



Giving Back: Volunteering For Work Experience

Attendance Record

Name	Class #											
	1	2	3	4	5	6	7	8	9	10	11	12

- P Present
- PP Present and Punctual
- A Absent without an excuse
- E Absent with an excuse
- Indicates that the learner returned from break promptly

Regular attendance and punctuality are examples of Time Management and Organisational Skills that are essential qualities for a volunteer.



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	13	14	15	16	17	18	19	20	21	22	23	24

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Regular attendance and punctuality are examples of Time Management and Organisational Skills that are essential qualities for a volunteer.

Unit 1 Guest Speaker: Being a Volunteer

Possible topics of discussion could include:

- How long have you been volunteering?
- Have you been volunteering at the same location or at different locations?
- Why did you want to start volunteering?
- What was the process of becoming a volunteer?
- Was it difficult to become a volunteer?
- What kind of obstacles did you encounter when becoming a volunteer?
- How does volunteering make you feel?
- Do you feel that you are “giving back” to your community by volunteering?
- How is your volunteer work similar to a paid job?
- Do you recommend volunteering to others?

Thank you for
Giving Back!



Good For Me Assessment

Volunteering is a great way for people to "give back" to the community they live in. But it also has rewards for the volunteer!

Look at this list of the benefits to volunteering. Put a check mark (✓) beside the benefits that are important to *you*.

Name: _____

✓	Benefits of Volunteering	B	J	L
	Volunteering will help me learn about important social issues.			
	Volunteering will help me develop new skills for living.			
	Volunteering may let me earn a certificate for the skills I've learned.			
	Volunteering will let me discover skills that I already have.			
	Volunteering will let me explore a new career.			
	Volunteering will give me good work experience.			
	Volunteering will help me to make new job-finding contacts.			
	Volunteering makes me feel like I'm working to help in a good cause.			
	Volunteering will let me give back to the community.			
	Volunteering will help me to feel better about myself.			
	Volunteering gets me recognition for the work that I do.			
	Volunteering will help me make new friends.			
	Volunteering will help me to become more independent.			
	Volunteering gives me something new and interesting to do.			
	Volunteering lets me be a role model for my children/family/friends.			

Now think about *why* each of the benefits you've checked is important to you. Is it because it will make you feel better about yourself? Will it help you to get a job? Will it

help you learn something new? For each of the benefits you've checked, decide *why* it's important. Put a check mark (✓) in the column that best describes the reason.

- B** if the benefit makes you feel **B**etter about yourself
- J** if the benefit will help you get a **J**ob
- L** if the benefit will help you **L**earn something new

How many benefits did you list for each letter?

_____ **B** _____ **J** _____ **L**

Did you have more of one letter than another? Which one? What do you think this means about why you should volunteer?

Next, list the 5 most important benefits to volunteering:

1. _____
2. _____
3. _____
4. _____
5. _____

Why do you think these 5 benefits are the most important to you right now?

INSTRUCTOR'S What if?

Write down all of the good things that you can think of that could happen if you get the volunteer placement of your choice:

- Feeling of accomplishment
- Feeling successful
- Sense of belonging
- Meet new people
- Learn new skills
- Feel better about my life
- Feel better about myself
- Help people
- Other:

What negative things could happen if you get the volunteer placement of your choice?

- Added responsibilities
- Transportation issues
- Childcare issues
- Need to purchase new clothing for placement
- Time management between school, volunteering, family, job, etc
- Other:



Why Do I Want to Volunteer?

Good For Me Evaluation

Learner's Name: _____

Date: _____

Giving Back Outcome: Learner identifies the personal benefits to volunteering.

Use this rubric for evaluating the learner's performance on the *Good For Me* assessment activity. Review the results with the learner, and provide suggestions for improvement if the learner's performance did not meet expectation. When completed, place a copy of the activity and this rubric in the learner's portfolio, and provide the learner with a copy as well.

