

# Facilitator's Guide

A guide through the Volunteer Student Development Group Planning  
Training Part I



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# Volunteer Group Training Workshop Agenda

**Location:** Richardson West Junior High School

**Date:** 08-14-21

**Time:** 60 minutes

## Agenda Items

<b>Time</b>	<b>Agenda Item</b>	<b>Location</b>
[5 minutes]	<b>Introduction Section</b> <i>Introduction memes, Training scope, Learner takeaway</i>	<b>RWJH Library</b>
[10 minutes]	<b>Student Information Section</b> <i>Overview, Student interests/examples, Student behavior/examples</i>	<b>RWJH Library</b>
[5 minutes]	<b>Activity I</b> <i>Listing students' current interest and behaviors in pairs</i>	<b>RWJH Library</b>
[5 minutes]	<b>Group Purpose Section</b> <i>Overview, Examples</i>	<b>RWJH Library</b>
[5 minutes]	<b>Activity II</b> <i>Describing group purpose, Individual activity</i>	<b>RWJH Library</b>
[15 minutes]	<b>Core Topic Section</b> <i>Overview, Core topic definitions, Core components, Examples</i>	<b>RWJH Library</b>
[10 minutes]	<b>Activity III</b> <i>Core topic discussion in pairs</i>	<b>RWJH Library</b>
[5 minutes]	<b>Conclusion</b> <i>Re-visit takeaways, Post-training activity</i>	<b>RWJH Library</b>

## Training Overview

Welcome Facilitators!

We are glad to have you guiding our volunteer training. The purpose of our training is to help volunteers grow in their skills of planning relevant group sessions for our student development groups. This guide walks you through Part I of our student group planning training. Part I covers the critical concepts of understanding the purpose of our student groups, identifying relevant information about students, and identifying the core topics and core components that our student groups cover. These are all foundational to planning student group sessions and we want all of our volunteers to leave with a solid grasp of these concepts. In order to do this, they will need to understand their students, their groups, and understand our core topics. It is important that our volunteers see the relevance and importance of our training today. To do that, we have put together real life examples and practical activities for each section of the training. As the facilitator, you bring relevant experience on this topic. Please prepare to share from your own experiences and expertise on working with students. The more relevant the examples and content are to the students, the more value our volunteers will place on learning this content. We will walk through this in more detail with each section, but we want all facilitators to think about the content through the lens of their own expertise to make this training experience as engaging as possible for our volunteers.

This guide is a step-by-step breakdown for running a full training session. It goes through the set-up and pre-training activities and details each section or “cluster” of the content. Each cluster of content includes the presentation content that the facilitator will present, examples to use, practice activities for the learners. All materials for the training can be found in the Appendix section [A-E]. Please view this guide fully and be prepped on all pre-training, training and post-training activities. Please reference the Table of Contents Page, as needed. For any questions regarding the training or this guide, please contact the program manager of the campus where your training is planned.

## Facilitator's Guide Overview

The Facilitator's Guide walks you through everything you need to know to prepare for the training session. The guide goes chronologically through pre-training, training and post-training information. The Appendixes provide the materials for the training and will be further explained on the Training Materials Overview Page. This page walks through key areas that are helpful to consider as you get started.



**Checklists:** All checklist sections serve as practical lists for the facilitator to “check off” as they go through the planning process for the training. These lists exist heavily in pre-training activities.



**Training Presentation Section:** These sections will guide you through the training content that you are responsible for presenting. Details on what to present and which slides to go through are provided.

**☑ Motivation Check:** This section is typically after the training presentation and activity sections. It guides you through how learner motivation is addressed in the presentation and activities. It also provides tips with how to increase learner motivation as the facilitator. We are using the ARCS Model as the theoretical basis of learner motivation in this training (Dick and Carey, 2015). The ARCS model walks through major area of motivation for learners, including attention, relevance, confidence and satisfaction (Dick and Carey, 2015). The specific areas of ARCS addressed in each section are provided as well.

**Ⓐ Activities Sections:** These sections contain the descriptions and information for each activity learners will complete during the training. All activities are included in the Volunteer Packet. The corresponding pages will be provided.

**✓ Facilitator Check:** This provides information on how the facilitator can assess and evaluate the activities. Checklists are provided in this section as needed.



## Training Materials Overview

All training materials are provided in the Appendixes [A-E] of the Facilitator's Guide. The exception is the training presentation via Google Slides, which has been provided via link in Appendix C and will also be emailed to each facilitator. This page presents a quick overview of the training materials that you will use to present the training. Facilitator's can use this page as a checklist to ensure they have reviewed and understood all materials for the training.

### The Pre-Training Questionnaire [Appendix A]

Appendix A provides a link to the pre-training questionnaire along with a copied list of the questions and answers to the Questionnaire. The facilitator can use Appendix A to view the questions and the answers. **The completed Pre-Training Questionnaires will be emailed to the facilitator by the program manager prior to the training.** Please utilize Appendix A to familiarize yourself with the Pre-Training Questionnaire and the correct answers only.

### The Volunteer Packet [Appendix B]

Appendix B provides the Volunteer Packet. The Packet should be printed off for each learner prior to training. This contains all of the notes and activities that learners will walk through as you present. Learners will keep this packet and use it for Part II of the training. Please familiarize yourself with the Volunteer Packet.

