# Design Document

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# Project Overview

## Introduction

Within adolescent education, the need for positive mental development and enrichment groups are imperative. As rates of adolescent mental illness continue to rise (Rawlett et al., 2019), students frequently need in-school support outside of traditional educational needs. One identified solution for these needs is to utilize the community to create concrete adolescent development programs (Rawlett et al., 2019). Currently, many school districts and campuses run adolescent development groups focused on self-development, peer support, self-esteem or student enrichment. These groups are often mandated by a district or encouraged by school administrators, school counselors and other key campus personnel. Additionally, some may be created by educational nonprofits to be run in schools. While these groups can go under varying names, they have overarching themes of providing safe emotional support, helping students grow in their understanding and development of key themes including relationship building, healthy communication skills, self-esteem development, and student enrichment. Both schools and communities have identified these areas and other similar areas as real needs within adolescent development (Rawlett et al., 2019). Furthermore, quality program planning has been linked to long-term success in teaching these topics to adolescent age students at a faster rate than groups and youth activities that do not have specified programming (Weiss et al., 2020).

While the need for and importance of adolescent development groups is clear, the larger question becomes who can plan and run quality groups. School counselors are often busy with scheduling, testing and emergency student issues to plan and run such

groups consistently. Therefore, it has become commonplace for teachers or community volunteers to take on the role of running these groups for students. Volunteers in schools and various educational nonprofits often have experience working with youth, but lack specific training on the subject matter content within these groups. Annual volunteer training often covers topics of required paperwork, logistics, company and schools' policies, and scheduling. However, concise training on how to understand these core concepts and properly plan, organize, and orchestrate such groups consistently is lacking. With research showing increased community involvement is critical to addressing issues in adolescent youth (Bowers et al., 2014; Rawlett et al., 2019), training community volunteers to plan and run these programs is a key step in meeting these identified needs.

**Learning Module**

This learning module will be planned as an hour-long training session for volunteers running student development groups. The module can be delivered as part of larger volunteer training day or weekends, or can be delivered on its own as needed. The module is best used for schools or educational nonprofits running various adolescent development groups. It is suitable for adult volunteers who have previous experience working with adolescent students and who have a firm understanding of the larger company or program's purpose and goals. Therefore, it is better suited for volunteers with experience rather than new volunteers. The meat of the training is in gaining the skills of selecting relevant concept topics for adolescent development groups. This skill will come from understanding each of the main concepts (relationship building, healthy communication skills, self-esteem development, and student enrichment). The larger intent is that volunteers will be able to use their understanding of the core concepts to

assist in planning group sessions that are relevant to the purposes of the group. As such, this training is seen as Part I to a two-part training regarding planning student group sessions. Part I will be detailed in this design document and will cover determining the purposes of student groups, identifying core group topics and components and selecting a relevant group topic to plan a student group session around. The application skills will be simple and in-line with the responsibilities of a volunteer. The training presumes volunteers have experience working with students, but are not educational or mental health experts and will be working under the supervision of experts. My plan is for this module to cover general topics that can be applied to groups that fall under the umbrella of adolescent development. Part of the training will encompass identifying individual group purposes and while the purposes of each group may vary, the foundational concepts and how to apply them remains consistent. I see this training being used in a variety of settings where the organization, school, or group desires utilizing their volunteer base for more purposeful program planning.

**Gap Analysis Diagram**

The need for the training module largely came from an SME approach. After working as a case manager for an educational nonprofit for five years where I was tasked with creating and running various adolescent development groups, I consider myself a subject matter expert on this topic. As a subject matter expert, I believe the need to better utilize community volunteers largely comes from the "gap" of volunteers having hands-on experience working with adolescents, but little prior knowledge on core group concepts and how to apply them to group programming. My identification of this gap comes from years of working with volunteers, understanding their general background

knowledge and analyzing how they generally approach working with students. Establishing a firm foundation in core group concepts in order to better plan and align group time and content with core concepts can benefit students attending these groups and yield better results in positive adolescent development.

| Desired Status | - | Actual Status | = | Need |
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| 100% of volunteer group sponsors can identify and explain foundational concepts taught in adolescent development groups and identify relevant student group information. | - | New volunteers typically have a background working with students/youth; however, the majority have no prior knowledge of mental and emotional health concepts related to student peer support group and have no practical experience planning said groups. | = | A training session to add to volunteer training that will allow new volunteer program sponsors to understand key aspects of adolescent support groups including: relationship building, healthy communication skills, self-esteem development, and student enrichment, as well as, identifying relevant information about their student groups (i.e. student interests, behaviors and the purpose of the group. |

**Instructional Goal**

The following is the created instructional goal statement:

Volunteers assisting in running youth development groups will be able identify relevant information about their student groups and identify core topics and core components accurately.

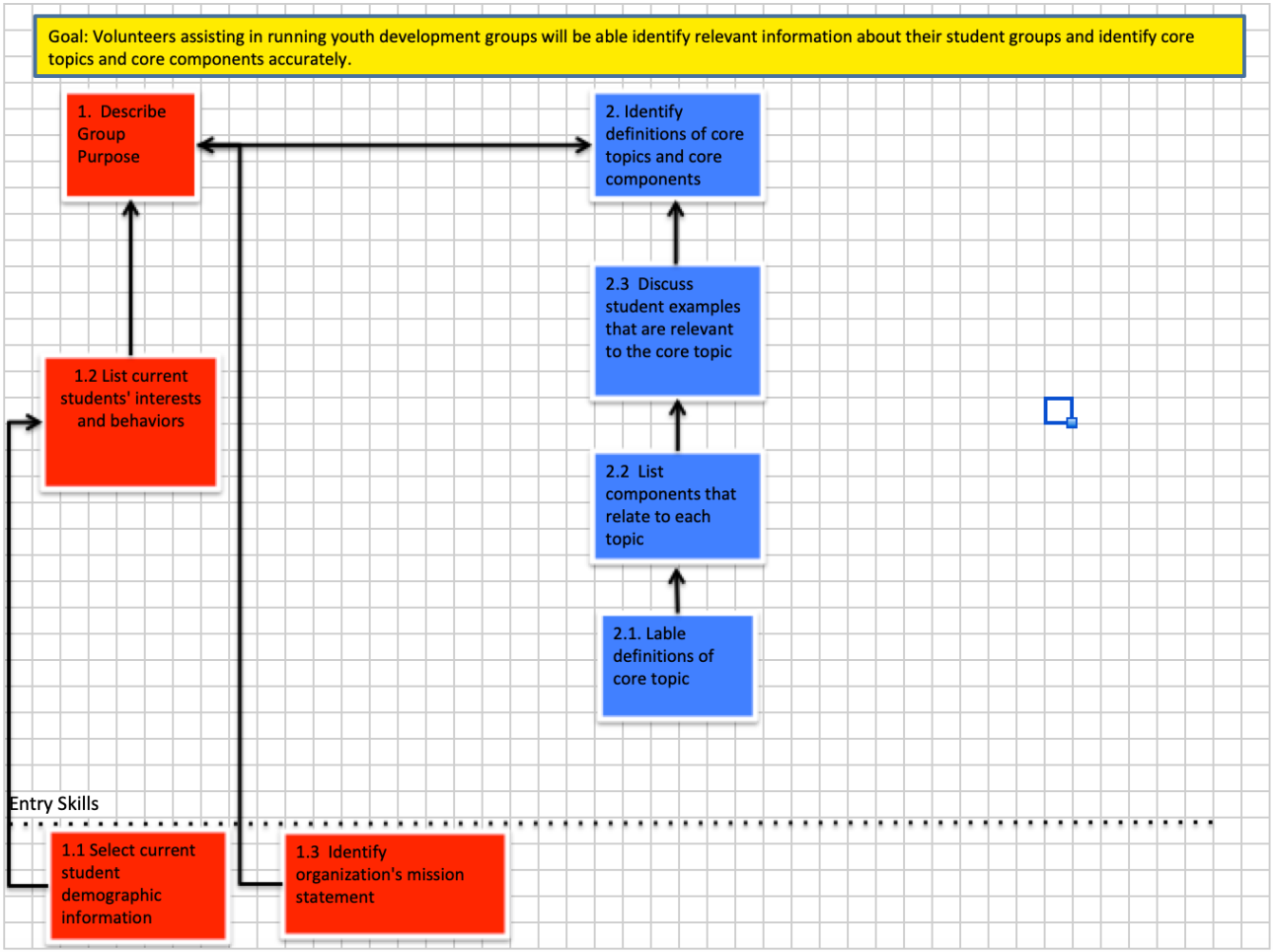
This training focuses on intellectual skills created by Gagne (1985) and identified in Dick and Carey (2015). Specifically, skills regarding learning concepts and ill-structured problem solving (Dick and Carey, 2015) are the focus of this module, as learners need to

master concepts of adolescent development support groups and apply these concepts in unclear environments that have no one “right” answer.