Outcome	Does not meet expectations	Beginning to meet expectations	Almost meets expectations	Meets Expectations
<p>LBS Learning Outcome</p> <p>Set, Monitor and Revise Long and Short-term Goals</p> <p>OLC Level Descriptions</p> <p>Self-management/Self-direction Goal Setting Skills</p> <ul style="list-style-type: none"> Sets long-term goals based on self-assessment of own skills, interests and abilities 	<ul style="list-style-type: none"> Is unable to identify any benefits that are of interest or significance. Cannot answer reflective questions 	<ul style="list-style-type: none"> Finds less than 3 benefits that are of interest or personal significance, but needs supports. Needs support to answer reflective questions. 	<ul style="list-style-type: none"> Is able to identify more than 3 benefits that are of interest or significance, Is able to answer the reflective question, but not in detail. 	<ul style="list-style-type: none"> Identifies more than 3 benefits that are of interest or significance. The learner can answer the reflective questions and provide detail about how volunteering will be of personal benefit.

INSTRUCTOR'S Which One?

Draw a line from volunteering and/or paid work to what you would do for each one.

They all match both volunteering and paid work.

What is the difference between volunteer work and paid work?

The main difference between volunteer work and paid work is that you do not get paid for volunteer work. Another difference is that one **chooses** where they want to volunteer. A paid job may be out of necessity (i.e. not necessarily where they want to work, but is the only job available at the time). Otherwise the expectations are the same for both volunteer and paid jobs. One has responsibilities and must be reliable and responsible to keep their position.

INSTRUCTOR'S Volunteering POP Quiz!

How much do you know about volunteering?

1. A volunteer is someone who is paid for his or her work.
 - **False.** *A volunteer provides unpaid work.*
2. A paid employee can also be a volunteer.
 - **True.** *Many people who get paid for work also volunteer their time, knowledge and skills to give back to their community and/or because they enjoy volunteering.*
3. When you decide to become a volunteer someone else (like a volunteer agency or your instructor) decides where you should volunteer.
 - **False.** *To be an effective volunteer you must choose what you want to do. You need to make a responsible decision based upon your personal preferences and abilities and then decide where you would like to volunteer your time and skills.*
4. It does not matter if you are late for a volunteer placement.
 - **False.** *As a volunteer you are responsible for your duties. Other people are counting on you to be reliable. By being late for a volunteer placement people may think that you are unreliable and irresponsible. You would not be late for a paid job – the same rules apply for a volunteer placement.*
5. People volunteer because they can not get a job.
 - **False.** *People volunteer for many reasons. Some may volunteer to gain valuable knowledge and skills related to a certain type of job, i.e., to gain experience. Many people volunteer while they are working at a paid job. Some volunteer when they are out of work to give back to their community, to keep busy, to meet new people, to gain experience, etc.*
6. Volunteer jobs only include working at food banks and helping elderly people.
 - **False.** *Some volunteer jobs do include working at food banks and caring for elderly people; however, there are many other types of volunteer jobs available. You should choose to volunteer at a place that best suits your likes and abilities. Volunteering should make you feel good. You should not feel burdened doing something that does not interest you.*
7. Volunteer placements are finished once you get a job.
 - **False.** *Once you are a volunteer you negotiate with your volunteer supervisor how often you wish to volunteer. If you decide that you would like to move on from that volunteer position you discuss this with your supervisor. This may or may not have anything to do with getting a paid job.*

8. Volunteer placements are short-term.
 - **False.** *Volunteer placements are as short or as long as you want them to be (assuming, of course, that the volunteer agency that you are with is happy with your performance as a volunteer).*
9. Many people in our community volunteer.
 - **True.** *It is very difficult to calculate how many people volunteer in our community at any given time. Some have been volunteering for years, while others volunteer once a year at a special event. There are probably people that you see everyday that volunteer without you realising it.*
10. You need a car to volunteer.
 - **False.** *You can choose to volunteer at a location within walking distance or on a bus route. If you choose a volunteer placement that is very difficult to get to you may find it harder to commit to that agency. Remember to make a responsible decision about where you want to volunteer.*
11. You may have to invest in clothes for a volunteer position.
 - **True.** *Like a paid job you are required to dress appropriately for a volunteer placement. You should ask your volunteer supervisor what type of clothing is appropriate to wear for your placement.*
12. Employers look for volunteer positions on a résumé.
 - **True.** *Employers look for volunteer placements on a résumé because it shows that you care about your community, that you have gained experience and/or skills from your volunteer placement, and that you are a responsible person who can commit to a job, paid or otherwise.*
13. If you volunteer you must commit to several hours per week.
 - **False.** *As a volunteer you decide, with your volunteer supervisor, how many hours a week you can commit to and how many hours are available and/or needed by that agency.*
14. By volunteering at an agency – you will automatically get a job there if one becomes available.
 - **False.** *If a paid job becomes available within the agency that you are volunteering at you may be considered for that position (assuming that you have all of the required knowledge and skills needed for that position). However, it is not a given that you will automatically get the job. Ask yourself why are you volunteering here: if your answer is to get a job here, your expectations may be unrealistic. People choose to volunteer for many reasons, not just because it may lead to a job.*