### Training Presentation [Appendix C]

This is the largest part of the materials for the training. The training presentation is a Google Slides presentation that is provided via link in Appendix B. A copy will also be emailed to all facilitators. The "About the Training Presentation" section of this guide will provide further details. Please review the training presentation fully prior to the training.

### Post-Training Activity [Appendix D]

The Post-Training Activity needs to be printed off for each learner prior to the training session. An answer key has also been provided for the facilitator to reference to better understand the activity. The facilitator will **not** be reviewing the Post-Training Activity. The answer key has been provided for reference only.

### Evaluation Questions (for pilot testers) [Appendix E]

This needs to be printed off and provided for pilot testers of the training only. Please ensure all pilot testers complete this directly following the training session.

### **Pre-Training Activities**

Prior to the training, the facilitator should walk through the following steps. Please set aside plenty of time to read through the guide and set up the materials for the workshop. We recommend setting aside two hours to prepare.

#### **Prior to Workshop To-Do's**

- Read through the entire Training Presentation [link in Appendix C] along with the Facilitator's guide.
- Read through the Volunteer Packet [Appendix B] and familiarize yourself with its content
- Review the completed Pre-Training Questionnaire. Please check for entry skills in questions 1-5.
- Set up the library area with the projector and all printed materials. Tables and chairs should be arranged to face the screen for ease of viewing the training presentation.

#### **Materials to Print**

- Copies of the Volunteer Packet [Appendix B] (1 per learner)
- Copies of the Post-Training Activity [Appendix D] (1 per learner)
- Pilot Evaluation [Appendix E] (1 per pilot tester)

#### **Learner Needs**

- Please note any learner's needs in pre-training questionnaire (questions 10-13)
- Communicate directly with learners who have made special requests
- Send electronic materials to learners who have requested it (question 12) prior to the start of training.

#### **Who to Contact:**

A list of persons to contact prior to the training if you are having any issues

1. Access to the School: contact the program manager of the campus
2. Setting up Library Equipment: contact the librarian of the campus

3. Questions regarding learner needs: contact the program manager of the campus

### **About the Training Presentation**

The main form of media for the training is the Google Slides Training Presentation. As the facilitator, you will present the training presentation in-person with the learners. It is important that you take the time to familiarize yourself with the presentation prior to presenting it.

Specifics regarding the content and activities of each section can be found on the following pages. It is important to note that the training presentation uses animation to present information. Please start by viewing the training presentation and reading the “presentation notes” under each slide. This will instruct you how many times to click per slide and what information it will display. *Please practice with this prior to the training.* We want to limit the information on the slides as we are presenting. This will help our learners be able to focus without becoming overwhelmed by information. Please present the information on each slide one at a time according to the animation click through. As you read through the content information and practice the presentation, consider the following To-Do List below.



#### **Training Presentation To-Do's**

- Read through all content sections presented in the Facilitator's Guide.
- Review the training presentation and read through all presentation notes on the Google Slides
- Click through the presentation in “Presentation Mode” to familiarize yourself with the animation effects.
- Consider how your professional experience may be relevant to the learners. Are there ways you can personalize your presentation?
- Practice presenting! Consider how you will engage the learners with how you present (i.e. eye contact, tone of voice, answering questions, relevant examples, etc.)



## Introduction Section

5 minutes

Training Presentation Slides 1-7

Student Grouping: Whole Group



### Training Presentation Content

**Introduction Overview:** *Begin the workshop by initiating the importance of volunteers planning our student development groups. Volunteers are attending Part I of the training because they have a history of working with our students and have developed a good rapport with students. Their ideas for planning student groups will be valuable. Part I of the training focuses on the foundational knowledge about our student groups and the core concepts behind our groups. We want all volunteers to feel confident in this knowledge so that they can plan effective groups. Specifics of the content can be seen below.*

**Introduction Memes (Slides 2-5):** Welcome volunteers and introduce them to the training using a set of four memes found on the training presentation. These memes link the purpose of the training (planning a group session) with common feelings the learners might have about the topic. The purpose of this introduction is to make the training relevant by acknowledging how the learners may be feeling. We want to end by reassuring our learners that our goal is for them to leave with confidence on the subject of group planning, which is why we are starting Part I of the training with foundational information. Please go through each of the four slides and click to display each meme (one per slide).

**Scope of Training and the Volunteer Packet (Slides 6 & 7):** Please take a moment to discuss the scope of the training. We will be covering three major topics today (student information, group purpose, and core topics/core components). Hold up the Volunteer Packet and ask learners to familiarize themselves with the Packet. Please point out the Packet goes in chronological order and is for the learners to keep and use after the training. This is meant to be a brief section to orient the learners to the training and help them see the larger scope. After presenting slide 7, please focus on the learner takeaway question within the Volunteer Packet. Direct the learners to page 3 of the Packet and ask them to spend a minute writing down their personal goal or takeaway that they want to get out of the training. This should be brief and something the learner will come back to at the end of the training. Check to ensure all learners have one written down.