## Goal Analysis Diagram

Dick and Carey (2015) identify an average of 5-15 main steps for one-to-two-hour training sessions. Taking this generalization, I aimed to create steps to suite a one-hour training session. The three main steps I’ve landed on are an adequate number of skills to meet the learning goals while still being accomplished within the time frame. The steps chosen all have subordinate skills, typically 1-2, to properly address the main skills. While there are subordinate steps for each goal, their complexities vary depending on the step, with step two being the most complex.

The identified entry skills are essential for the steps as they help identify learners who are ready to complete this type of training. The entry skills enable the learner to have prior experience and understanding working with adolescent development groups and background understanding of the organization they are working with. The training is not focused on the skills of learning how to create and plan group activities (this will be done in Part II of the training), but rather assumes the learner has prior experience with student development groups and the skills are focused on selecting group topics from an understanding of the group and core concepts.


Goal: Volunteers assisting in running youth development groups will be able identify relevant information about their student groups and identify core topics and core components accurately.
1. Describe Group Purpose
2. Identify definitions of core topics and core components
2.3 Discuss student examples that are relevant to the core topic
1.2 List current students' interests and behaviors
2.2 List components that relate to each topic
2.1. Lable definitions of core topic
Entry Skills
1.1 Select current student demographic information
1.3 Identify organization's mission statement

# Analyzing Learning

## Learner Analysis

In a broad sense, the target audience for this training is volunteers of youth development programs who have experience working with youth at the middle school or high school level. There will be no more than 10 volunteers of varying backgrounds. Most will be college-age and all will have at least a year of experience volunteering at the middle school. They have volunteered consistently with students in either a mentorship or tutoring capacity and have the experience necessary to complete the training. Their ability in the training content will vary; however, the majority will have no formal training in this content. Information regarding the learners was acquired through a variety of ways to get an accurate and detailed snapshot of the intended learner. First, I used prior observations and data I had from my prior work as a program coordinator for youth development programs. Additionally, I researched a variety of well-known youth development organizations to get a general consensus of how these organization's operate and information that is regularly collected on volunteers (Big Brothers Big Sisters, n.d.; Communities in Schools of the Dallas Region [CISDR], n.d.; Girls on the Run [GOTR], n.d). These organizations have relevant experience in this field and researching these organizations provided quality information. Finally, I conducted interviews of a current youth development program manager of YoungLife's middle school division and a youth program volunteer of Big Brothers Big Sisters. These interviews were helpful in providing accurate context of the learner and the performance.

| Information Categories | Data Sources | Learner Characteristics |
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| **Entry Skills** | **Observations:** Prior observations made of youth program volunteers working with students. **Research:** Conducted research on volunteer applications for youth development programs to verify known data of volunteers (Big Brothers Big Sisters, n.d.; (CISDR), n.d.; (GOTR), n.d). **Interviews:** Interviewed program coordinator of Young Life's middle school division. **Entry Skills Test/Pretest:** Prior to entering this training, all participants will take a pre-training questionnaire, which is a combination of entry skills and pretest skills. Data from this test will determine the specific skills of each volunteer group trained. | **Performance setting:** All volunteers have prior experience volunteering with students in schools. The average experience range is 1-3 years and all volunteers have attended prior introductory volunteer training at organization regarding the organization's purposes, best practices, and legal requirements for working with students. Learners' application forms indicate basic entry skills in necessary technology including MS Word and internet proficiency. **Learning Setting:** All volunteers have attended prior volunteer training. The setting of the training may be a range from one-on-one training to group training sessions. They are comfortable in an in-person training setting and all volunteers have basic access to technology including cell phones and computers and/or tablets. |
| **Prior knowledge of topic area** | **Observations:** Prior observation of volunteers' work with students utilized to understand volunteer's prior experience. **Research:** Research of compatible organizations listed above was utilized to understand the amount of data the average youth development | All volunteers have prior experience students in a school setting. Research, prior observations and interview indicate volunteers will have little to no formal training subject matter of training. It is reasonable to expect some volunteers to have knowledge of core content areas depending on |

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| | program would have on its volunteers (Big Brothers Big Sisters, n.d.; (CISDR), n.d.; (GOTR), n.d).<br>**Interview:**<br>Interview with program coordinator of YoungLife's middle school division and interview with Big Brothers Big Sisters program volunteer.<br>**Entry Skills Test/Pretest:**<br>Volunteers attending the training will be given a pre-training questionnaire to indicate current understanding of the training topics. I will utilize the information from the questionnaire for data on the specific training group. | educational and work history; however, many will have none. A pretest of the specific volunteer group would be best for this role given the variety of backgrounds. Pretest will be given to volunteers before training to verify learner's prior knowledge on the topic. |
| **Attitudes toward content and potential delivery systems** | **Observations:**<br>Prior observations of volunteers' interactions with students.<br>**Interview:**<br>Interview with program coordinator and program volunteer, as listed above.<br>**Research:**<br>Research of listed organizations regarding format and delivery of average volunteer trainings (CISDR, n.d.; GOTR, n.d). | **Attitudes towards content:** Data indicates volunteers will have a positive attitude toward the content matter. Volunteers enjoy working with students, but can lack confidence when working with students on more serious topics and subject matters. A better understanding of the subject matter could increase confidence issues identified by volunteers.<br>**Attitudes towards potential delivery system:**<br>Some volunteers show positive attitudes towards in-person training, others do not. On average, older volunteers with longer experience show less willingness to be formally |

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| | | trained and younger volunteers, in both age and experience, show more eagerness for traditional training sessions. Understanding the relevancy of the training content and allowing learners to utilize their expertise in the training is essential for learner attitude. |
| **Motivation for instruction (ARCS)** | **Observations:** Former interviews and observations of volunteers working with students were considered. **Interviews:** Interviews with program manager and volunteer, as identified above. | Learners' motivation comes from both intrinsic and extrinsic motivation to work with students. Most volunteers have a combination of motivation in needing volunteer hours and intrinsically wanting to volunteer in the area of youth development. Volunteers are engaged in activities they see as student-centered and beneficial for the students. Volunteers tend to prefer content that they see as helpful for the students and as a way to engage students in a fun and positive way. The motivation towards the content of the training should be high; however, it is reasonable to expect some volunteers will have lower motivation for the format of a traditional training and engaging the learner and checking motivation throughout the training will be valuable. |
| **Educational and ability levels** | **Interviews:** Interview with program manager and volunteer, as identified above. | All volunteers either have a bachelor's degree or are currently seeking a degree. Majority of volunteers are |