15. If you need help or support when you decide to volunteer there are many people who can help you with the process.
- ***True.*** *You can always ask your instructor for help during this process. Your instructor may also advise you to seek additional help or support from a volunteer agency, your case worker, a family member, etc. Starting something new can be a scary or overwhelming experience and people want to see you succeed at volunteering.*

How did you do?



What Is Volunteerism?

Instructor Observation Based On Small-Group Discussion

Learner's Name: _____

Date: _____

Giving Back Outcome: Learner will be able to communicate his/her personal knowledge and skills related to volunteerism in group discussions.

Use this rubric for evaluating the learner's performance in the group discussion that takes place in Session 4. Review the results with the learner, and provide suggestions for improvement if the learner's performance did not meet expectation. When completed, place a copy of this rubric in the learner's portfolio, and provide the learner with a copy as well.

Outcome	Does not meet expectations	Beginning to meet expectations	Almost meets expectations	Meets expectations
<p>LBS Learning Outcome</p> <p>Speak and Listen Effectively Communicating in a Group</p> <p>OLC Level Descriptions</p> <p>Speak and Listen Effectively Level 3 Presenting Interacting</p> <p>Essential Skills</p> <p>Oral Communications</p>	<p><input type="checkbox"/> Does not offer information or ideas in group discussion and/or has trouble responding to direct questions.</p> <p><input type="checkbox"/> Does not listens to the views expressed by others, or responds inappropriately to the comments of others. Is disruptive or disrespectful.</p>	<p><input type="checkbox"/> Presents ideas and information in a sensible order.</p> <p><input type="checkbox"/> Listens to and contributes to discussions on familiar topics expressing own ideas and opinions and responding to questions and comments.</p>	<p><input type="checkbox"/> Presents ideas clearly and in a coherent order and provides more detailed information.</p> <p><input type="checkbox"/> Listens to others and contributes ideas appropriate to the topic of discussion; expresses ideas and opinions, and provides feedback to others in discussions about familiar topics.</p>	<p><input type="checkbox"/> Speaks clearly in a focused and organised way when presenting information to others on a variety of topics in familiar and unfamiliar situations.</p> <p><input type="checkbox"/> Listens to others and stays on topic in conversations on familiar and unfamiliar topics, responding with feedback to the ideas of others.</p>

Unit 2 Guest Speaker: Volunteerism

Possible topics of discussion could include:

1. How they became a volunteer/working in a volunteer agency.
2. How long have you been volunteering/working in a volunteer agency?
3. The benefits of volunteering (including increased self-esteem and giving back to society).
4. The rights and responsibilities of a volunteer.
5. Referral policies for volunteering.
6. Linkages between volunteer work and paid work.
7. What kind of volunteer placements are available in our community?

Thank you for
Giving Back!

INSTRUCTOR'S How do I Become a Volunteer?

What are the steps involved in becoming a volunteer? The chart below shows you the process to become a volunteer. Fill in the blanks in the boxes below with your information. Review the remaining boxes with your instructor.

My goal – to become a volunteer.

- *To become a volunteer doing what?*
- *Why do you want to become a volunteer?*

Discuss this with: _____

- *A volunteer agency*
- *Your instructor*
- *Your case worker*

Identify my interests in: _____

- *What is it that you like doing?*
- *This could be current interests or something new that a person would like to try.*

Identify my abilities in: _____

- *What are your skills?*
- *What do you know about your interest?*
- *Be realistic*

Identify availability of volunteer placement.

- *Find out if there is a volunteer placement available in your field of interest.*
- *May need to go through a volunteer agency, this program and/or your caseworker to find out this information.*

Interview with volunteer placement agency.

