WELCOME!

WARM UP ACTIVITY

Directions:

1. Find a partner: share your name, where you work, and what you like to do outside of work.

2. Take 2 minutes each to teach a skill to your partner (whistling, juggling, dance move, cooking a recipe, etc.)
ADAPTABLE, ACTIVE LEARNING TOOLS & STRATEGIES FOR SUPPORTING THE LEARNING & GROWTH OF VOLUNTEERS

AGENDA (90 min)

1) Introduction (10 min)
2) Volunteer Competency Framework (25 min)
3) Volunteer Scaffolding Tool (25 min)
4) Additional Learning Tools & Strategies (20 min)
5) Conclusion (5 min)
INTRODUCTION

● **Personal lens**
● Challenge
● How do we learn?
● Proposed solution
● Goals of workshop
New volunteers don’t become amazing volunteers overnight; this isn’t how people learn!

- When do volunteer *really* learn how to become effective in their roles?
- How do volunteers learn best?
Thinking back to partner warm up:
- What helped you learn the skill?
- What teaching strategies were effective?
**We learn best with...**

1. Active Learning
2. Moderate Stress

**Bloom’s Taxonomy**

- **Remember**
  - Recall facts and basic concepts

- **Understand**
  - Explain ideas or concepts

- **Apply**
  - Use information in new situations

- **Analyze**
  - Draw connections among ideas

- **Evaluate**
  - Justify a stand or decision

- **Create**
  - Produce new or original work

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**INTRODUCTION**

- Personal lens
- Challenge
- **How do we learn?**
- Proposed solution
- Goals of workshop
INTRODUCTION

- Personal lens
- Challenge
- How do we learn?
- Proposed solution
- Goals of workshop

- Provide volunteers with scaffolded support coupled with timely and targeted feedback while performing their role (“in-service”)
INTRODUCTION

- Personal lens
- Challenge
- How do we learn?
- Proposed solution
- **Goals of workshop**

- Identify 4-6 volunteer competency areas that constitute a standardized framework from which the volunteer supervisor can offer intentional ongoing support to their volunteers.

- Identify 4-6 phases of volunteer development of a particular role that the volunteer supervisor can use as an adaptable scaffolding tool for supporting the growth of volunteers.

- Identify more passive tools/strategies that are currently used for supporting the learning and growth of volunteers, and make these tools/strategies more active.
Introduction

Example of competencies
Example of measurable, observable actions
Activity

What is it?

- A monitoring & evaluation framework shared between volunteers and volunteer supervisors from which progress can be monitored and feedback can be given/received

What does it do?

- Identifies key competencies of your ideal volunteer
- Identifies observable and measurable actions of your ideal volunteer

Why is it helpful?

- Provides volunteers with clear goals and feedback while performing their role
VOLUNTEER COMPETENCY FRAMEWORK

- Introduction
- Example of competencies
- Example of measurable, observable actions
- Activity

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Facilitation

Relationships
**VOLUNTEER COMPETENCY FRAMEWORK**

- Introduction
- Example of competencies
- Example of measurable, observable actions
- Activity

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# Lenses

- **Sport & Health**: At least 15 minutes are dedicated to teaching, with 3-5 clear coaching points. Participants are physically active for at least 60 minutes during sessions.
- **Access & Inclusion**: There are opportunities for all to experience success during practice regardless of soccer and athletic ability levels.
- **Trauma-Informed**: Conflicts are managed with restorative questions, nurturing greater self-awareness and reflection, and restoring the harm done to relationships.
- **Language**: There are multiple opportunities to practice speaking English in small and larger groups throughout the session.