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| | **Research:**<br>Review of prior data of volunteers, as well as, research of data collected on volunteers of compatible organizations (Big Brothers Big Sisters, n.d.; CISDR, n.d.; GOTR, n.d).<br>**Entry Skills Test/Pretest:**<br>Pre-training questionnaire will be sent to all volunteers to help to determine ability levels. | expected to be college-age and be working towards a degree. Volunteers will therefore have a variety of educational backgrounds. A few may have formal education in the educational field, but that is expected to be very few. All specific levels of education will be known prior to training through review of initial volunteer application, which will contain this data and the pre-survey questionnaire. All volunteers will have prior volunteer experience working with students in school settings, this is a prerequisite verified on volunteer forms. |
| **General learning preferences** | **Observations:**<br>Prior observation of volunteer trainings.<br>**Interviews:**<br>Interview with program manger and volunteer, as identified above. | Volunteers prefer to have personal interactions in regard to training. While some volunteers may have a low attitude towards the term training, volunteers prefer to work in groups and have face-to-face interactions. Having a personal rapport with volunteers is valuable to their learning preferences. Older volunteers prefer activities and learning that allow them to use their skills and expertise. Lecture style learning should be limited and relevant and engaging activities that allow for choice should be prioritized. |
| **Attitudes toward training organization** | **Observations:** | Volunteers have positive attitude towards the |

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| | Prior observation of volunteers and prior annual volunteer interviews/check-ins.<br><br>**Interviews:**<br>Interview with program manager and volunteer, as identified above. | organization. A volunteer role is by nature voluntary. Even when volunteers seek hours and recommendations for their volunteer work, they have choice in the organization they chose to volunteer with. Therefore, volunteers who have at least a year of experience have positive attitudes towards the organization and enjoy their work with students. |
| **General group characteristics** | **Observations:**<br>Former observations of volunteer group dynamics and demographics.<br>**Research:**<br>Research of similar organizations made to verify average information found on volunteer application forms (Big Brothers Big Sisters, n.d.; CISDR, n.d.; GOTR, n.d). | The learner group will be no more than 10 learners. The learners will all be adults with prior volunteer experience with the organization. Age ranges and educational levels will vary. However, the average volunteer will be college-age and not have a formal degree in the field of education. The group is generally positive and has a student-centered approach. All learners will have completed pre-training questionnaire and have agreed to complete the training. |

**Performance Context**

The performance context is identified as a local middle school. Learners will create being to plan a group session during the training, so relevant performance will take place during training. It is important to note that Part II of the training will be needed to fully plan a group session. However, volunteers can begin to select group topics for group sessions directly following this training session. However, the group planning skills will

continue to be utilized at the middle school. After the training, the performance context will largely be the program manager's office or potentially a planning room within the school. Learners will have access to Wi-Fi and basic planning resources (curriculum books, paper, pencils, etc.). While a school computer can be used if needed, it will be preferable for learners to have their own laptop or tablet device. Learners can expect to have access to the program manager and other volunteers, but not directly working with them on the group planning. For these reasons, volunteers should expect to perform the tasks alone, with resources and access to supervisors, as needed.

The performance context was determined through prior observations of working with volunteers in the public-school setting and interviews with the program manager of YoungLife's middle school division and a Big Brother Big Sister program volunteer. The interviews also provided information on expected resources within the public schools. While every school is different, the data listed here was collected to describe the average availability.

| Information Categories | Data Sources | Performance Site Characteristics |
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| **Managerial/Supervisory Support** | **Observations:** Prior observations of program manager interacting with volunteers<br><br>**Interview:** Interview with program manager and volunteer, as stated above. | **Reward system:** Learners receive extrinsic rewards in their volunteer work through written letters of recommendation and thank-you events. Annually, volunteers are provided with an event dedicated to acknowledging their work with the organization. **Amount (time) and nature of direct supervision:** The program |

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| | | manager supervises all site volunteers. The program manager is typically available at the beginning and end of volunteer time. Volunteers may complete volunteer work unsupervised; however, for running student groups, the majority of volunteers will have access to the program manager and other volunteers during the group session, but be on their own longer while planning group session.<br>**Evidence of supervision commitment (time, resources):**<br>Program manager will attend training and be part of advising learners. Program manager will be part of the assessment and follow through with learners. The nature of the training requires the program manager and volunteers to work and communicate together for the purposes of the training to be accomplished. Program managers are positive towards training volunteers on this material as they see it as most helpful for them. The time spent in training volunteers will free up time for the program managers in the long term. |
| **Physical Aspects of Site** | **Observations:**<br>Former observations and site visits of public schools. | **Facilities:**<br>Volunteers work in public school facilities in either a designated classroom or a |

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| | **Interview:** Interview with Big Brothers Big Sisters program volunteer. | gym or cafeteria for larger group meetings. **Resources:** Volunteers have access to program manager, campus administrators (as needed), resource books and materials, training materials packet for reference. **Equipment:** Volunteers are expected to have access to the following in the public-school setting: Wi-Fi access, notebooks, materials packet, writing utensils, tables, chairs, whiteboard and projector equipment and computers (as needed). **Timing:** 1 hour training session. |
| **Social Aspects of Site** | **Observations:** Former observations of volunteers at public school sites. **Interview:** Interview with volunteer, as stated above. | **Supervision:** Volunteers will not have direct supervision when choosing group topics, but will have access to program manager as needed. **Interaction:** Volunteers will have access to other volunteers, but there will be no formal meetings available. Volunteers may chose to work in teams with other volunteers, but it is likely volunteers will be planning group content alone. **Others using skills effectively:** Program managers are currently using these skills effectively. Learners will have access to |

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| | | communicating those who are currently using the skills and will be able to ask questions and receive support, as needed. |
| **Relevance of Skills to Workplace** | **Observation:**<br>Prior observations of volunteers utilizing skills in public school.<br>**Interview:**<br>Interview with YoungLife's middle school division program manager and Big Brother Big Sister program volunteer. | **Meet identified needs:**<br>The training purpose and content directly meet needs identified by program managers and can address needs of confidence in volunteers.<br>**Current application:**<br>Learners will create will begin to apply their skills at the end of the training. In the post-training questionnaire, learners will select a relevant topic to plan group sessions around and describe the purpose of their group that they have come up with during the training session.<br>**Future applications:**<br>Learners will need Part II of the training in order to fully plan group sessions. Learners can continue to use their training knowledge to select relevant group topics to plan training sessions. Successful completion of Part I signifies learners are ready to complete Part II of the training.<br>**Constraints:**<br>The largest is the time constraint of volunteers. Volunteer hours are already voluntary in nature and the practicality to commit to a training session is possible constraint. Strategizing for |

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| | | this is important for the training. There are many options including allowing volunteers to pick the time of the training, putting the module in a larger training day that volunteers already attend and focusing on volunteers who have been there the longest as they may be the most motivated for the training. |

**Learning Context**

The chosen learning context is the library of a middle school. This context is best suited due to its similarity to the performance context, convenience for learners, space, equipment, and general availability. Conducting the training on a school campus is highly preferable due to the performance context and familiarity to the learners. Libraries on school campuses have space, tables, and technology and are regularly used for trainings and presentations. Booking library space is often easier than booking spaces in gyms or larger school theatres. Each school campus may vary in its available equipment; therefore, equipment listed is seen as equipment that is standard to modern public schools and it is reasonable from observation and research to expect availability of this equipment and space in an average school library.