- *Interview is set up for you with the volunteer agency of your choice.*
- *Interview has the same expectations as it would be for a job interview.*

Have Police Check done.

- *Many organisations insist upon a valid and current police check before you are allowed to volunteer within an organisation.*
- *Often you are required to cover the cost of this (approximately \$25.00) however, some places will pay for this.*

Other requirements for volunteer agency.

- *This could be further references, filling out additional forms and/or paperwork, another interview, etc.*

Establish hours, dates, etc. with volunteer agency.

- *Both you and the volunteer organisation that you are volunteering with need to establish what days, hours and times work out best for each of you.*

Orientation and training with volunteer agency.

- *Many organisations require that you complete orientation and training before starting to volunteer.*
- *This helps to ensure that you know what you are supposed to be doing.*
- *If the organisation knows that you have been properly trained to do your job then there should not be any problems with you doing your job the way it is suppose to be done.*

Start volunteering.

- *There may be changes in your hours, types of job, etc. after you start volunteering.*
- *You may stay at one place and volunteer for a long time or may go to a different volunteer placement sooner than later.*

INSTRUCTOR’S What is Helpful?

Section 1: Nancy’s Story

Nancy has struggled with her weight most of her adult life. She enjoys eating and she is not very active. As she has grown older her weight has increased and she does not have much energy. Her doctor tells Nancy that she needs to lose weight. She is starting to have health problems because of her weight. By losing weight she can live a healthier life.

Losing weight will be a challenge for Nancy. Although it will be difficult, Nancy wants to improve her health and has decided to try to lose some weight. She will need some help or some support to get through the process of losing weight.

What is Nancy’s goal?

- To lose weight.

What does Nancy need to do to reach her goal? Who can help or support Nancy? Fill in the boxes below to answer this question.

WHAT DOES NANCY NEED TO DO?	WHO CAN HELP NANCY DO THIS?
<ul style="list-style-type: none"> • Encouragement to start diet and commit to it. • Help by cooking diet friendly foods for Nancy. • Reminding Nancy of her goal. • Reminding Nancy of her health problems. • Positive talk and attitude. • Reinforce good behaviours. • Encourage Nancy to exercise. • Provide transportation to gym. • Provide transportation to doctor’s office for follow up appointments. • Other: 	<p>Family and Friends</p>
<ul style="list-style-type: none"> • Recommending healthy diet to follow. • Welcome Nancy to come to office to get weighed once a week. • Counselling on weight loss issues, i.e. why do you eat? Is it related to emotional issues, etc. • Explain health risks of obesity. • Explain health benefits of a healthy weight. • Explain the benefits of exercise. • Encouragement. • Other: 	<p>Doctor</p>

WHAT DOES NANCY NEED TO DO?	WHO CAN HELP NANCY DO THIS?
<ul style="list-style-type: none"> • Set up personalised work out schedule with activities that Nancy is comfortable with. • Offer 1:1 support (may involve financial commitment) • Provide a volunteer to work 1:1 with Nancy. • Provide information on how, where, when and why to exercise. • Provide encouragement and motivation. • Other: 	Personal trainer/staff at gym
<ul style="list-style-type: none"> • Information on how to start a diet and exercise program. • Online chat rooms with other people trying to lose weight can provide support. • Tricks to stay motivated. • Encouragement • Positive stories of success • Be sure to use reputable Internet sites, magazines, books, etc. • Remember that some pictures can/have been air brushed to look good. Keep ideals realistic. 	Internet/magazines/books
<ul style="list-style-type: none"> • 	Other:

Section 2: Dave’s Story

Dave has always enjoyed working with older adults. His caseworker told him about a Personal Support Worker Program available at a local adult learning centre. He is very interested and goes for an interview at the school. Although Dave has the desire to be a PSW (personal support worker), he needs to upgrade his literacy skills. It is suggested that Dave attend school full time to upgrade his skills and eventually move into the PSW Program.

Going to school full time will be a challenge for Dave. Although it will be difficult, Dave wants to improve his literacy skills and has decided to enrol in school. He will need some help or support to get through the process of going to school.

What is Dave’s goal?