**☑Motivation Check**

Watch learners during the introduction section and observe for mood and questions. It is important that the learners understand the scope of the training and how to use the Volunteer Packet before jumping into the content. Emphasizing the larger purpose of this training is a large way to increase the satisfaction of the learners. This training is very foundational to how we plan our student groups and content. Learners will not do the actual planning today, so we want to focus on highlighting the relevancy of the training content where we can. The introduction section is a great place to start that. The personal takeaway is largely motivational as it can increase intrinsic interest and motivation in the learners as they set their own goals for the training.

**ARCS Model Areas:** Attention and Relevance

**Student Information Section**  
10 minutes  
Slides 8-10  
Student Grouping: Whole Group



**Training Presentation Content**

**Overview of Student Information Section:** *The first step in planning content is to know our audience. For us, that is our students. We always want our group sessions to be relevant to the current group of students that we are working with. These are areas our volunteers can excel at. Given their work with students, volunteers tend to have quality information on what is relevant and what works when working with students. In this section we are going to take the volunteers' knowledge of students and apply it to helping identify students' interests and behaviors. Please see below for specifics on content.*

**Student Information Overview (Slide 8):** Begin by directing learners to the Student Information Section Notes of the Volunteer Packet (page 5). You will begin the presentation by presenting that relevant information on our students is where we start with all of our group planning sessions. Prompt the learners to consider why it is important to understand the students in their group. Do they have any thoughts on this? Then explain that we do this because our groups have a student-centered approach and we want to keep our group meetings as relevant as possible. It is important that learners understand creating content that is relevant to our students is the foundation of what we do. We are student-centered, not content-centered in our approach. The more that we focus on students, the more relevant our content will be.

**Student Interests/ Student Behaviors (Slides 9-11):** These slides will include the difference between student interests and behaviors (slide 9), student interests categories, examples and how to identify student interests (slide 10) and student behavior examples and how to identify student behaviors (slide 11). Please focus on the examples on slides 10 & 11, as they are all practical and taken from real and relevant situations. Examples are a great way for learners to relate to the content and see the practicality of it. Encourage learners that they have a lot of experience with our students and that they have relevant information about the students. We want the learners to be thinking of the information they already know about the students in their group. This is just a new way for learners to take the information they have and put it together to help with group planning. Verbally verify with learners that they understand how to identify their students' interests and behaviors before moving on.

**☑Motivation Check**

This section uses a meme to keep learner's attention (*Mean Girls Mom Meme*). It utilizes animation on the training presentation to keep the amount of information helpful to the learner. Relevant examples help learners see how this section links to their work with students. This is a great section to remind learners of their expertise in working with students and to encourage them to apply their prior knowledge to this section. This can help learners feel that the information is relevant to them and increase confidence as they learn this new skill set.

**ARCS Model Areas:** Attention, Relevance and Confidence

## Activity I

5 minutes

Slide 12

Student Grouping: Pairs

### Activity Description

**List Student Interests/Behaviors (Slide 12):** Have learners turn to page 6 of the Volunteer Packet. Pair learners off according to the student groups they volunteer with. In other words, learners should be with a partner who volunteers with their same student group. Pairs will be listing 3-5 examples of student interests or behaviors that are relevant to their students. The pairs should also provide brief statements of why their list is relevant to their students. Directions are on both slide 12 and on page 6 of the Volunteer Packet. Please give learners five minutes to complete the activity. Go around and verify that pairs are completing the lists and have relevant reasons.

### Facilitator Check

If you need help differentiating relevant lists, please consider the following checklist as you walk around and check the learners' work:

Volunteer can explain why the listed interests are relevant to the current students.

Yes    No

Listed behaviors came from observations or relevant conversations with students or the program manager.

Yes    No

Listed student interests are school appropriate.

Yes    No

### Motivation Check

This activity is meant to be very practical to the learners. They should be using their prior knowledge and the information during the presentation to identify information about their current students. This activity can help increase satisfaction in the learners as they see that they are growing in this skill set and that they have the expertise to make judgment calls on relevant information for students in their groups. This is a great place to verbally encourage the learners and reinforce this skill set with them.

**ARCS Model Areas:** Relevance, Confidence and Satisfaction

**Group Purpose Section**  
5 minutes  
Slides 13-15  
Student Grouping: Whole Group



**Training Presentation Content**

**Group Purpose Section Overview:** *Now that we have a foundational understanding of our students, we can move onto the larger idea of understanding the purpose of our student development groups. Why do we run these groups? What are we trying to accomplish? Our groups are always linked to the larger mission of our organization. We want to understand the larger purpose of our groups so that we can plan content that matches the larger purpose of the group.*

**Group Purpose (Slides 13-14):** Now that learners have an understanding of the students in their group, we are bringing the conversation back to the purpose of the student groups. Slide 13 brings back up the overview of the training and circles the section “group purpose”. Show learners this slide to help learners visually see the whole picture of the training again and visually understand where we are at in the training. Encourage the learners to take notes on page 7 of the Volunteer Packet. Slide 14 will discuss with the learner why we run our student groups. There are two areas to focus on: the mission statement and the core topics. Present that all of our groups are aligned with the mission statement. This is a good place to remind the learners that they already know the mission statement from prior trainings and that they can reference the mission statement on page 4 of the Volunteer Packet. Encourage the learners to start to consider how their student group aligns with the mission statement. Then present two examples that illustrate two different student groups and which part of the mission statement they illustrate (slide 15). It also provides one example of a written group purpose statement. Click to access each example. Access one at a time to prevent overload and keep information on the screen at a minimum. Verbally verify that learners understand how each example aligns with the mission statement before moving forward.

