I. **5 minutes. Welcome Back** – (Assuming last session focused on the case manager role) Last time discussed:

- Ford’s Model of Process – zigzag line—change does not happen in a straight line for clients or for us
- The need for practice in order to use Ford’s skills
- Our role as teacher/coach in helping clients to develop and use critical thinking skills.
- Support up and down agency structure for incorporating Ford’s philosophy and skills
II. 25 minutes. Exploring the Teacher Coach Role: Today, we’ll explore the teacher/coach role a little more and continue to practice active listening by listening and responding to feelings.

- Let’s start by taking a couple of minutes to think about an experience with a teacher or coach that did not work out. What were they trying to teach you and what was ineffective about the way they went about it? Jot down some notes about your experience. Next, we’ll take about 4 minutes for you to pair up with the person next to you and discuss your experiences. Practice using open thinking questions as you listen to your partner’s experience. What did you come up with? Chart the Group’s response. (Learner: Ineffective)

- Next, take a couple of minutes to think about an experience with a teacher or coach that went really well. What did they teach you and why was it effective. Jot down some notes about your experience. Next, we’ll take about 4 minutes for you to pair up with the person next to you and discuss your experiences. Practice using open thinking questions as you listen to your partner’s experience. What did you come up with? Chart the Group’s response. Learner: Effective

- Now take a couple of minutes to think about a time when you were teaching or coaching someone that did not work out. It could be a child, a friend or family member or a co-worker. What were you trying to teach them and why was it not effective? Jot down some notes about your experience. Next, we’ll take about 4 minutes for you to pair up with the person next to you and discuss your experiences. Practice using open thinking questions as you listen to your partner’s experience. What did you come up with? Chart the Group’s response. (Teacher: Ineffective)

- Finally, take a couple of minutes to think about a time you were teaching or coaching someone that went really well. Why did you teach them and why was it effective? Jot down some notes about your experience. Next, we’ll take about 4 minutes for you to pair up with the person next to you and discuss your experiences. Practice using open thinking questions as you listen to your partner’s experience. What did you come up with? Chart the Group’s response. (Teacher: Effective)
We’ve generated some good discussion from both a learner’s and a teacher’s perspective on what makes a teaching/coaching experience effective. Keeping your own experiences as a learner and a teacher in mind when teaching/coaching clients in developing their critical thinking skills may assist you in building rapport and increase your effectiveness in your work with clients.
Practice Session Survey

1. What part(s) of today’s session do you think will be the most valuable to the work that you do?

2. What types of activities are most helpful to you at the sessions (i.e. role playing, worksheets, lecture, small or large group, etc)?

   Name (Optional) ________________________       Branch ____________