- To go to school (LBS Program and eventually into PSW Program)

What does Dave need to do to reach his goal? Who can help or support Dave? Fill in the boxes below to answer this question.

WHAT DOES DAVE NEED TO DO?	WHO CAN HELP DAVE DO THIS?
<ul style="list-style-type: none"> ○ Encouragement to start and motivation to keep going. ○ Help with any family obligations so that Dave can get to school, do homework, etc. ○ Offer helpful advice. ○ Offer childcare if necessary. ○ Reinforce positive behaviour. ○ Drive to school. ○ Support change ○ Other: 	<p style="text-align: center;">Family/Friends</p>
<ul style="list-style-type: none"> ○ Help with schoolwork. ○ Motivate and encourage. ○ Reinforce positive behaviours. ○ Build confidence. ○ Discuss options available. ○ Other: 	<p style="text-align: center;">Teacher</p>
<ul style="list-style-type: none"> ○ Communicate with teacher if necessary. ○ Provide support and encouragement. ○ Discuss options available. ○ Provide transportation (bus tickets) if necessary. ○ Other: 	<p style="text-align: center;">Case Worker</p>

WHAT DOES DAVE NEED TO DO?	WHO CAN HELP DAVE DO THIS?
○	Other:

Section 3: Volunteering

Now think about volunteering. Your goal is to volunteer. There are steps involved in becoming a volunteer. These steps are called a process.

- We discussed the process of becoming a volunteer in class # 4 with the handout called *How do I Become a Volunteer*.
- This process is listed on the next page.
- What help or supports could be available for each step of the process of becoming a volunteer?
- Complete the following table.

PROCESS OF BECOMING A VOLUNTEER	WHAT I NEED TO DO?	WHO CAN HELP ME?
Defining my goal of volunteering: <ul style="list-style-type: none"> ➤ Where ➤ Doing what? 	<ul style="list-style-type: none"> ○ My goal is to: ○ My ambitions are: ○ “My friend volunteers at the local food bank and he really enjoys doing it, may be I should try it too.” ○ Other: 	<ul style="list-style-type: none"> ○ My teacher ○ My case worker ○ Staff at community volunteer agency ○ Family/friends ○ Internet research ○ Other:
What am I interested in doing? (interests, preferences)	<ul style="list-style-type: none"> ○ Aptitude tests ○ “I always thought that I would like to help older adults who are living alone. Maybe now is the time to look into this.” ○ Other: 	<ul style="list-style-type: none"> ○ My teacher ○ My case worker ○ Staff at community volunteer agency ○ Family/friends ○ Internet research ○ Other:

PROCESS OF BECOMING A VOLUNTEER	WHAT I NEED TO DO?	WHO CAN HELP ME?
<p>What can I already do? (abilities, skills, knowledge)</p>	<ul style="list-style-type: none"> ○ My success in school has been: ○ My success in work experience has been: ○ People have always told me that I was good at: ○ Other: 	<ul style="list-style-type: none"> ○ My teacher ○ My case worker ○ Staff at community volunteer agency ○ Family/Friends ○ Former employers ○ Former teachers <p>Other:</p>
<p>Are there volunteer placements available?</p>	<ul style="list-style-type: none"> ○ Could find out from person at volunteer placement location that I am interested in volunteering at. ○ Ask volunteer agency staff. ○ Ask friend who already volunteers at location. ○ Newspaper add ○ Other: 	<ul style="list-style-type: none"> ○ Go to volunteer placement and ask ○ Staff at community volunteer agency ○ My teacher ○ My case worker ○ Family/friends ○ Internet research ○ Other:
<p>Interview with volunteer agency.</p>	<ul style="list-style-type: none"> ○ Learn about interviews in Giving Back program. ○ Research interview skills from books and/or Internet. ○ Participate in mock interviews to practice interview skills. ○ Video tape myself in a mock interview to self-assess interview strengths and weaknesses. 	<ul style="list-style-type: none"> ○ My teacher ○ My case worker ○ Staff at community volunteer agency ○ Employment Resource Centres ○ Family/friends ○ Internet ○ Other:

PROCESS OF BECOMING A VOLUNTEER	WHAT I NEED TO DO?	WHO CAN HELP ME?
Getting a Police Check.	<ul style="list-style-type: none"> ○ Go to local police centre where they do police checks. ○ Discuss payment options with volunteer agency (do I pay or do you provide the cost of a police check for potential volunteers?) ○ Transportation to police check: bus or need a ride? 	<ul style="list-style-type: none"> ○ Local Police centre ○ My teacher ○ My case worker ○ Staff at local community volunteer agency ○ Family/friends ○ Other:
Other requirements of volunteer placement organisations. ➤ List other requirements	<ul style="list-style-type: none"> ○ Screening Process to determine if you are suitable for the position. 	<ul style="list-style-type: none"> ○ My teacher ○ My case worker ○ Staff at community volunteer agency ○ Staff/volunteers at placement location ○ Family/friends ○ Other:
Decide upon how many hours/days/times you are available to volunteer.	<ul style="list-style-type: none"> ○ Base this decision upon what you already know: go to school ___hrs/week, have a job ___/week, family obligations ___/week, other responsibilities: ○ Be sure that you commit to a realistic time frame so that it is more likely that you will show up for your volunteer hours. ○ Think about how easy is it going to be for you to get there. ○ People are counting on you. 	<ul style="list-style-type: none"> ○ My teacher ○ My case worker ○ Staff at community volunteer agency ○ Staff/volunteers at placement location ○ Family/friends ○ Other:

PROCESS OF BECOMING A VOLUNTEER	WHAT I NEED TO DO?	WHO CAN HELP ME?
<p>How many hours/days/times does the volunteer placement need you to volunteer for them?</p>	<ul style="list-style-type: none"> ○ You have made a decision to volunteer at this location based upon your preferences and abilities. This volunteer placement is telling you that they need you for ‘x’ hours/days/times – you should not let them down BUT you also have to be realistic and balance your life to include your volunteer placement. 	<ul style="list-style-type: none"> ○ My teacher ○ My case worker ○ Staff at community volunteer agency ○ Staff/volunteers at placement location ○ Family/friends ○ Other:
<p>Getting to your volunteer placement.</p>	<ul style="list-style-type: none"> ○ You have been accepted into ‘x’ volunteer placement. Do you know who your supervisor is? ○ What is the phone number to call in case you have further questions/ concerns? ○ What do you need to bring with you to your placement i.e., jacket, lunch, etc? ○ What kind of orientation/ training do you need? 	<ul style="list-style-type: none"> ○ My teacher ○ My case worker ○ Staff at community volunteer agency ○ Staff/volunteers at placement location ○ Family/friends ○ Other:
<p>Starting your volunteer placement.</p>	<ul style="list-style-type: none"> ○ Orientation/training ○ Ongoing work performance reviews ○ Feedback from you – do you have any suggestions to help the organisation? ○ Review your Rights and Responsibilities as a volunteer. 	<ul style="list-style-type: none"> ○ My teacher ○ My case worker ○ Staff at community volunteer agency ○ Staff/volunteers at placement location ○ Family/friends ○ Other:



How Can I Manage This?

Demonstration Cover Sheet

Demonstration Title	Reaching Your Goals
Giving Back Learning Outcome	Learner will be able to prepare for volunteering by identifying supports and barriers to success.
LBS Learning Outcomes	Self-Management/Self-Direction Set, Monitor and Revise Long and Short-term Goals <ul style="list-style-type: none"> Learner develops a plan for the achievement of personal goals
OLC Level Descriptions	Self-Management/Self-Direction Problem Solving Skills <ul style="list-style-type: none"> Develops and demonstrates ability to identify problems and generate ideas about possible solutions/options Develops and demonstrates techniques for breaking problems down into manageable parts
Prior Learning Required	<ul style="list-style-type: none"> Read and Comprehend LBS Level 2
Practitioner Name:	
Learner Name:	
Date:	
How is this demonstration linked to the learner's goals?	
<p>In order to become a successful volunteer, the learner must be able to identify existing supports and barriers and create a plan to overcome barriers using new and existing supports.</p>	

Demonstration Results:

Activity Successfully Completed? Yes No

Instructions for the Practitioner

Assessment Process:

1. Review the importance of goal setting with the learner.
2. Review the demonstration with the learner and answer any questions about the instructions.
3. Explain the evaluative criteria for the assessment and the process of self-assessing.
4. Set a time limit and or submission deadline for this activity.
5. Use the *Evaluating Reaching Your Goals* rubric to determine the learner's level of success with this demonstration, and provide suggestions for improvement when the learner's performance did not meet expectations. . Include a discussion about the learner's self-assessment at this time.
6. Following the demonstration, review the outcome of the evaluation and give the learner an opportunity to reflect on your comments.
7. Make a copy of this demonstration for the learner's *Giving Back* binder, and keep the original in the learner's *Giving Back* portfolio.