**☑ Motivation Check**

This section highlights prior information for the learners as well. Learners should be reminded that they know the mission statement. This has been verified on the Pre-Training Questionnaire. Learners should be encouraged to use their prior knowledge to shape the purpose of their groups. The examples should help clarify this section and help the learners to see our student groups in a larger light. Each group exists to work towards a larger purpose with our students. This can be highly motivating to our volunteers. Our groups, when well planned, are not just fun hang out times for students. They are helping us accomplish large goals with the students. Volunteers are often excited to make this connection and this can increase intrinsic motivation and satisfaction of the learners.

**ARCS Model Areas:** Relevance, Confidence and Satisfaction

**Activity II**  
5 minutes  
Slide 16  
Student Grouping: Individual

**Ⓐ Activity Description**

**Group Purpose Statement (Slide 16):** direct learners to page 8 of the Volunteer Packet. Directions for the activity will be on the presentation slide and in the Volunteer Packet. Learners will write a 1-3 sentence description of the purpose their student group. Learners will complete this activity individually and check their activity using the Self-Check Checklist at the bottom of page 8.

**✓ Facilitator Check**

The purpose of this activity is to assess that learners can describe the purpose of their group and link it to the mission statement. We also want learners to start to monitor their own progress and understanding by using the Self-Check Checklist. Learners will largely be self-assessing during this activity. However, it is important to walk around and check for signs of confusion or frustration in the learners. Please make sure they are checking their work using the Self-Check Checklist and verify that the purpose statements are linking to the mission statement.

**☑ Motivation Check**

This activity helps learners build the skill set of understanding and describing the purpose of their group. This is an important skill set to have as learners continue to plan group sessions for students. The Self-Check Checklist is geared towards helping learners increase satisfaction through intrinsic motivation and building confidence in their skills and abilities. The facilitator should also walk around and provide verbal encouragement during the activity to increase satisfaction in this skill.

**ARCS Model Areas:** Confidence and Satisfaction



## Core Topics and Core Components Section

Slides 17-26

20 minutes

Student Grouping: Whole Group



### Training Presentation

**Core Topics Section Overview:** *Now that we have a firm grasp on who our students are and the purpose of our group, we are going to shift our focus to the content of our groups. When we are planning activities and curriculums for our groups, there are four core areas of student development that our groups focus on. This will likely be the volunteers' first time formally hearing about these topics. However, it is helpful for volunteers to think of their work with students and start to make the connection to how they have seen these core topics in their own student groups. Our main focus is to help volunteers have a practical understanding of the topics, not to memorize definitions. Once they understand what these topics are and the components that make up each topic, volunteers can use them in their group planning. This section will be information dense, but we want to make sure everyone has a good understanding of our core topics and components before we move on to the planning stages. Please see below for specifics on content.*

**Introduction to the Core Topics Section (Slides 17 & 18):** Slide 17 presents the scope of the training again. You can click slide 17 and it will circle the section Core Topics for visual aid to the learners. Once you have introduced the topic, please discuss the Core Components Guide within the volunteer packet (slide 18). Instruct learners to turn to page 9-10 of the Volunteer Packet while you are explaining the Guide. Learners should be instructed to do two things: label each definition on the guide with the correct term and list all core components for each core topic. Slide 18 explains the instructions for each; please click the slide to bring up the instructions for each one. Ensure learners understand how to use the Guide before moving on. Encourage learners that this is a tool that they can take with them and continue to utilize as they plan their groups. This can help learners gain satisfaction as they see the relevance of these tasks.

**Core Topics (Slide 19-21):** Slide 19 provides a visual overview of the four core topics. Click through to bring up the name of each core topic. This is a good overview that can help the learner visually see the core topics. Slide 20 & 21 presents the core topics with their definitions. Please present each core topic one at a time. Click on the presentation to bring up the core topic and its definition. Please do this one at a time to not overwhelm the slide and the learner with too much information. Discuss the topic and the definition. It is a good idea to let learners know that these are the broad topics that our groups cover, but they have many components that make up each topic. You can also discuss that these are not the only ways to define each topic, but these are the definitions that we have found helpful. Verify that learners have labeled each definition on their Core Components Guide before moving on.



### Training Presentation Continued

**Core Components (slides 22-26): This is the densest section of the presentation.** It is good to let the learners know this and to encourage the learner that understanding these core components will help with planning relevant student group sessions. Introduce why we have core components (slide 22) and then move on to presenting the core components of each core topic (slides 23-26). There will be one slide per core topic. Each slide has a meme or gif related to that topic to engage the learner through this section. Please briefly point to the meme/gif to capture the learner's attention before presenting the core components. Each slide lists *all* the core components of one topic with examples of how the core component may look in student activities. Please present one core component with its examples at a time (most topics have six core components attached to that topic). It is important to discuss one core component at a time and to click and bring up each core component as you are presenting it. This will keep the slide from being too busy with information and overwhelming the learners. The examples should help link the information to prior knowledge that the learners have. This is a great place to encourage the learners to think how they have seen these core components in their own student groups. Another option is to talk through a couple of your own experiences as you go through this section. Learners love to hear real stories about students and student groups. Thinking through 1-2 real experiences you have with these core components and sharing them as you present can be helpful in retaining attention. An example of a talk through story will be provided below, but the facilitator may change the story at their own discretion.