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# Facilitation

- **Energy**: Models positive, high energy throughout session
- **Co-Coaching**: Coach proactively contributes to facilitation of session, supporting and leading activities in coordination with a team of coaches.
- **Transitions**: Manages the flow of the session, ensuring the team progresses along in the activities

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# Relationships

- **Dependability**: Shows up to session consistently and on-time, making their presence predictable for the youth and establishing a rapport of respect and trust with participants.
- **Greeting**: Greets all youth joyfully by name as they arrive.
- **Individualized**: Coach is familiar with the backgrounds of each youth and uses this information to check in about their daily lives.
**Goals:**
- Identify 4-6 key competency areas
- *Bonus:* Identify 2-3 observable, measurable actions within each competency area

**Process (20 min)**
1) Individual reflection & brainstorming (5 min)
2) Triad discussion (10 min)
3) Individual reflection & brainstorming (5 min)

**Prompts:**
- Imagine your most effective volunteer (or an ideal volunteer) for a particular role: *What makes this volunteer effective?*
  - **Deductive approach**
    1) What competency areas has this volunteer mastered?
    2) What are observable, measurable actions within each competency area?
  - **Inductive approach**
    3) What observable and measurable actions does this volunteer do?
    4) What competency areas can you derive from these actions?
What is it?
- A roadmap of volunteer learning for volunteer supervisors to follow when supporting the growth of volunteers

What does it do?
- Identifies key phases of volunteer development
- Identifies goals within each phase of volunteer development

Why is it helpful?
- Breaks down a volunteer role into manageable and timely learning phases, helping volunteers prioritize *what* they need to learn *when* they need to
VOLUNTEER SCAFFOLDING TOOL

- Introduction
- Example of development phases
- Example of developmental goals
- Activity

**Introductory**
(Sessions 1-4/ Month 1)
- Relationships

**Strengthening**
(Sessions 5-8/ Months 2-3)
- Relationships
- Facilitation

**Ownership**
(8+ sessions/ Months 4-11)
- Relationships
- Facilitation
- Lenses

**Mastery**
(20+ sessions/ Year 1+)
- Relationships
- Facilitation
- Lenses
<table>
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<tr>
<th>Timeline</th>
<th>Competency Priority</th>
<th>Examples of Goal(s)</th>
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| Introductory (Session 1-4) | Relationships       | ● Talk with 5 different participants (learn their name, interests, background, etc. and reciprocate by sharing about yourself)  
● Make individual connections with every participant and learn all their names |
| Strengthening (Session 5-8) | Facilitation        | ● Familiarize yourself with routine and identify ways to support the facilitation of the session  
● Lead the facilitation of activities |
| Ownership (8+ Sessions) | Lenses (1 or 2)     | ● Sport & Health: Provide individualized feedback on the skill of the day to 5 players |
| Mastery (Session 20)   | Lenses (All)        | ● Language: Ask 3 open-ended questions to the team to create opportunities to practice English  
● Access & Inclusion: Intentionally group players from different countries or schools together to break up cliques  
● Trauma-Informed: Give youth the opportunity to choose at least 2 times during the session |
Goals:
- Identify 4-6 phases of volunteer development
- Bonus: Identify 2-3 goals within each phase of volunteer development

Process (20 min)
1) Individual reflection & brainstorming (5 min)
2) Triad discussion (10 min)
3) Individual reflection & brainstorming (5 min)

Prompts:
- Prioritize your volunteer competencies (What is an immediate need? What can wait?)
- Consider average rate of volunteer growth when creating this timeline
  - Deductive approach
    1) Consider the prioritization of competency areas needed to master the role: What phases of development would capture this scaffolding timeline?
    2) What goals are appropriate within each phase of volunteer development?
  - Inductive approach
    3) What goals are appropriate for the timeline of volunteer development? (What are the goals of your volunteer on their first day? First week? Month? Year?)
    4) What phases of development can derive from these goals?
Goal:
○ Identify additional learning tools & strategies and make passive tools & strategies more active

Process (20 min)
○ Discuss in groups of five (10 min)
○ Large-group shareback (10 min)

Prompts
1) Brainstorm: What other tools & strategies do you use to support the learning and growth of your volunteers?

2) Re-Evaluate: Are these tools & strategies active? If so, explain how; if not, how could you make these tools & strategies more active?
CONCLUSION

- The “why”
- Questions?
- Evaluation