The learning context is created from observations of prior site visits, general research of average middle school campus and library resources, including site photos (Richardson High School [RHS], n.d.; Shaker Heights Schools [SHS], n.d.), and information from interviews with YoungLife's middle school division program manager and a Big Brother Big Sister volunteer. Most research was used to verify prior observations and site visits and look for norms in the learning context.

| Information Categories | Data Sources | Learning Site Characteristics |
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| **Number/Nature of Sites** | **Observation:** Prior observations and prior site visits to middle school campus where training is conducted. **Research:** Research conducted of average environment of public middle schools, including site photos (RHS, n.d.; SHS, n.d.). | **Number:** There will be one location for the training. The training will be conducted on school campus and the school library will be used for the in-person training. **Facilities:** The library has tables and chairs set up, but they will need to be arranged prior to training. Facilitator's computer will need to be connected to school's Wi-Fi and learners' phones or tablets will also need to be connected prior to start of training. The school is Wi-Fi capable and the projector and screen will be provided. **Equipment:** Learners will need to bring charged cell phones and either a laptop or table device. The learner will be provided with a packet, writing journal and writing devices. **Constraints:** The workshop will need to take place at time that works for both volunteers and school staff. Library must be booked through the librarian for a time when not in use. If training is done on weekends, school administrator must be notified and approve the request. |

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| **Site compatibility with instructional needs** | **Observations:**<br>Prior observations and site visits to middle school campuses.<br>**Research:**<br>Research conducted of average environment of public middle schools, including site photos (RHS, n.d.; SHS, n.d.). | **Instructional Strategies:**<br>Instructional strategies are in consideration of the learner needs and the available space. Strategies will mainly be to teach content through a Google Slides presentation and training packet materials and to provide learners with participation activities and casual assessments through group work, group discussions and completing an individual product by the end of the training.<br>**Delivery approaches:**<br>A training presentation, hard copy of training materials, and group exercises will all be utilized in delivering content. It is important to have internet access, cell phones and access to computers, which the site will have.<br>**Time:** One hour training session.<br>**Personnel:** Campus case manager present at training. Librarian and/or IT manager may be needed during the set-up process if technological issues arise.<br><br>The library has all the required equipment for training and is the typical site for staff trainings due to the space and equipment offered. The library has the room to hold the training and is generally accessible outside of school hours. Larger spaces such as a |

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| | | gym or cafeteria are likely to be unavailable and will have greater limits on technology. |
| **Site compatibility with learner needs** | **Observations:** Prior observations of middle school sites. **Interview:** Interviews with YoungLife's middle school division program manager and Big Brother Big Sister program volunteer. **Research:** Research conducted of average environment of public middle schools, including site photos (RHS, n.d.; SHS, n.d.). . | **Location:** Library on school site. **Conveniences:** The school site is preferable to organizations' headquarters. The site is easy to access, has plenty of parking and, most importantly, is familiar to volunteers. Volunteers will already be familiar with the site due to volunteer work and the site will also be the performance context, which is beneficial to application of learning strategies. **Space:** The library is a large space with around 5 large tables and chairs with additional open space. This will allow for collaboration and group work and for all volunteers to have plenty of space and access to viewing the projector screen. **Equipment:** The library has Wi-Fi, a projector and computers. Learners can easily use electronics within the space. |
| **Feasibility for simulating workplace/performance site** | **Observations:** Prior observations of middle school sites. **Interview:** Interview with program volunteer, as stated above. | **Supervisory characteristics:** The training site will have the direct supervision of the program manager. The program manager will be available at the performance site, but will not be directly supervising. |

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| | | **Physical Characteristics:** The site has similar space and technological access as performance context. Learners will be performing the training in the office of the program manager. The major difference in the physical aspect of the training site versus performance context is the size. Performance site will be smaller.<br>**Social Characteristics:** The training site will have all volunteers training together. This will be different than the performance site where the learner will be expected to perform the activities alone. Consideration needs to be made in the learning strategies to ensure learners can work independently and make their own unique choices. |

## Performance Objectives

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| **Instructional Goal:** Volunteers assisting in running youth development groups will be able identify relevant information about their student groups and identify core topics and core components accurately. | **Terminal Goal:** After completing group development in-person training (CN), volunteers assisting in running youth development groups will be able identify relevant information about student groups and identify core topics and core components (B) accurately in relevant contexts (CR). |

| Steps/Subordinate Skills | Performance Objectives |
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| **Main Step 1.0** Describe group purpose | Given student's identified background and interests (CN), describe the main purpose of the group (B) so that the purpose is clearly written and compatible with the organization's mission statement (CR). |
| **Entry Skill 1.1** Select current student demographic information | Using experience of working with students (CN), select student demographic information from options list (B) accurately on pre-training questionnaire (CR). |
| **Subordinate Skill 1.2** List student interests and behaviors | Using the student demographic sheet and volunteer team (CN), list current student interests and behaviors (B) so that all listed items reflect the current demographics of the group (CR). |
| **Entry Skill 1.3** Identify organization's mission statement | Utilizing prior experience (CN), identify organization's mission statement from listed choices (B) accurately from list on pre-training questionnaire (CR). |
| **Main Step 2.0** Identify core topics and core components | Given the core components guide (CN), identify core topics (B) accurately from descriptions of definitions and core components (CR). |
| **Subordinate Skill 2.1** Label definitions of core topics | Given the training presentation (CN), label each core topic definition on the core component guide (B) so that the definition has an accurate label (CR). |
| **Subordinate 2.2** List core components that relate to each topic | Given the core component guide and examples (CN), list every component that makes up each topic (B) so that each topic on the core topic guide has all core components accurately listed under its definition (CR). |
| **Subordinate 2.3** Discuss student examples that are relevant to the core topic | Given the core component guide (CN), discuss examples of how the core topic can apply to student groups (B) so that the examples are relevant to the definition of the core topic (CR). |

## Assessment Plan

Due to the nature of the learner, the performance context and the purposes of this training, much of the training falls into an ill-defined learning domain. As such, it is important that learners can practice working autonomously and make distinct choices for

themselves. Therefore, alternative assessment choices are the best options for assessing the learners (Dick and Carey, 2015). Also, utilizing discussions and helping learners monitor their own learning and progress is beneficial to the learning purposes. It is important to consider that as volunteers, learners do not have to continue to use the learning of this training. It is a choice and will largely be made by their confidence levels and attitudes towards the content, which can be positively or negatively impacted by assessments. For this reason, casual and helpful assessments have been chosen for many of the assessments.

**Entry Skills Test**

Learner's entry skills will be assessed via a pre-training questionnaire that will be completed by all volunteers prior to the training. The questionnaire will ask questions in the format of multiple choice and survey questions. The questions will cover topics from entry skills identified as pertinent to assess including: background knowledge of student demographics, understanding of organization's mission statement, and identification of group resources. The questionnaire will help determine if learners have necessary understanding of the organization and students to complete the training. Due to the nature of the learner, the entry skills pertaining to volunteer experience will not be tested as these can reasonably be expected due to background information found on volunteer's application forms.

**Pretest**

The pre-training questionnaire will also provide questions to determine learners' levels of understanding of module materials as a pretest of the learning materials. These questions will be in multiple choice or short answer format and will detail major topics of

the learning module including identifying the purpose of the group, defining core youth development topics and identifying core topics in scenarios. The questions for the pretest will come after questions for the entry skills test and answers will be examined prior to training to establish a baseline of learner understanding.

A reason for selecting the form of a questionnaire comes with consideration from the learner analysis. There is concern in over-testing the learners who are participating voluntarily in the training. Taking the motivation and attitudes of the learner into consideration seeking answers from participants in the form of a casual questionnaire is preferred over quizzing and test options.

**Practice Tests**

Practice tests will occur throughout the training module at key points to check for learner understanding. These assessments will be casual in nature and focus on assessing skills immediately after key skills are taught. It is expected these skills will be clustered together. Skills to be tested are chosen based on their importance and ability to effect larger aspects of the training and the terminal objective. All testing will be in the form of activities to meet learner needs and preferences for this training.

**1st checkpoint: Brainstorming Teams:** Learners will be divided into teams and each team will present the information they have brainstormed including list of learner's interests and behaviors. Feedback provided from both group and trainer through reinforcement of encouraging phrases or clarifying questions.