**Talk through story example:** *For example, when working with a girl's mentoring group, many students were hesitant to talk and share. We started with self-esteem activities centered on students getting to know themselves and then share the information with the group. These activities focus on self-worth and helped students to get comfortable sharing with the group.*

It is important to move at a reasonable pace throughout this section. There is a lot of information and we want to spend enough time that learners are hearing the information and the example; however, it is easy to get bogged down on every example. Please keep time in mind during this section and concisely present the examples and your own stories. Please verify that learners have listed the core components of each core topic on their Volunteer Packet before moving on.

### Motivation Check

Motivation in this section is key to learner engagement. This area will be a lot of information and most learners don't want to hear a long training about definitions. It is important from the beginning to make this section relevant for the learners. Helping learners understand the larger purpose behind this section does this. Our core topics are the content that these learners will plan group sessions around in the future. They do not need to memorize this information, but they do need to understand it and be able to identify it. Explaining this to the learners can go a long way. Additionally, the memes/gifs serve to keep the learners attention and to help keep this section relatable and fun. Make sure the learners see these as you present. The final area of motivation will be in the examples. The examples provide the learners a way to see how each core component can link to future content for their student groups. This is highly relevant to the learners and it is important to present the examples. Our learners are most motivated by the students. If they can see the link to learning this information with helping the students, this will go a long way in increasing intrinsic motivation and overall satisfaction in the learners.

**ARCS Model Areas:** Attention and Relevance

### Activity III

5 minutes

Slide 27

Student Grouping: Pairs (random)

#### Activity Description

**Core Topic Discussion (Slide 27):** learners should be directed to page 11 of the Volunteer Packet. Learners will complete a discussion in pairs. Please assign the pairs randomly. It is beneficial for learners to talk with volunteers outside of their specific group for this activity. Discussion questions are provided on the slide and on page 11 of the Packet. There is space on page 11 for learners to take notes and jot down ideas as needed. Please monitor these discussions. We are looking for learners to be linking the core topics and core components to their groups and students.

#### Facilitator Check

This is an assessment section to ensure learners are able to understand the core topic enough to apply them to their students.

You may utilize the following checklist to help as you monitor the discussions:

Are learners discussing examples of their student groups?

Yes  No

Are the examples discussed aligned with the definitions of the core topics or core components?

Yes  No

#### Motivation Check

This activity helps to bring relevance to the core topics and core components. We want learners to take all of the information they heard and apply it to their relevant context. This helps learners make links from the topic to their work. It also helps learners build confidence in these skills as they discuss and get ideas from one another. Seeing how the core topics are relevant to their student groups can also help increase intrinsic motivation in these learners.

**ARCS Model Areas:** Relevance, Confidence and Satisfaction

**Conclusion Section**  
5 minutes  
Slide 28-30  
Student Grouping: Whole Group



**Training Presentation**

**Conclusion Overview:** *We have reached the end of our training time. We want to wrap up by reminding everyone what we have discussed today. Throughout this training, learners have identified and listed relevant information about their students, described the purpose of their groups and identified core topics/core components. Learners should be proud of all they have accomplished today. This is Part I of our group planning training, so we don't expect the learners to understand how to plan a group session, but we want to make sure they feel confident in identifying student information, their groups' purpose and core topics. At this point we will check this by giving learners the Post-Training Activity to be filled out within a week. Encourage learners that they have the skills to complete this activity and that it covers everything they have learned and practiced here today.*

**Wrapping Up the Training (Slide 28):** Revisit the three main topics of the training as presented on the slide. This is a good visual overview of the entire training. Briefly explain how all of these topics are linked together in allowing volunteers to start planning relevant topics for their group sessions. Remind learners that they will jump more into the practicality of group planning during Part II of the training. Briefly ask learners to re-visit their takeaway from the beginning of the training. They can do this on page 12 of the Volunteer packet. Ask learners to consider how they feel about this takeaway. Do they feel they have accomplished this goal? Please give them a minute to do this.

**Post-Training Activity (Slide 29):** Begin by passing out the post-training activity and explaining the activity. Learners should be instructed to follow along while you discuss the activity. Point out that learners will take this activity home and complete within a week, learners will be going through various scenarios and identifying core topics, core components and relevant ways to collect information on students. The activity is meant to review everything we have done in the training and help learners see these topics in a relevant setting. Learners should be directed to turn in the activity to the program manager. Encourage the learners that they have the information they need to complete the activity and have seen all parts of the activity during the training today. Please allow learners with questions to stay after the training and discuss their questions or concerns.

