



October 2011

# Supporting Children and Youth

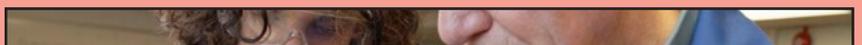
## Mentor Training for Senior Corps Volunteers



## Curriculum



Corporation for  
**NATIONAL &  
COMMUNITY  
SERVICE** ★★☆☆



# **Supporting Children and Youth: Mentor Training for Senior Corps Volunteers**

Submitted September 2011

This publication was developed by JBS International, Inc. under contract to the Corporation for National and Community Service, Contract Number CNS09A0016-0002.

JBS International, Inc.  
555 Airport Blvd. Suite 400  
Burlingame, CA, 94010  
Telephone: 650-373-4900

## Introduction

*Supporting Children and Youth: Mentor Training for Senior Corps Volunteers* was developed to provide a standardized and easy-to-use training curriculum for Senior Corps' Foster Grandparent and RSVP project directors who have volunteers delivering mentoring and other support services to children and youth at schools and community organizations. This curriculum is designed to enhance volunteer capacity and improve the quality of service delivered by the volunteers. In addition to providing an overview of services for children and youth, the curriculum meets the need for creative and practical strategies and ideas that volunteers can adapt when serving children and youth.

*Supporting Children and Youth: Mentor Training for Senior Corps Volunteers* consists of the curriculum (eight workshop modules) and accompanying Facilitator's Guide. The Facilitator's Guide is designed to support the facilitation of the workshop modules in the curriculum. Therefore, you are encouraged to use both documents when preparing for and conducting the workshop modules.

## Curriculum

### Content and Design

Each of the eight workshop modules is organized as a two-hour session. These workshops can be conducted individually or in combination of two or more. The module topics are presented as follows but do not need to be implemented in this order:

1. *Mentoring and Tutoring Services Provided by Volunteers*
2. *Becoming an Effective Mentor*
3. *Effective and Respectful Communication with Children and Youth (Part I)*
4. *Effective and Respectful Communication with Children and Youth (Part II)*
5. *Strategies for Managing Challenging Behavior*
6. *Serving Children with Special Needs*
7. *Serving Preschool Children (Ages 3-5)*
8. *Providing Support to Military Families*

Each module includes a session outline with estimated times, facilitator notes and instructions, optional PowerPoint slides with abbreviated facilitator instructions, worksheets for activities and exercises, informational handouts for participants including a "recommended resources" list, and a feedback survey. The structure of each workshop follows this format:

- Introduction with a brief warm-up activity
- Short lectures (before and/or after the exercise)
- Exercise for skill development
- Short reflection activity that summarizes the topic or helps participants consider an important related issue
- Closing with opportunity for feedback

*Supporting Children and Youth: Mentor Training for Senior Corps Volunteers* incorporates methods to fit different adult learning styles and varied approaches to presenting material. Included are large group discussions, small group cooperative exercises that stress practical application, brainstorming, and role-playing. The curriculum also provides opportunities for individual or pair reflection, and sharing of experiences. Every module utilizes experiential learning by asking participants to consider hypothetical but realistic situations. Additionally, the workshops appeal to different senses and use a multi-media approach (handouts, easel pads/whiteboard, and slide presentations).

The workshops were designed for group training, but the lecture notes and handouts can also be helpful for training new volunteers individually.

### **Preparation**

All of the material (facilitator notes, handouts, resource sheets, slides) needed to conduct the workshops is provided. However, facilitators will need standard training materials such as access to a copy machine for handouts, equipment for projecting slides (if using the PowerPoint), white/blackboard or easel paper, and chalk/markers.

To prepare for facilitating a workshop module, the following steps are recommended:

#### **Step 1: Review the module at least one week before conducting the workshop.**

- Look closely at the exercises and the “large group callout” sections. Understand how the activity works and the key messages to be covered in processing that activity.
- Many handouts are optional. Review and choose the handouts you wish to use. The handouts elaborate on the main points of the lecture, build on lessons from the exercise, offer participants practical tips and suggestions, and provide additional resources to further participants’ knowledge.
- It is not essential to use the PowerPoint presentation provided. Facilitators may prefer to copy information from key slides onto easel paper (e.g. exercise instructions) and post them on the wall, make transparencies for an overhead projector, or make handouts of the slides.

#### **Step 2: Modify the workshop as needed.**

- Review the time estimates in the session outline and adjust the time and number of activities according to previous experience with the group. For instance, if participants enjoy small group discussions and they are productive, consider increasing the suggested time allotments for the exercise and omit another section of the workshop, such as the reflection piece.
- If necessary, add or omit text in the facilitator’s notes. For example, if the notes refer to a situation where volunteers are out in the community with the child/youth (as in a community-based mentoring program) and the volunteers only serve in the school, exclude that reference and provide a substitute. The PowerPoint presentation contains abbreviated facilitator’s instructions and can be modified electronically.

- If needed, revise the exercise worksheets, particularly those that ask participants to consider hypothetical situations with children and youth. The facilitator may prefer to substitute actual situations for the descriptions, or develop new hypothetical situations that will encourage discussion on an important topic (e.g., ethical dilemmas around confidentiality that a volunteer may encounter).

