on skilful stimulating and sustaining motivation to learn:**

1. If you decide to learn, you are doing it for certain causes. In your mind never allow to rise the idea that you learn only to pass an exam, and the fear that you may not pass it, is your motivation for learning. See real benefits that can be the result of your learning. Remember, that we learn to develop, to work professionally, to be promoted, to earn more money, gain prestige in the community, have satisfaction etc.
2. Establish a clear hierarchy of long-term, indirect and partial objectives, that will be a sign-post of your actions. Try to see benefits resulting from achieving individual



goals. Lack of goals or unclear goals will make you learn as if you learn not for yourself, but for someone else. Ambitious and well-thought-of objectives and a vision of benefits arising from them, are therefore an important component of your optimal learning motivation.

3. Remember that the more important the knowledge resulting from your learning will be for you, the easier you will learn and the effects will be better, because your ability to memorise and use knowledge in practice will be greater. Thus, you will have greater satisfaction.
4. The first, but not a sufficient condition stimulating your learning motivation - besides aspirations and awareness of undertaken challenges - is persistence and consistency in action. Do not lose faith in yourself. Complete each started task (undertaking). Do not give up just before the finish line, because you will not see the effects of your effort.
5. Do not give up reasons, the source of which is your own benefit. Some people associate such behaviour with adverse moral qualities, such as brutality, ruthlessness and lack of respect for the rights of others. Respect this opinion, but do not take it too much to your heart. Taking care of your own business is necessary to survive and achieve your objectives.
6. Remember that motivation to learn is formed by shaping the right attitude to learning. So get to know your body. Make good use of your previous experience and knowledge about the functioning of your body (especially the brain), using also our proposals, recommendations and remarks to have a positive attitude to undertake this complex task. Assist your body by making breaks to rest.
7. Do not lose your motivation even after temporary failures, because often the best results from difficulties. Partial failure generally does not harm anyone. Only the fear of failure kills motivation. Remember that even in such situation, if you are convinced about the rightness of your goals and the effort undertaken, do not give up, you have to take the risk and move on towards the goal. Remember that the fear of failure can destroy your dreams of a better future.
8. Develop your inner strength. Remember that you have large reserves. Use what is best in you. Use verified ways of learning. If anyone is heading in the same direction - join him/her. Try to learn so that at least you can do well one thing – then you will believe that you can manage other things.
9. Each smaller or greater success in learning is an opportunity to express your joy. Show your success to your relatives, it is the effect of your effort, your work, but often also to some extent of your loved ones. Experience the success together, because it will positively affect your attitude and motivation for further effort.
10. Remember that often the cause of losing learning motivation are errors in the way of learning. Here are the main ones: superficial learning, without understanding, unsystematic, with excessive nervous tension or lack of ability to extract messages to memorise permanently. Do not underestimate these errors. Correct your way

of learning. Never allow a mistake to stop you from believing in yourself. Learn from it and go on.

11. Take part in various forms of competition, because competition usually strengthens motivation, shapes perseverance in pursuit of long-term goals. It is an ability extremely needed in the learning process.
12. If you have not found yourself, do it now, then you'll love yourself and increase your motivation. Remember the precious saying, "You can, if you think you can." Save this idea deep in your mind. Throw out the word "impossible" from your mind and from your mental processes.

#### **IX. Here are 12 suggestions that should help to develop note-taking skills:**

1. Remember that listing is an activity, so for note taking you need to be prepared emotionally and intellectually (mentally) and in the motoric sense (mainly organisational). Slightly different you must be prepared to take notes during a lecture, or during a discussion or when reading a text on your own.
2. The basic rule to follow in note-taking is to proceed according to your preferred learning style and in accordance with the rules of the brain, which operates freely, but integrates data from different sources.
3. Remember that your brain does not store information linearly, line by line. While reading a book or listening to a lecture ideas come from different directions. Therefore, this apparent regularity should be reflected in your notes, so that you do not miss any important thought. Do not underestimate your feelings and comments, but think critically.
4. Work out your own style of taking notes, which on one hand will be adjusted to your preferred style of learning, on the other hand will take into consideration generally postulated recommendations for taking notes. Noting - as shown by the research results - increases the level of understanding the lecture more than double (as well as taking notes during the discussion or when using textbooks and other printed materials), but only if taking notes does not interfere with the learning process. This is the most compelling motivation to continuously improve the ability to take notes.
5. If you want to master the ability of taking notes, so that they will be a real help in the learning process, then try to take notes whenever you can. You can take notes while studying a textbook, scientific and popular books, during lectures and discussions, make brief notes about the read literary works, articles, movies seen and all sorts of entertainment, radio broadcasts and sightseeing trips. In each of these cases it will be a good training, which will probably bring success in taking notes in order to improve learning efficiency.
6. Taking notes, do not write word after word of what you hear or read. Notes cannot be too detailed. Keep a record of what is most important, main thoughts, carefully avoiding any wordiness. This does not exclude, of course, literal notes



of a very important part of the lecture, discussion or a specific text. But too detailed noting unnecessarily consumes your energy and also reduces your attention and will be tedious when revising. Taking notes gives you a possibility to write key points, which would help organise remembered content into smaller parts.