**☑ Motivation Check**

The conclusion of the training is still important to learner motivation and satisfaction. Presenting the overview of the training is a great way to help learners see what they have accomplished today and increase their satisfaction in the training and the work that they put into it. The re-visit of the personal takeaway is highly important to learner satisfaction. We want learners to see that they grew in the ways they wanted to grow during the training. The Post-Training Activity is our post-test for the learners. It is important that they are encouraged and motivated to complete the activity. Extrinsic encouragement and reminding learners that they have the skills to complete this activity can go a long way in helping learners to do the activity.

**ARCS Model Areas:** Confidence and Satisfaction



### **Post-Training To-Do's**

Please stay after the training and make sure the following is completed

- All learners have a copy of the Post-Training Activity
- Learners' questions have been answered and recorded
- Put away the projector and re-arrange tables and chairs as they were
- Send a debrief email to the campus program manager with any relevant details about the training. Include any pertinent questions that the learners may have had.

Thank you for facilitating today's training. We are excited to see what this training will do for our volunteers and our student groups. This training is vital to helping our volunteers plan and run relevant groups for our students. The program manager will review the Post-Training activity and the follow-up with the learners. Please let the campus manager know if you had any concerns or thoughts regarding the training today.

### Reference

Dick, W., Carey, L., Carey, J. (2015). *The Systematic Design of Instruction* (8<sup>th</sup> ed.).

Upper Saddle River, NJ: Pearson.



## Appendix A Pre-Training Survey

A link to the survey can be viewed below. Also, all the questions and answers to the questionnaire can be viewed below. The program manager will send the facilitator all Questionnaire answers prior to the training. Please review the answers to check for entry skills (questions 1-3), a pre-test of the training skills (questions 4-9) and the learners' needs (questions 10-13). Please review the answers to better understand the background knowledge of the learners. Please reach out to any learner with indicated needs *prior* to the training.

### Questionnaire A1

Link: <https://docs.google.com/forms/d/1kPCcmMP599dtb1nCT2h-BdmVfqNDspcwYi7iRkly8JI/prefill>

### Questionnaire A2

#### Volunteer Questionnaire

Pre-training survey. Please answer all questions prior to our training day.

#### 1. Please identify the organization's mission statement from the list below.

1. The organization's mission is to provide students with a supportive community to stay in school.
2. The organization's mission is to create and support one-to-one mentoring relationships that ignite the power and promise of youth.
3. The organization's mission is to inspire students to be joyful, healthy and confident using a fun, experience-based curriculum, which creatively integrates activities.
4. The organization's mission is to create programs based on the intellectual, physical, and social needs of youth that enhance character and are educational and fun.

**Answer: #1**

#### 2. Look at the list below and select any information that is accurate to the demographic group of your students. Select ALL that apply.

- Female Only
- Male Only
- Mixed Gender

- Ages 11-13
- Ages 13-15
- Group comes from behavior referrals
- Group comes from academic referrals
- Majority of students on free and reduced lunch

**Answer:** Boxes 3, 4, 6 and 8 needs to be selected

**3. Which of the following options is NOT a value of the organization?**

- A one-on-one caring relationship with an adult
- A safe place to learn and grow
- A healthy start in life
- Enriching activities to grow a sense of self

**Answer:** Option #4 should be selected

**4. Which of the following is NOT an area our groups directly address?**

- Academic Support
- Emotional Development
- Enrichment
- Mentorship

**Answer:** Mentorships, Answer 4 should be selected

**5. Which is NOT a core component of our student groups?**

- Self-esteem
- Career Development
- Healthy Relationships
- Positive Communication
- Enrichment

**Answer:** Career Development, Answer 2 should be selected

**6. Select if the following statement is true or false: Self-esteem can be defined as self-respect.**

- True
- False

**Answer:** True

**7. Please select ALL components that make up the concept of Enrichment.**

- Self-care
- Professional Development
- Learning Something New
- Motivation
- Resilience
- Thinking Critically
- Diversity and Social Interaction
- Boundaries
- Communication
- Confidence

**Answer:** All boxes EXCEPT communication and confidence should be selected

**8. In a healthy relationship there can be an imbalance of power.**

- True
- False

**Answer:** False

**9. The best way to pick an activity for your group is to consider what you are interested in planning.**

- True
- False

**Answer:** False

**10. How are you feeling about the upcoming volunteer training?**

- Excited
- Willing to attend
- Not looking forward to it
- Unsure

**Answer Note:** please make sure to consider the feelings and emotions of the learners coming into the training.

**11. Do you need any additional visual or auditory aid for the training? Please note, if you answer yes to this question, the facilitator of the training will email you directly.**

- Yes
- No

**Answer Note:** Please email all learners who check “yes” to this question

**12. If you answered yes to the question above, would you like to be emailed an electronic copy of the materials for the training?**

- Yes
- No
- N/A

**Answer Note:** Please email a copy of the Google Slides Training Presentation and the Volunteer Packet to all learners who answer “yes” to this.

**13. Do you require a sign language interpreter for the training?**

- Yes
- No

**Answer Note:** Please reach out to program manager and communicate this need of the learner.

## Appendix B

### *The Volunteer Packet*

The packet is provided to every volunteer who attends the training. Learners should receive hard copy print offs of the packet unless otherwise requested. Please print off on a new document so that the page numbers are accurate to the ones on the training module. The Volunteer Packet begins on the next page.