**2nd Checkpoint: Describing Group Purpose:** learners will individually write a statement defining the purpose of their student group. The purpose should be brief and

describe how the group aligns with the organization's mission statement. Learners will be given a self-check checklist to follow and verify the accuracy of their statement.

**3rd Checkpoint: Group Discussion**: Learners will divide into pairs and be asked to discuss personal examples of student groups using the core components. Learners will be prompted with 2-3 questions and asked to share their personal experiences and backgrounds. This will help learners connect core topics to prior knowledge.

**Posttest**

Due to limiting the scope of the training, the posttest will now be a simple post-training activity that will be in the form of a traditional test. The test will be 12-15 questions that have learners identify core topic definitions, core components and how to identify relevant information about students given realistic scenarios. Each question will focus on a scenario in the relevant context of being a volunteer working with student development groups. Learners will have to decide if the volunteers in the questions are accurately understanding core topics, core components and how to identify student information. The goal is for 100% accuracy in all answers. Feedback provided should be done in a helpful and positive manner to encourage learners to continue to utilize this skill.

## Design Evaluation Chart

A pre-training questionnaire and post-training questionnaire will be provided to evaluate entry skills and the terminal objective. Throughout the training session, learners will be evaluated through discussions, writing activities, games and comparison activities. Activities will be the main form of evaluation and may include the evaluation

of several objectives at once. At times, learners will be prompted to self-assess. The instructor should still be monitoring and assisting in these self-assessments as needed. Information on correct answers or how the instructor or learner should be assessing activities is provided with the test items.

| Main Step/Subordinate Skill | Performance Objectives | Parallel Test Items |
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| **Main Instructional Goal:** Volunteers assisting in running youth development groups will be able identify relevant information about their student groups and identify core topics and core components accurately. | **Terminal Objective:** After completing group development in-person training (CN), volunteers assisting in running youth development groups will be able identify relevant information about student groups and identify core topics and core components (B) accurately in relevant contexts (CR). | Learners will complete a post-training activity that will take the form of a traditional test. The test will consist of multiple-choice questions. It will walk learners through relevant scenarios in relevant contexts and have learners identify accurate core topics, core components and identify if student information is being accurately identified. Learners should complete this test on their own after the training. The goal is for 100% accuracy on all test answers.<br><br>*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* |

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| | | *your Core Component guide.*<br><br>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**?<br><br>1. Self-Esteem<br>2. Healthy Relationships<br>3. Positive Communication<br>4. Enrichment<br><br>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?<br><br>A. True<br>B. False<br><br>3. A volunteer is working on professional development curriculum by hosting a career day. What **core topic** is the volunteer addressing?<br><br>1. Healthy Relationships<br>2. Self-Esteem<br>3. Enrichment<br>4. Positive Communication |

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| | | 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**?<br>A. True<br>B. False<br><br>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?<br><br>A. Correct<br>B. Incorrect<br><br>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**?<br><br>1. Self-Esteem<br>2. Positive Communication<br>3. Healthy Relationships<br>4. All of the Above<br><br>7. If you are addressing change, you are addressing Self-Esteem.<br><br>A. True |

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| | | B. False<br><br>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**?<br><br>A. Correct<br>B. Incorrect<br><br>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:<br><br>A. Relevant for current students<br>B. Irrelevant for current students<br><br>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 |

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| | | 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.<br><br>A. Relevant for current students<br>B. Irrelevant for current students<br><br>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.**<br><br>A. Accurate<br>B. Inaccurate<br><br>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**?<br><br>A. Accurate<br>B. Inaccurate<br><br>13. A volunteer is examining students' hobbies, school activities, and music and film likes and dislikes. This volunteer |

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| | | is identifying what type of **student information?**<br><br>1. Student Interests<br>2. Student Behaviors<br>3. The Group Purpose<br><br>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?<br><br>A. Accurate<br>B. Inaccurate<br><br>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.<br><br>A. Accurate<br>B. Inaccurate |

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| **Main Step 1.0**<br>Describe Group Purpose | 1.0 Given student's identified background and interests (CN), describe the main purpose of the group (B) so that the purpose is clearly written and compatible with the organization's mission statement (CR). | Please write a brief statement (1-3) sentences describing the purpose of your student group. The purpose should clearly align with the CIS mission statement. Please utilize your list of student interests/behaviors, as needed.<br><br>Self-Check List: Looking at your group purpose, select the following that apply.<br><br>___group purpose is compatible with listed student interests.<br><br>___group purpose is compatible with the CIS mission statement. |

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| | | The group purpose mentions one of the following areas:<br><br>□ Surrounding students with a community of support.<br>□ Empowering students to stay in school.<br>□ Helping students to achieve in life.<br><br>Instructor will walk around and look over group purpose statement to verify a group purpose has been described and to monitor student's self-check of their group purpose. |
| **Entry Skill 1.1**<br>Select current student demographic information | 1.1 Using experience of working with students (CN), select student demographic information from options list (B) accurately on pre-training questionnaire (CR). | Looking at the list below, select information that is accurate to the demographic group of your students. Select *all* that apply.<br><br>□ female only<br>□ male only<br>□ mixed gender<br>□ title one school<br>□ majority of students on free and reduced lunch list<br>□ ages 12-13<br>□ ages 13-15<br>□ group comes from behavioral referrals<br>□ group comes from academic referrals<br><br>**Answer:** Boxes 3, 4, 5, 6, and 8 should be checked |

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| **Subordinate Skill 1.2**<br>List student interests and behaviors | 1.2 Using the student demographic sheet and volunteer team (CN), list current student interests and behaviors (B) so that all listed items reflect the current demographics of the group (CR). | In teams, create a list of 3-5 current student interests to share with the group. Interests can come from any category that is most relevant. Please be prepared to explain the reason these interests are relevant to the current student group.<br><br>1.<br>2.<br>3.<br>4.<br>5.<br><br>In your same team, please list 1-3 relevant behaviors of students in your group. Please make sure behaviors listed are coming from relevant observations.<br>1.<br>2.<br>3.<br><br>**Group and instructor will determine:**<br><br>Volunteer can explain why the listed interests are relevant to the current students.<br>□ Yes □ No<br><br>Listed behaviors are aligned with current student group.<br><br>□ Yes □No<br><br>Listed student interests are school appropriate. |

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| | | □Yes □No |
| **Entry Skill 1.3** Identify organization's mission statement | 1.3 Utilizing prior experience (CN), identify organization's mission statement from listed choices (B) accurately from list on pre-training questionnaire (CR). | Given the following options, please identify the organization's mission statement.<br><br>1. The mission is to provide students with a supportive community to stay in school.<br>2. The mission is to create and support one-to-one mentoring relationships that ignite the power and promise of youth.<br>3. The mission is to inspire students to be joyful, healthy and confident using a fun, experience-based curriculum, which creatively integrates activities.<br>4. The mission is to create programs based on the intellectual, physical, and social needs of youth that enhance character and are educational and fun.<br><br>**Answer:** Learners need to select #1 |
| **Main Step 2.0**<br>Identify core topics and core components | 2.0 Given the core topic guide (CN), identify core topics (B) accurately from descriptions of definitions | *You will be given various scenarios, definitions and descriptions of core topics and core components. Please answer the* |

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| | and core components (CR). | *questions by identifying core topics/core components OR identify if the core topic in the given scenario is correct.*<br><br>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**?<br><br>1. Self-Esteem<br>2. Healthy Relationships<br>3. Positive Communication<br>4. Enrichment<br><br>**Answer: #1**<br><br>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?<br><br>A. True<br>B. False<br><br>**Answer: A**<br><br>A volunteer is working on professional development curriculum by hosting a career day. What **core topic** is the volunteer addressing? |

