

GRID 1

TEMPLATE - RMM DISCOVERY SESSION n°...

TRAINING OBJECTIVE

Integrate RMM (steps & functions) to combat dropout and increase the actors competences (teachers, pupils ...)

MEANS

1. Experience the 4 steps of the RMM

*from a concrete questionnable situation
the trainee was involved in (prerequisite)

2. Pedagogical part & evaluation based on the current interview

(required to integrate the RMM process)

x = quote

Mental replay of recently completed RMM interview (trainer/ref 1)

Describes steps of recent RMM interview ; Identify, deduce correlative functions

2.A Identify & understand (current session)

Observations and comments

| | Yes | No |
|---|--------------------------|--------------------------|
| 1st step = 1st narrative | <input type="checkbox"/> | <input type="checkbox"/> |
| function 1. Evocation (# precision) | <input type="checkbox"/> | <input type="checkbox"/> |
| f2. Social link establishment | <input type="checkbox"/> | <input type="checkbox"/> |
| Step 2 = 2d narrative | <input type="checkbox"/> | <input type="checkbox"/> |
| f1. Self representation separated from the environnement | <input type="checkbox"/> | <input type="checkbox"/> |
| f2. Cooperation to produce /to work | <input type="checkbox"/> | <input type="checkbox"/> |
| Step 3 = decryption of micro-decision dynamics | <input type="checkbox"/> | <input type="checkbox"/> |
| f1. Discover oneself's as an actor/decisions taker | <input type="checkbox"/> | <input type="checkbox"/> |
| f2. Discover ones strategy | <input type="checkbox"/> | <input type="checkbox"/> |
| f3. Discover ones consistency (goals/means) | <input type="checkbox"/> | <input type="checkbox"/> |
| Step 4 = focus on a decision | <input type="checkbox"/> | <input type="checkbox"/> |
| f1. Increase PA/ capacity to adjust decisions to specific situation | <input type="checkbox"/> | <input type="checkbox"/> |
| f2. Decrease guilt feeling | <input type="checkbox"/> | <input type="checkbox"/> |

TEMPLATE - RMM APPLICATION SESSION n°.....

TRAINING OBJECTIVE

Integrate RMM (steps & functions) to combat dropout and increase the actors competences (teachers, pupils ...)

MEANS

1. Experience the 4 steps of the RMM

*from a concrete situation the trainee was involved in in application of selected steps of the method

Reminder!
Expert (1)
Advanced (2)
Intermediate (3)
Beginner (4)

Observations and Comments

Precise the combination of doing and understanding:

For example:
 Understanding without doing
 Doing without understanding
 Combination of doing and understanding in "real time"

2. Pedagogical part & evaluation based on the current interview + the interview led by the learner

(required to integrate the RMM process)

x = quote

(x) = *emerging*

Mental replay of recently completed RMM interview (trainer/ref 1)

Describes steps of recent RMM interview ; Identify, deduce correlative functions

2.A understand (current session)

2.B Do (described interview)

| | Yes | No | Yes | No |
|---|-----|----|-----|----|
| 1st step = 1st narrative | | | | |
| function 1. Evocation (# precision) | | | | |
| f2. Social link establishment | | | | |
| Step 2 = 2d narrative | | | | |
| f1. Self representation separated from the environnement | | | | |
| f2. Cooperation to produce /to work | | | | |
| Step 3 = decryption of micro-decision dynamics | | | | |
| f1. Discover oneself's as an actor/decisions taker | | | | |
| f2. Discover ones strategy | | | | |
| f3. Discover ones consistency (goals/means) | | | | |
| Step 4 = focus on a decision | | | | |
| f1. Increase PA/ capacity to adjust decisions to specific situation | | | | |
| f2. Decrease guilt feeling | | | | |



| STEP: | LEVEL: |
|--|--------|
| To anticipate time (time factor) | |
| To give myself an objective (aim factor) | |
| To keep to the aim by selected operationalisation (means factor) | |
| To hold the "TAM" in any situation (overcome obstacles) | |