# **The Volunteer Packet**

A walk through guide to your volunteer training

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## Welcome to the Group Planning Training Part I

We want to welcome you to the volunteer training! We are so glad you have joined us today as we work on understanding how to best plan our student groups. We're going to go through a lot of information today and we want every volunteer to have one space to work through all of the materials. This volunteer packet is yours to keep and to use. We will be taking notes and completing all activities within the packet. As you move forward into Part II of the training, we want the packet to be something you can continue to utilize and come back to at any time.

Sincerely,

The Volunteer Team

Before we get started, we want you to take some time and think about your goals. What are your reasons for being here today? Please take a minute and jot down one takeaway you want to see come from this training. It could be anything! Examples include: understanding our student groups better, understanding the core topics the groups are designed around, learning how to start planning student groups, etc. Feel free to write your answer in the space below. We will re-visit your takeaway at the end of the training and see what you think!

### Takeaway for Today:

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## Program Overview



### Campus Fast Facts

**Student Ages: 11-13**

**Grade Level: 7<sup>th</sup>-8<sup>th</sup>**

**School: Richardson West Junior High (RWJH)**

**Technology Magnet School**

**Title 1 Status: Yes**

#### Demographic Breakdown:

**Hispanic: 52.2%**

**White: 28.3%**

**African American: 12.8%**

**Asian: 4.1%**

#### Identified Campus Needs

**High need components: Educational enhancement, supportive guidance and enrichment**

**Moderate need components: Parental and family involvement and health and human services**

### Educational Groups

- Girls Exploring Math and Science (GEMS)
- BLAST
- Answer Key

### Guidance Groups

- Boss (Leadership development)
- Teens Offering Peer Support (T.O.P.S)
- My Sister's Keeper (healthy youth development)
- Public Service Announcement (PSA)

### Program Snapshot:

**Program Manager:** Lauren Stalford

**Program Manager Contact:** [lonestal@gmail.com](mailto:lonestal@gmail.com)

#### Mission Statement:

Our mission is to provide students with a supportive community to stay in school.

### About Our Groups:

Both educational needs and student guidance and enrichment are identified as high needs at RWJH. Our campus has a high rate of students failing core subjects and a high number of summer school attendance. Educational groups exist to target this need by providing groups to increase interest in relevant core subjects including math, science, technology and writing. These groups target increasing interest and creativity in these learning areas rather than direct subject tutoring. Our guidance groups target the need for student support and enrichment focusing on providing peer support, healthy youth development, and leadership development. All of our groups fall under the umbrella of youth development groups and target key parts of our mission statement and campus needs.

#### Student Needs:

**Support in school:** Supportive environment to increase relevance and motivation in school.

**Emotional Support:** Supportive guidance through several key areas of youth development.

**Behavioral Needs:** Common behavioral needs include poor social skill, gang activity, substance use, anger, and peer and family conflict



## ACTIVITY I

### Student Interests/Behaviors List:

Please list 3-5 examples of relevant interests or behaviors of your student group.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Why are these interests or behaviors relevant to your students? What information and resources did you use to come up with this list?

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## Activity II

### Group Purpose Statement:

Please write a brief statement (1-3) sentences describing the purpose of your student group. The purpose should clearly align with the mission statement. Please utilize your list of student interests/behaviors and the Program Overview sheet, as needed.

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### Self-Check Checklist:

Look over your group purpose statement and walk through the following checklist.

1. The group purpose is compatible with listed student interests  
 Yes  No
2. The group purpose statement is compatible with the mission statement  
 Yes  No
3. The group purpose mentions one of the following areas:
  - Providing enrichment activities for students
  - Providing academic support
  - Helping students gain life development skills

## Core Components Guide

Core Topic:

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Definition: “a confidence or satisfaction in one’s self; self-respect” (Merriam- Webster, n.d.)

Core Components

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Examples/Notes:

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Core Topic:

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Definition: The ability to share emotions, feelings, sentiments, and desires, through verbal or nonverbal cues, without offering hateful or undesirable responses (Brown, 2013).

Core Components

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Examples/Notes:

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## Activity III

### Core Concept Discussion:

Please discuss the following questions with a partner.

What core topic do you find relevant for your student group? Why?

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How have you seen the core topics relate to the students in your group? Please describe specific scenarios.

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Please describe how core components may relate to your current group of students.

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## Appendix C

### *Training Presentation Link*

Please use this link to access the Google Slides Training Presentation. You can view all the slides and practice using the “preview” button.

<https://docs.google.com/presentation/d/1KoPnKJSVJULn60rQe6pOtwxyuljRWm6iaD1ErYbY8Qc/edit?usp=sharing>

## Appendix D

### *Post-Training Activity*

The Post-Training Activity starts on the next page. Please print off for each learner prior to the start of training. The answer guide can also be found below for reference. Do **not** provide learners with the answer guide.

### Post-Training Activity

*The following questions presents scenarios of volunteers running student development groups. In the scenarios, the volunteers are identifying core topics, core components and deciding how to correctly identify student's relevant information about students. Please go through each scenario and answer the questions. You may use your Core Component guide.*

1. Students attending a student group are hesitant to talk and have a difficult time making eye contact. The volunteer running the group wants to help the students build **confidence**. The program manager is focusing on which **core topic**?