**Step 3: Practice and know the material; the facilitator should be comfortable with all of the content.**

- The facilitator should be able to emphasize key concepts in discussions and answer most questions that come up around the topic. Of course, the facilitator is not expected to know everything but should be committed to help participants find answers.
- The facilitator will need to give clear directions for the activities, keep track of time, and distribute materials at different points in the workshop. For example, if an exercise calls for small group collaboration, the facilitator will need to know how s/he will form the small groups, the questions participants will be asked to consider, how/if answers should be written down, and how much time to give participants. . Ideally, the facilitator has a co-trainer or identified individual who can assist with some of the logistics; especially if the group is large.

### ***Facilitator's Guide***

The Facilitator's Guide is designed for facilitators who will be presenting the curriculum, and includes tips and strategies for working with a variety of participants. The Facilitator's Guide is geared toward the needs of new facilitators, but veterans may find it useful for improving group facilitation skills. The Facilitator's Guide consists of five chapters subdivided into sections using a "Frequently Asked Questions" format. The five chapters include:

**Chapter 1: Logistics.** Discusses considerations involved in setting up the training: time and location, program announcements, supplies, budget limitations, and unanticipated conditions that might influence the success of the event.

**Chapter 2: Adult Learning, Training Techniques and Application.** Discusses training methodologies that address different learning styles, adult learning theory, and tips for managing challenges such as timing.

**Chapter 3: Group Management.** Discusses how to create a safe learning environment, manage conflicts, and motivate and support a diverse group of participants.

**Chapter 4: Distance Learning and Web Conferencing.** Discusses distance learning technologies and web conferencing as an alternative or supplement to face-to-face training. Reviews training needs and considerations, including how to keep the training interactive and participants engaged.

**Chapter 5: Training Feedback and Self-Assessment.** Discusses why and how to evaluate the workshop and use the information to improve of your training event and facilitation skills.

## Acknowledgements

The Corporation for National and Community Service and JBS International, Inc., would like to thank the following people for their contribution to *Supporting Children and Youth: Mentor Training for Senior Corps Volunteers*. All of these people generously shared their insight, experience, and wisdom to make the curriculum and Facilitator's Guide useful resources that can be adapted by volunteer programs serving children and youth.

**Mary Broderick**, Foster Grandparent Program, Commission on Economic Opportunity for the Greater Capital Region Inc., Troy, New York

**Donna Campi**, Foster Grandparent Program, Mills-Peninsula Health Services, Burlingame, California

**Karla Crawford**, RSVP and Foster Grandparent Program, Sacramento, California

**Jeanette DeVore**, Foster Grandparent Program, Fort Wayne, Indiana

**Carlotta Downing**, Foster Grandparent Program, Meridian, Mississippi

**Mike Garringer**, National Mentoring Center, Education Northwest, Portland, Oregon

**Karen Garrison**, Foster Grandparent Program, Family Service Agency of San Francisco, California

**Tanya Graham-Simms**, RSVP and Foster Grandparent Program, Volunteer Macon, Inc., Macon, Georgia

**Nancy Henry**, Volunteer Leadership Center, Education Northwest, Portland, Oregon

**Alane Hill**, Friends Foster Grandparent Program, Concord, New Hampshire

**Liz Hillen**, Foster Grandparent Program, City of Oakland Department of Human Services, Oakland California

**Lauri Lyn-Jordan Jewell**, Foster Grandparent Program, Greater Erie Community Action Committee, Erie, Pennsylvania

**Mara King**, Foster Grandparent Program, CA Department of Developmental Services, Stockton, California

**Theresa Long**, Corporation State Office, Oklahoma City, Oklahoma

**Gloria McCracken**, Foster Grandparent Program, Family Service Agency of Mid Michigan, Flint, Michigan

**Christine McKenna**, RSVP, Area 10 Agency on Aging, Bloomington, Indiana

**Charity Moon**, Foster Grandparent Program, Ogden, Utah

**Janice Moore** and **Michele Coleman**, Foster Grandparent Program, The Senior Source, Dallas, Texas

**Theresa Nelson**, RSVP of Menominee/Delta/Schoolcraft, Escanaba, Michigan

**Shryiell Owens**, Foster Grandparent Program, HandsOn Central Ohio, Columbus, Ohio

**Mary Parker**, Foster Grandparent Program, Eastern Nebraska Office on Aging, Omaha, Nebraska

**Naomi Taggart**, Foster Grandparent Program, Volunteers of America Colorado, Denver, Colorado

**Andrea S. Taylor, Ph.D.**, Director of Training, The Intergenerational Center, Temple University

**Kristen Tracy**, Foster Grandparent Program of the Treasure Valley, Boise, Idaho

**Jane Watkins**, Central Florida Foster Grandparent Program, Orlando Florida

**Nancy Wietgreffe**, RSVP, Black Hills State University, Spearfish, South Dakota

**Annalise Albright Woods**, AmeriCorps BEST, Metropolitan Family Services, Portland, Oregon

**Jan Zeiger**, Foster Grandparent Program, Columbus, Indiana