7. In order to improve the speed and conciseness of notes use appropriate abbreviations, symbols and signs developed by you. Learn to record meaningfully and transparently, as well as be familiar with commonly used types of notes.
8. We suggest to take notes from lectures and discussions on large sheets of paper, which can easily be later included in the coil notebook, binder or a proper folder and reached for when needed. You can also freely complete them. Notes should be taken only on one page, leaving the other for your own comments and later additions.
9. Use sheets of the same format. Don't write them down too heavily, leaving a lot of space between the thoughts or definitions, so you can still add something at any time. On each page leave two margins: one narrow (approximately 2 cm) at the top to save formal information (date, subject, teacher's name, etc.) and identification information. The other one (about 4 cm on the left side of the page) to place additional detailed information on the content.
10. Clearly highlight important content in notes (e.g. with a different colour, in large letters, etc.) that you think are necessary to remember. Do not avoid exclamation and question marks. Circle important parts.
11. Try to slowly, but consistently replace the traditional way of taking notes with a modern, creative way relying on making mind maps. This is a way to take notes, in which the subject is exposed and precisely defined, the relationships between the issues visible, important content is placed closer to the centre, less important - on the periphery. You can do this using computer programs e.g. Free Mind, Mind Map. Based on notes prepared in such a way (mental maps) repeating and remembering is faster and more efficient.
12. Please note that due to the development of information technology and computerisation, both the traditional way of taking notes, as well as using mental maps can be done, instead of on paper, by using a computer.

**X. Here are 12 suggestions how to prepare for an exam and pass it:**

1. Before you start to prepare for the exam, you should know exactly what material will be covered by this exam and in what form it will be carried out. Best would be to get such information during the first class of the subject on which you are going to pass the exam.
2. It is difficult to pass an exam with confidence in your own strength when you are badly prepared, not able to memorise the information you need, appropriately process

it and use, when you do not know the rules that must be followed to answer the questions in the given time. Therefore start preparing for the exam from the first lecture, taking notes with the use of our suggestions concerning the skills of preparing them. Do not put off this important task for the last days.

3. Remember that regular and diligent work is the best way to understand and remember the material, and thus prepare for the exam. We recommend four stages of preparing: a systematic initial study, revising, taking notes for the exam and programming memory. Do not resign from any stage.
4. It is essential to master the entire assigned material. Do not leave any part without mastering, even if you think this material is not important, because this does not necessarily mean that this material will not be on the exam, and due to not learning it, you will have a gap in your knowledge.
5. Starting the second stage of the preparation for an exam, you must first plan well the time that is left till the exam. Be realistic. You know your schedule, responsibilities, you know how much time you have; You know, when your mind is most receptive. Try to coordinate the schedule with your biological clock. Remember, that material learned quickly, can be as quickly forgotten, and cramming leads to increased levels of anxiety and excessive mental and physical fatigue.
6. We propose to start revising (which is the second step of preparing) from small parts of material (e.g. the content of separate lectures), which can then be combined into a whole. At this stage all kinds of comments noted previously on the margins, are of great importance. The number of repetitions devoted to each part should be directly proportional to the importance of the content in a given part.
7. Revising the material from separate parts, we suggest that you also create a condensed version of the material in the form of a synoptic table, writing down the key words, 'triggers' of associations, useful in finding information that e.g. do not appear in the summary.
8. At some stage of preparation (this will be the third stage), it is desirable to draw up notes concerning the current state of preparation for the exam. Such notes help organise the material in your mind and serve as an aid to check what has been effectively programmed in your memory. These notes can contain a different number of details, tailored to your preferences.
9. The fourth step is memory programming, which should be carried out after reading, understanding and arranging the material. It consists in repeating overall structure of the material. You should pay attention to the key concepts, learn definitions, determine the relationship between particular concepts. We propose here to use the technique of loud repetition of the material, because it leads to better memorisation.
10. For one or two days before the exam you should stop learning, to allow the mind to rest. During this time, your mind rests only seemingly, because "knowledge aging" takes place, after which recollecting the content for the exam is easier.