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| | | 1. Healthy Relationships<br>2. Self-Esteem<br>3. Enrichment<br>4. Positive Communication<br><br>**Answer: # 3**<br><br>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**?<br>A. True<br>B. False<br><br>**Answer: B**<br><br>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?<br><br>A. Correct<br>B. Incorrect<br><br>**Answer: B**<br><br>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**?<br><br>1. Self-Esteem |

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| | | 2. Positive Communication<br>3. Healthy Relationships<br>4. All of the Above<br><br>**Answer: #3**<br><br>If you are addressing change, you are addressing Self-Esteem.<br><br>A. True<br>B. False<br><br>**Answer: A**<br>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.**<br><br>A. Accurate<br>B. Inaccurate<br><br>**Answer: B**<br><br>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**?<br><br>A. Accurate<br>B. Inaccurate<br><br>**Answer: B** |

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| **Subordinate Skill 2.1**<br>Label definitions of core topic | 2.1 Given the training presentation (CN), label each core topic definition on the core component guide (B) so that the definition has an accurate label (CR). | Please take out your core component guide. As we go through the presentation, please label each definition on the guide with the correct core topic title.<br><br>_____<br><br>Confidence in one's own worth or abilities; self-respect.<br><br>_____<br><br>The ability to convey or share emotions, feelings, sentiments and desires, through verbal and nonverbal cues, without offering hateful responses.<br><br>_____<br><br>Involves honesty, trust, respect, and open communication between partners…there is no imbalance of power. Partners respect each other's independence, can make their own decisions…and share decisions. |

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| | | The action of improving or enhancing the quality or value of something.<br><br>Instructor will walk around at the end of the presentation and verify that all definitions are accurately labeled. |
| **Subordinate Skill 2.2**<br>List core components that relate to each topic | 2.2 Given the core component guide and examples (CN), list every component that makes up each topic (B) so that each topic on the core topic guide has all core components accurately listed under its definition (CR). | Please take the core component guide and list all core components accurately under each of the topics.<br><br>**Self-esteem:**<br><br>Core components:<br>_____<br>_____<br>_____<br>**Healthy relationships:**<br><br>Core components:<br>_____<br>_____<br>_____<br>**Positive Communication:**<br><br>Core components:<br>_____<br>_____<br>_____<br>**Enrichment:** |

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| | | Core components:<br>_____<br>_____<br>_____<br>Instructor will walk around and verify that all core components are accurately listed under core components. |
| **Subordinate Skill 2.3**<br>Discuss student examples that are relevant to the core topic | Given the core component guide in groups (CN), discuss examples of how the core topic can apply to student groups (B) so that the examples are relevant to the definition of the core topic (CR). | In groups, please discuss the following questions:<br>1. What core topic do you find relevant for your student group?<br>2. How have you seen this core topic relate to the students in your group? Please discuss specific scenarios.<br>3. Please discuss how core components may relate to your current group of students.<br><br>Instructor will monitor group discussions using the following:<br><br>Are learners discussing examples of their student groups?<br>□Yes □No<br><br>Are the examples discussed aligned with the definitions of the core topics or core components? |

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| | | □Yes □No |

**Instructional Strategy Alignment**

The instructional strategies have been paired down and re-focused to best meet the new terminal objective. The instructional strategies will be delivered through the main Google Slides presentation and the Volunteer Packet. Relevant examples and engaging activities are utilized to motivate and engage the learners. Keeping in mind that volunteers are heavily motivated by student-centered approaches, content, examples, and participation activities are all designed to focus on the practicality of the topics and to relate the content back to the students. From the ARCS model, the motivating techniques of presenting personal information, questioning, using human-interest examples and illustrating relevance (Dick & Carey, 2015) are used during the content presentation and examples. Confidence and satisfaction techniques (Dick & Carey, 2015) are used in the learner participation section as learners build practical skills to both gain confidence and gain intrinsic rewards by accomplishing each activity. Together, the learning strategies hit all areas of the ARCS model and are designed meet the needs and motivation of the learners.

| Learning Component | Design Plan |
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| **Cluster 1: Introduction** | **Objectives:**<br>**Introduction to the terminal objective:**<br>After completing group development in-person training (CN), volunteers assisting in running youth development groups will be able to choose a core topic for a student group session and explain their selection (B) so that the core topic is relevant to the current group of students and clearly stated. Effectiveness of |

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| | chosen topic will be determined by alignment to final rubric (CR).<br>**Content Presentation:**<br>***Content:*** *Begin workshop by initiating a discussion on the importance of volunteers planning student groups. Volunteers are attending Part I of the training because they have a history of volunteering with our organization and have developed a good rapport with our students. Their ideas and feedback in planning student groups will be valuable. Part I of the training focuses on foundational knowledge about our student groups and the concepts behind our groups. We want all volunteers to feel confident in this knowledge so that they can plan student groups more effectively. Specifics of the content can be seen below.*<br>• Learners will complete the Pre-Training Questionnaire prior to attending training. The instructor will check all survey answers to check for entry skills (Questions 1-4) and pretest levels (Questions 5-9). The survey will be a Google Survey form. Instructor should check the pre-test forms prior to training to verify entry skills and current learner knowledge of the content. As well as check individual learner needs (Questions 10-13).<br>• Learners will be given a hard copy of the Volunteer Packet when entering the training.<br>• Training Presentation (Slides 2-5): Instructor will begin training by introducing the topic of planning student group sessions through a series of memes on the training presentation. This will serve to gain attention and highlight the relevance of the training content.<br>• Training Presentation (Slide 6): Instructor will walk through the scope of the training. Instructor will clarify this is Part I of the group planning |

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| | training and will introduce the terminal objective and what will be covered in this training, including: understanding relevant student information, group purpose, core group topics, and core components of topics. The purpose of this is to be brief and to help motivate learners with a larger picture of why they are here.<br>• Training Presentation (Slide 7): Instructor will introduce the Volunteer Packet and discuss how to use the packet. Instructor will hold up a hard copy of the packet as a visual aid.<br>***Examples:***<br>• Introduction memes on the presentation will serve as examples for how learners might be feeling about the training. They also serve as examples regarding the larger purpose and relevance of the training.<br>• Instructor's copy of the Volunteer Packet will be utilized as an example for learners to follow along with while instructor is explaining the packet.<br>***Student Grouping/Media Usage:***<br>• Learners will go through introduction in main group together. Learners will all be in the school library sitting together at tables.<br>• Wi-Fi and Projector: the library will have both. Both will be needed to present the training presentation. The projector should be set up prior to start of training. Instructor should be logged onto the Wi-Fi prior to training.<br>• Training Presentation (Slides 1-7): The instructor will utilize the training presentation to introduce the topic of group session planning. The training |

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| | presentation will be the main form of media throughout the training.<br>• Relevant Memes: There will be 5 memes used throughout this section (Child writing, Big Bang Theory, Charlie conspiracy, Baby meme, and Parks and Rec). All memes are chosen to be relatable to the topic and humorous.<br>• Volunteer Training Packet: Learners will be given their own copy. The Packet will be utilized throughout the whole of the training. This will be a hard copy packet. Learners will need appropriate writing utensils.<br>**Student Participation:**<br>***Practice Items/Participation:***<br>• After presentation, learners will be asked to write one takeaway they want to get from the training. This will allow the learners to connect the training to their prior knowledge and personal goals.<br>***Student Grouping/Media Usage:***<br>• Learners will write their takeaway individually at their tables.<br>• Training Presentation (slide 7): will contain the prompt to write a takeaway from the training.<br>• Volunteer Packet: will include space and takeaway writing prompt on the introduction page. |
| **Cluster 2: Relevant Student Interests** | **Objectives:**<br>• 1.2: Using the student demographic sheet and volunteer team (CN), list current student interests and behaviors (B) so that all listed items reflect the current demographics of the group (CR).<br>**Content Presentation:**<br>***Content****: 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* |