1. Self-Esteem
2. Healthy Relationships
3. Positive Communication
4. Enrichment

2. A volunteer is explaining the meaning of a **healthy relationship**. The volunteer says a healthy relationship must have an equal balance of power between partners. Is this true or false of a healthy relationship?

- A. True
- B. False

3. A volunteer is working on professional development curriculum by hosting a career day. What **core topic** is the volunteer addressing?

1. Healthy Relationships
2. Self-Esteem
3. Enrichment
4. Positive Communication

4. Decide if the following statement is true or false: A volunteer notices a lot of arguing within the student group. The volunteer decides to focus on curriculum related to **conflict resolution**. The volunteer is focusing on the core topic of **Self-Esteem**?

- A. True
- B. False

5. A volunteer is describing the definition of positive communication and says positive communication only involves verbal cues. Is the volunteer's definition of **positive communication** correct or not?

- A. Correct
- B. Incorrect

6. If a volunteer wants to talk to students about remaining an **individual** in his or her relationships, then the volunteer is addressing which **core topic**?

- 1. Self-Esteem
- 2. Positive Communication
- 3. Healthy Relationships
- 4. All of the Above

7. If you are addressing change, you are addressing Self-Esteem.

- A. True
- B. False

8. A volunteer wants to better understand the student's behaviors in his or her group. The volunteer starts observing how students act during group meetings. Is this a correct area to identify **student behaviors**?

- A. Correct
- B. Incorrect

9. Please identify if the following scenario uses best practices for identifying student interests: A volunteer is identifying **relevant interests** of his or her student group. The volunteer's kids used to love playing soccer. The volunteer thinks the students in the group would probably love soccer too, so he or she thinks about using soccer illustrations in student group activities. These interests are:

- A. Relevant for current students
- B. Irrelevant for current students

10. Please select if the following scenario shows identifying **relevant behaviors** of students: You have observed that the students in your Peer Support Group have been arguing during activities and it is difficult to get the group to cooperate. You decide that arguing and conflict are relevant behaviors for your current group of students.

- A. Relevant for current students
- B. Irrelevant for current students

11. Please select if the following scenario shows accurate or inaccurate topics chosen for a group: A volunteer wants to plan a group session around self-esteem. The volunteer decides an activity about **boundaries** would be a good choice to teach students about **self-esteem**.

- A. Accurate
- B. Inaccurate

12. A volunteer is describing the definition of enrichment and says enrichment is about **self-worth**. Is this an accurate definition of the core topic **enrichment**?

- A. Accurate
- B. Inaccurate

13. A volunteer is examining students' hobbies, school activities, and music and film likes and dislikes. This volunteer is identifying what type of **student information**?

- 1. Student Interests
- 2. Student Behaviors
- 3. The Group Purpose

14. A volunteer runs a student group that focuses on mentoring girls and helping the girls build positive relationships with their peers and each other. The volunteer is describing the purpose of the group and states that; “the group exists to surround students with a community of support”. Has the volunteer accurately identified the **purpose** of the group?

- A. Accurate
- B. Inaccurate

15. Please identify if the following is an **accurate** way to find the **purpose** of your student group: As a volunteer, you are looking at information to describe the purpose of your student group. You look at the mission statement to see how your student group aligns.

- A. Accurate
- B. Inaccurate

Thank you for completing the Post-Training Activity! Please turn your activity into your campus program manager. The program manager will discuss the activity with you.



**Post-Training Activity Answer Guide**

For Facilitator's Reference ONLY. Do NOT print or distribute to learners.

1. Answer: #1: Self-esteem
2. Answer: A: True
3. Answer: 3: Enrichment
4. Answer: B: False
5. Answer: B: Incorrect
6. Answer: #3: Healthy Relationships
7. Answer: A: True
8. Answer: A: Correct
9. Answer: B: Irrelevant
10. Answer: A: Relevant to current students
11. Answer: B: Inaccurate
12. Answer: B: Inaccurate
13. Answer: # 1: Student Interests
14. Answer: A: Accurate
15. Answer: A: Accurate

## Appendix E

### *Pilot Group Evaluation*

The evaluation starts on the next page. Please print off one copy for each pilot tester. Have all pilot testers complete the evaluation **before** leaving the pilot test training.

## Volunteer Group Planning Training Part I Pilot Group Evaluation

*Thank you for taking the time to participate in the run through of the Volunteer Group Planning Training Part I. We would love to hear more about your experience today. Please take a moment and answer the following questions. Please keep in mind the purpose of the pilot test today is to get quality data to improve the training. We appreciate all thoughts and feedback!*

1. Did you feel lost or confused at any point during the training? If so, were you able to ask for clarification?

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2. Do you feel the learning strategies (the presentation, discussions and activities) were helpful and appropriate for teaching the learning content?

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5. On a scale of 1-10, with 10 being fully confident, how confident do you feel in identifying core topics/components and identifying relevant student information?

1      2      3      4      5      6      7      8      9      10

6. Is there anything else you would like to see included in this training? Anything you would like to see less of?

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7. Do you feel the instructor came prepared for the training and had a good understanding of the training content?

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