11. The exam is an important event, so you should prepare for it not only "internally" by mastering the material and proper emotional attitude, but also externally - by a nice, neat appearance, arriving at the appointed time in a cheerful mood. Avoid coming to the exam too early or too late. Too early arrival will make you subject to the atmosphere of collective panic, frantic questions about some details. If you come too late, it may appear that you are late – because someone who sat the exam before you needed less time or did not come to the exam. Make sure you have proper things that will be needed for the exam. To avoid last-minute panic, bring your notes, but do not look through them if you do not feel the need.
12. During the exam remain calm. Focus on the questions (tasks, commands). Begin answering with a question that you feel you are better prepared for (if there is any order of giving answers). If for a moment you are not sure of the answer to another question, skip it, do not panic, answer the next one. Return again to the previous question, think for a while, you may find a solution. Watch the time to be able to answer all the questions.

**XI. Here are 12 recommendations helpful in writing a thesis:**

1. Do not think that preparation of a thesis is a task that can be performed in a short time and do not put it off to the last few months (or even worse - weeks) of your studies. Remember, that to quickly write your thesis, you need to think long. Quality of the thesis depends on the diligence of its preparation. Instead of immediately start writing, you must first make sure of what the requirements are, select carefully the topic you are going to explore, and set the goal that you would like to achieve. All this is to draw up an action plan, to which you should stick to the end of your task.
2. Remember that there are several types of thesis. Depending on the discipline and topic, it may be: a research report, dissertation, a critical essay, report, project, etc. Every kind of thesis has its detailed methodology. You must therefore understand its essence and comply with its methodological and formal requirements. In this regard, there are several strategies that can help you understand the nature of your work. Reach out to them - you will find them in methodological literature.
3. Believe that one of the secrets of success in preparing the thesis lies in proper time management. Remember the fact that a good job requires thinking, long maturing to complete each of its stages and numerous corrections, which will have to be made in the course of preparing the final version.
4. Everything, of course, begins with the selection of thesis topic (you can propose it yourself or select from those prepared by your tutor). When choosing a topic do not pay attention whether it is easy or difficult. Choose the one that is interesting for you. If you choose a topic that you are passionate about, you will be eagerly collecting material for its development. Motivation is an important factor on the way to success in preparing your thesis. When choosing a topic, take also in consideration your possibilities to gather relevant material.

5. Agree with your tutor on the optimal scope of the thesis. Keep in mind that if the subject is too wide, you risk that your paper can be facile. When the topic is too narrow, you may have difficulty with a logical representation of the entire essence of the problem.
6. Remember that identifying the goal of your thesis is an extremely important action. Defining the goal is giving it a direction. It is important that you define the goal, before you start to collect materials, as the objective defined by you and accepted by your tutor will direct your search and selection of appropriate materials.
7. To be able to freely gather the materials needed to prepare the thesis, you must very well explore the key concepts that are specific to the subject of your thesis. Then check out the resources available in the libraries and the services that these libraries offer (individual lending trans library lending, automatic information retrieval, access to the bibliographic database, copying, etc.).
8. Remember that an important issue is the proper selection of sources. You can meet with such a situation, that available documentation that will be very rich. You must then use any selection criteria, which of course will depend on the nature of the thesis, time you have to prepare the thesis, the level of specificity of the topic, etc. General principles for the selection of sources are the following: first review reference books, textbooks (especially those recommended in the study programme) book identified by keywords, professional magazines, etc . Select the latest release and see the table of contents, read the abstract or introduction (all the time practicing your critical skills, which should determine whether the material is factual, interesting, reliable); Select only the most useful sources.
9. Study selected sources and take notes. When doing it use principles of effective learning through reading and suggestions for note-taking formulated by us.
10. When you have completed collecting the material you need to carefully analyse it. This phase involves the right ordering of the material, dividing it into relevant groups and assigning to appropriate chapters and subchapters of the work plan approved by the tutor (if it appears necessary, the plan can be changed with the consent of the tutor), and then prepare a synoptic plan of work.
11. After completing the steps set out in point 10, you should start writing the first version of the thesis, sticking to the traditional formula: the announcement of the main ideas that will be presented in the text, the development of each of these ideas and at the end the summary of key information. For this purpose we propose the following sequence of actions: a) first in one sentence write the topic of your study - the sentence should serve as a landmark in the whole process of writing thesis; b) stick point by point to the work plan; c) using notes (flashcards), present in one sentence every idea and illustrate it with examples, your own commentaries, facts or quotes, ending with a summary; d) go to the next idea and proceed as before, to develop all the points of your plan; e) compose each paragraph in regard to the idea it contains; f) link all the paragraphs with the title of a particular section; g)

check if there are no words characteristic of spoken language in the text (if any, replace them with others); h) write the introduction and conclusions.