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| | *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.*<br><br>• Volunteer Packet: Instructor will explain the Program Reference Sheet, including key areas for learners to reference (school demographic information and the mission statement).<br>• Training Presentation (Slides 8-10): Instructor will go through the slides on the importance of understanding students, the differences between student interests and student behaviors, what constitutes student interests, what constitutes student behaviors, examples of student interests and behaviors, and how to identify student interests and behaviors.<br>• Volunteer Packet: Learners can take notes and add thoughts under "student information notes" section of the packet.<br>***Examples:***<br>• Examples of student interest areas (slide 11):<br><br>• Hobbies<br>• Sports<br>• Pop Culture<br>• Entertainment<br>• Music<br>• School/career interests<br>• Local places/interests<br>• Specific examples of interests: Taylor Swift songs, soccer, Drake songs, wanting to be a video game designer, etc. |

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| | • The instructor will take the examples of student interests and add their own relevant experience. *For example: When I was leading a peer support group, many of the students had an interest in filmmaking. We were conducting a session on bullying and I had the students script a film on bullying as a project. The students loved this activity and were engaged for several weeks in our group sessions.* These talk through examples can change as the instructor determines.<br>• Examples of student behaviors (Slide 11): The slides will provide examples of what constitutes relevant group behaviors. Trainer will talk through the examples to provide clarity. All examples will be on training presentation slides. These examples are given to be relevant to the learners and to bring real experiences into the training content.<br><br>Examples of student behaviors to consider:<br><br>Quiet<br><br>Hesitant to share<br><br>Talkative<br><br>Arguing<br><br>Easily angered or annoyed in group<br><br>Difficult to get group to cooperate<br><br>Resistant to complete activities<br><br>Lack confidence to try new activities<br><br>Students are talking a lot about friend conflicts |

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| | Students are talking a lot about personal relationships<br><br>Reports of students gossiping<br><br>Reports of issues on social media<br><br>Group is having a difficult time connecting and developing friendships with one another<br><br>What examples of behavior would you add to the list?<br><br>***Student Grouping/Media Usage:***<br>• Learners will be in main group during Google Slides presentation and will ask individual questions as needed.<br>• Training Presentation (Slides 8-11): the primary media will be the Google Slides presentation with simple and visually appealing slides to help keep learners' attention while preventing overload of content.<br>• Volunteer Packet: Learners can use the Program Reference Sheet and "Student Information Notes" section while they listen to the presentation and go through the examples.<br>**Student Participation:**<br>***Practice Items/Participation:***<br>• Practice: Identify Student Interests and Behaviors: Following presentation section regarding students' interests and behaviors, the instructor will put learners into teams and create a list of 3-5 relevant student interests/behaviors.<br>***Student Grouping/Media Usage:***<br>• Instructor will put learners into pairs based on the student groups they volunteer with to write student interests and behaviors list. Learners will share their lists with the whole group. |

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| | • Training Presentation: Presentation slides will provide clear instructions for the participation activity (Slide 12)<br>• Volunteer packet: learners will write their student interest/behavior lists and group purpose statement under packet section "Activity I". The packet will provide clear areas to write in all information and clear instructions for the activity. |
| **Cluster 3: Understanding Group Purpose** | **Objectives**<br>• Main Step 1.0: Given student's identified background and interests (CN), describe the main purpose of the group (B) so that the purpose is clearly written and compatible with the organization's mission statement (CR).<br>**Content Presentation**<br>***Content:*** *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*<br>• Training Presentation (Slides 13-15): Learner will be shown the scope of the training again to visually see where we are at in the training. Instructor will present on why it's important to know our group purpose: it's linked to the companies' larger mission statement and to the core topics. Learners will be instructed to consider how their group is aligned with the larger mission statement.<br>***Examples:*** |

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| | • Examples of how student groups relate to the mission statement (slide 15):<br>1. A STEM group focused on science and math related projects that are fun and engaging for the leaners. Link to mission statement: empowering students to stay in school.<br>2. A peer support group focused on team building, group diversity and student support. Link to mission statement: surrounding students with a community of support.<br>3. A sample of a group purpose statement will be provided.<br>***Student Grouping/Media Usage:***<br>• Students will be in whole group during the presentation and examples<br>• Training Presentation (Slides 13-15): is the main source of media.<br>• Volunteer Packet: learners can take notes on the presentation in the "Group Purpose Notes" section.<br>**Student Participation**<br>***Practice Items:***<br>• Practice: Group Purpose Statement: Following presentation on group purpose, learners will individually write a brief (2-5 sentences) description of the purpose of their group as it relates to the organization's mission statement. Learners will use the Self-Check Checklist to determine the accuracy of their statement.<br>***Student Grouping/ Media Usage:***<br>• Group Purpose Statement: Learners will individually write a brief (2-5 sentences) description of the purpose of their group as it relates to the mission statement. Learners will use a self-check checklist to determine the accuracy of their statement.<br>• Training Presentation: Directions for activity will be on Slide 16.<br>• Volunteer Packet: Learners write out their determined group purpose under |

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| | the section "Activity II" and complete the Self-Check Checklist for the written group purpose. The packet will provide clear areas to write in all information and clear instructions for the activity. |
| **Cluster 4: Understanding topics and their core components** | **Objectives:**<br>• 2.1: Given the training presentation (CN), label each core topic definition on the core component guide (B) so that the definition has an accurate label (CR).<br>• 2.2: Given the core component guide and examples (CN), list every component that makes up each topic (B) so that each topic on the core topic guide has all core components accurately listed under its definition (CR).<br>• 2.3: Given the core component guide (CN), discuss examples of how the core topic can apply to student groups (B) so that the examples are relevant to the definition of the core topic (CR).<br>• Main Objective 2.0: Given the core topic guide (CN), identify core topics (B) accurately from descriptions of definitions and core components (CR).<br>**Content Presentation:**<br>***Content:*** *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. As volunteers, this will be your first time formally hearing about these topics. However, as you listen to the presentation on the topics and the examples, I want you to think back on your experiences of helping with our student* |

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| | *groups. Start to consider how these topics have shown up in your group and the relevance they have had. Our main focus is to help you have a practical understanding of the topics, not to memorize definitions. Once you understand what these topics are and the components that make up each topic, you can use them in your 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.*<br><br>• Training Presentation (17-18): Instructor will introduce the Core Component Guide at the start of the cluster. Instructor will explain the guide, with visuals and instruct learners to fill in core topics and core components throughout the presentation. Learners will follow along with their physical copy of the Core Component Guide.<br>• Training presentation (19-26): Instructor will present an introduction to core topic concepts, an overview of the four core topics addressed in groups (self-esteem, positive communication, healthy relationships, and enrichment), a definition of each of the four core topics and the core components that correspond with each topic. The slides will include visuals and examples. Learners will fill in the core topic guide as the instructor is presenting. Instructor will stop twice to verify learners are accurately filling in the core component sheet.<br>***Examples:***<br>• Instructor will show a copy of the core component guide on the training presentation for reference as learners are guided through their own sheet (Slide 18). |

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| | • Each core component will have 1-3 relevant examples of how these core concepts apply to student groups. The examples provide good oversight into how core components will become content in the future. The instructor will present these examples here to help learners connect the concepts to their student groups and to keep the presentation relevant and interesting to the learner (slides 23-26).<br>Self-esteem core components and examples (*please note: these are examples for self-esteem core components only. Every core component topic will have examples. For brevity, only examples with self-esteem core components are listed below*):<br>• Confidence<br>  • Eye contact, voicing your thoughts<br>• Self-worth<br>  • Understanding yourself, "get to know me" activities<br>• Understanding of needs/wants<br>  • Self-advocating, identifying your priorities<br>• Comfortable with change<br>  • How to adjust to change, healthy coping strategies<br>• Goal oriented<br>  • Goal setting, following through with plans<br>• Able to laugh at self<br>  • Positivity, gratitude<br>• Forgiveness of mistakes<br>  • How to handle failure<br>• Drive to succeed<br>  • Taking risks, taking part in interests<br>• Instructor should talk through examples while presenting the core |

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| | components and add insights from instructor's personal experience. *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.* These talk through examples can change at instructor's discretion and based on instructor's personal experience. The purpose of these talk through examples is to keep the presentation motivating and engaging for the learners. The learners are motivated by working with students and hearing practical examples of using the core components can engage this set of learners.<br>***Student Grouping/Media Usage:***<br>• Students will be in whole group setting during the content presentation.<br>• Volunteer Packet: Core Components Guide: A developed job aid that provides a quick reference to the core concepts with practical examples. Will have blanks for learners to fill in.<br>• Training Presentation (Slides 19-26): The presentation will present the core component guide, definitions and examples.<br>• Memes/Gifs: slides with the core components will contain visual images from memes and gifs to keep learners' attention and make the definitions relevant and interesting. There is one meme or gif for each topic (self-esteem (*Sound of Music* meme), positive communication (Darth Vader meme), healthy relationships (Make good choices meme), and enrichment (*Schitt's Creek* gif)) that presents the topic in a humorous and relevant light. |

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| | **Student Participation:**<br>***Practice Items/ Participation:***<br>• Participation: Labeling core topic definitions and listing the core components: Learners will fill in the Core Component Guide during the content presentation. The instructor will stop twice to check that learners have labeled definitions and listed the core components accurately under each definition.<br>• Participation: Core Concept Discussion: Following the presentation, learners will break into pairs and complete discussion regarding how core topics relate to student groups. Learners will discuss the following questions:<br>4. What core topic do you find relevant to your student group?<br>5. How have you seen this core topic relate to the students in your group? Please discuss specific scenarios.<br>6. Please discuss how core components may relate to your current group of students.<br>***Student Grouping/Media Usage:***<br>• Learners will label core topic definitions and fill in their core components individually throughout the presentation.<br>• The instructor will be put learners into pairs randomly for the discussion. The instructor will monitor discussions using the discussion checklist to ensure discussions are active and relevant. Pairs can stay at main tables or go to the reading section of the library, if desired.<br>• Training Presentation (Slide 27): will contain the directions for the discussion.<br>• Volunteer Packet: will contain the questions for the core topic discussion and a place for learners to write |

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| | answers, as desired. This will be in the section "Activity III." |
| **Cluster 5: Conclusion and Posttest** | **Objective**<br>**Terminal Objective:** After completing group development in-person training (CN), volunteers assisting in running youth development groups will be able to choose a core topic for a student group session and explain their selection (B) so that the core topic is relevant to the current group of students and clearly stated. Effectiveness of chosen topic will be determined by alignment to final rubric (CR).<br><br>All Main Objectives will be evaluated on the post-test activity.<br>**Learning Content:**<br>***Content:*** *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 you have described the purpose of your group and identified our four main core concepts and core components. We have done a lot! Remember, this is the first part of planning group sessions. We don't expect you to know everything about planning a group session. But we do want to make sure you feel confident in identifying core topics and core components. At this point, I will hand out a post-training activity for everyone to complete. This activity will walk you through several scenarios and have you identify core topics, core components and identify relevant student interests and behaviors. Please use your Volunteer Training Packet as you fill this out. We will use this activity for the second part of our training, so we want to make sure everyone fills it out within a week of this training. Please submit your Post-Training Activity to the program manager.*<br>• Training Presentation (Slides 28-29): final slide will walk learners through |

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| | the wrap-up of the terminal objective, a re-visit of the takeaway learners wrote at the beginning of the training and information about the post-training activity. The instructor will direct learners with questions to stay after the training.<br>• Instructor will give the Post-Training Activity to the learners at the start of this section so that they can look at it throughout the presentation.<br>***Examples:***<br>• Learners will be given the Post-Training Activity and review it while the instructor is presenting.<br><br>***Student Grouping/ Media:***<br>• Training will conclude in whole group.<br>• Learners will be given the post-training activity to take with them. This will be in hard copy form.<br>**Student Participation:**<br>***Practice Items/Participation:***<br>• Participation: Learners will briefly discuss their takeaway and if they feel they accomplished that in the training today. This will help link the training back to the personal goals and interests of the learners. Learners can stay after the training to ask any questions.<br>• Participation: Learners should complete the activity within a week of the training. Learners should discuss any questions regarding the activity with the program manager. The post-training activity should help build learners' confidence in the training topics of identifying core topics/components and identifying student interests/behaviors and group purpose. Learners will use what they have learned in the training and apply it to relevant contexts.<br>***Student Grouping/Media:*** |

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| | • Students will complete the Post-Training Activity on their own.<br>• Students will complete their re-visit of their takeaway on their own.<br>• Post-Training Activity will be a hard copy posttest.<br>• The Volunteer Packet: will contain an area for learners to re-visit their takeaways from the training under section "Takeaway Revisit" |

## Implementation Plan

To test the training, I will conduct a run-through with two individuals from my personal life. Person A is a volunteer for youth development programs and aligns with the target audience well. Person B does not contain the required entry skills, but is a willing participant. Person A will be a good guide for if the training concepts are necessary and relevant to the target audience. Person B will help to determine the need for the entry skills. Person A will focus on the content of the presentation, including the timing, the flow, and any instructional gaps. Person B will focus on the formatting, the presentation style, and the engagement level of activities. Both persons bring a realistic element to the environment of training with volunteers. Volunteers have varied backgrounds and professional experiences. While volunteers with relevant experience is an important entry skill in this training, it will be good to test out the necessity of these entry skills with Person B.

My plan is to conduct the run through in my office this coming Saturday. While this is not the exact same as the desired learning context, it will contain all necessary equipment and plenty of space. I will conduct a formal training session just as the training

will be run with the learners, including going through the full presentation and all activities. My pilot testers will go through the workshop as learners and provide notes, questions, and feedback throughout.

## Evaluation Plan

Formative evaluation data will be collected in two ways: my noted observations during the training and the observations and survey of the pilot testers. My observations will focus on the timing of each cluster and activities, the questions of testers during the training and the general observation of the testers as they work on the training content. The testers will be given all materials for the training and asked to write notes, write questions and highlight any areas of concern on their documents. The testers will also be provided a copy of the training presentation to mark up as I present the training. Testers will be instructed to ask questions when lost or confused. I will record all questions asked during the training. Each person will be asked to focus on different aspects of the training, as stated in the above section. The goal of the pilot test is to verify the timing and flow of materials, verify the entry skills, catch basic errors in the materials and check the quality and relevancy of the content prior to the training being presented to the desired learning audience.

The observations of the testers, including the notes and mark ups on the training materials will be given to me after the training. Additionally, the testers will complete a hard copy evaluation survey following the training to understand their attitudes and thoughts regarding their experience. Both the completed training materials, questions asked during the training and the evaluation survey questions will be used to make

changes that will help with learner understanding and engagement of the materials. Survey sample questions can be viewed below.

**Survey questions will include:**

1. Did you feel lost or confused at any point during the training? If so, were you able to ask for clarification?
2. Do you feel the training strategies (the presentation, discussions, and activities) were helpful and appropriate for teaching the learning content?
3. Did you feel engaged throughout the training session?
4. Did you feel there was enough time to complete each activity?
5. On a scale of 1-10, with 10 being completely confident, how confident do you feel selecting relevant topics for student development groups?
6. Is there anything else you would like to see included in this training?
7. Do you feel the instructor came prepared for the training and had a good understanding of the training content?

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