12. The first version still requires a long and painstaking effort to bring it to the final state. Do it upon consultation with your tutor, who will probably bring his/her comments and suggestions. Good luck.

## **XII. Here are 12 tips how to reduce stress and learn relaxation techniques:**

1. Be aware that stress is unavoidable. However, try to avoid situations that conduce (or are a direct cause) the level of stress to grow and become an obstacle to effective learning. The level of stress is influenced by difficult situations that affect the balance between needs, actions and conditions. Here are five common difficult situations: an emergency, overwork, interference, deprivation, conflict. You have a limited influence on their presence in your life. Therefore, don't let them be an additional stressor just because you cannot avoid them.
2. Most often we see difficult situations in terms of harm, threat or challenge. All of these categories normally mean blocking your efforts or preventing you from meeting your essential needs, e.g. to achieve such learning outcomes, which will enable you to get a scholarship, promotion, etc. So they are obstacles that can cause frustration. In such situations, you can use one of two strategies to deal with them: 1) take steps towards achieving the objective by overcoming obstacles; 2) take steps towards an obstacle, aiming to ensure your own security. Refer to professional literature, to learn about the nature of these activities.
3. Stress occurs when you know what to do, but you do something completely different. The problem lies therefore in the absence of proper actions. So go ahead and do what you know you should do at the time, but you don't do it. Take action to change the current situation. This can be painful, expensive and even embarrassing. It may not be easy. However, despite the difficulties, it is better do it than live under stress.
4. If it you realise, that the essence of a stressful situation is the presence of internal or external requirements evaluated by you as a burden or exceeding your adaptability, which are accompanied by emotional experiences, sometimes very sad and turbulent, you will understand that this situation encourages you to be active and regain the balance between requirements and abilities and to improve your emotional state. This will mean that you grasped the essence of the activity understood as coping with stress. The condition for the effectiveness of this activity is controlling factors causing stress, by influencing the environment or yourself (instrumental coping, problem-oriented) and directing this activity on your own emotional state, which means liberating yourself from emotional experiences causing suffering.
5. Effective stress management requires learning how to control stressful situations. Practise this skill, which consists in four basic actions: 1) you have to know what to expect; 2) know what is the most common feature of a specific situation; 3) be

able to take actions based on decision; 4) be consistent in taking earlier planned actions.

A sense of lack of control is the key element of stress, because the brain is not able to respond appropriately and therefore uses energy to generate frustration.

6. Take care of the environment facilitating the work of your brain. What your brain sees, hears and feels during learning is extremely important. You should give it as much positive inspiring external stimuli as possible. Internal environment - high self-esteem and self-confidence, is not less important. Work on it. Lack of these qualities is the main reason of failures and losing battle with stress.
7. If the material that you learn seems boring, try to discover how this new knowledge may be useful, in what respect you can develop yourself, what new you can experience. Enjoy these imagined benefits.
8. Think about what you say to yourself after failures. If you make yourself feel depressed, next time change the internal monologue to positive and supportive. Improve yourself as long, that you make a new habit.
9. In regard what you do and what bothers or worries you, ask: "Will this be important in ten years? ". Answering consciously, you will avoid doing little things, thinking about issues which now cause your anxiety. Certainly you will calm down.
10. Change the way you think. Stress is the result of what happens in your brain. If you imagine an obstacle as a challenge, not as a terrible disaster, you will feel much better. Besides, do not worry about things you cannot change. Do not consider all your dreams as super important and the ones that you need. Make yourself small pleasures. Buy yourself something, go for lunch to a new restaurant, to a concert or museum, afford yourself a massage or simply go for a longer walk. Direct your negative thoughts to another track. It really relaxes, improves mood, restores energy and frees the body from unnecessary tension, and thus reduces stress.
11. Enjoy happy moments. The joy, however, is only a temporary state, appearing only in some moments. To make this state last a little longer, you can take advantage of the brain's ability to wait and memorise. It is also a way to reduce stress.
12. Learn to relax. A good rest is the best medicine to reduce stress. You know many ways of resting, starting with entertainment, through sleep, to physical activity, e.g. working in the garden or sightseeing. A good way to reduce stress is programme desensitisation, combining relaxation with imagining a stressful situation until the stimulus ceases to cause fear or stress. In literature you will find detailed instructions on various techniques for programme desensitisation.