Possible Variations for the Demonstration:

This demonstration may be completed in class or as a homework assignment.

Resources Required for the Demonstration:

- Demonstration worksheet
- Pen/pencil/eraser

Learner Supports Allowed

- The learner may ask for clarification of instructions.
- The demonstration may be completed as a homework assignment if more time is required.
- The learner may ask family/friends about supports and barriers if necessary. For example, a learner may not know whether a family member would be available for childcare. It is permissible for the learner to ask before identifying either a support or barrier in this area.



How Can I Manage This?

Evaluating Reaching Your Goal

Learner's Name: _____

Giving Back Outcome: Learner will be able to prepare for volunteering by identifying supports and barriers to success.

Outcome	Does not meet expectations	Beginning to meet expectations	Almost meets expectations	Meets Expectations
<p>LBS Learning Outcome</p> <p>Set, Monitor and Revise Long and Short-term Goals</p> <p>OLC Level Descriptions</p> <p>Self-Management/Self-Direction Problem Solving Skills</p> <ul style="list-style-type: none"> • Develops and demonstrates ability to identify problems and generate ideas about possible solutions/options • Develops and demonstrates techniques for breaking problems down into manageable parts <p>Essential Skills</p> <p>Thinking Skills Problem-Solving</p>	<ul style="list-style-type: none"> ❑ The learner has difficulty in identifying relevant supports and barriers to success. ❑ The learner is unable to create a plan to manage the identified barriers. 	<ul style="list-style-type: none"> ❑ The learner identifies some supports and barriers to success. ❑ The learner creates a realistic and manageable plan of action to address the identified barriers with support from the instructor. 	<ul style="list-style-type: none"> ❑ The learner identifies most relevant supports and barriers to success. ❑ The learner creates a realistic and manageable plan of action to address the identified barriers with support from the instructor. 	<ul style="list-style-type: none"> ❑ The learner identifies all relevant supports and barriers to success ❑ The learner independently creates a realistic and manageable plan of action to address the identified barriers.

****In some cases, planning to leave the Giving Back program may be a “realistic and manageable plan” for learners who have significant barriers to participation. This should not be viewed as a failure as far as this assessment is concerned.**

3

Reaching Your Goal Demonstration

People set goals every day. Jan thinks, "Today I'm only going to eat healthy foods". Mike thinks, "someday I want to be the foreman here". Mary says, "I want to take a trip to Las Vegas!" But setting a goal is only the first step to reaching it! If you want to reach your goal successfully, you have to plan for it.

The first step is to list the things that will help you achieve your goal. Below is a list of things that tend to help people be successful. For each item, check either 'True' or 'False' and then rate how important this is on a scale from 1 to 5, 1 being the *least important* and 5 being *most important*. Give yourself a score of 0 if the item is not true for you at all. Add up the score when you're done.

	True	False	Importance
			
There are people in my life that can help me reach my goals.			
I believe that volunteering will help me in many different ways.			
Becoming a volunteer is very important to me.			
I believe that I would be a good volunteer.			
I believe that I have the skills and experience that I need to be a volunteer.			
Another strength that will help me reach my goal is _____			
Total Score			

Next, it's important to figure out what things might get in the way of volunteering. Below is a list of things that might get in the way of achieving your goal. For each item, check either 'True' if this is a problem for you and 'False' if it's not a problem or if it's not a serious problem. Next rate how big a problem it is on a scale of 1 to 5, 5 being a very serious problem and 1 being a very small problem. Give yourself a score of 0 if it's not a problem at all. Add the score when you're done.

	True 	False 	Importance
I don't have time to volunteer right now. There are too many other important things to do.			
I don't have the money I need to cover the expenses that volunteering might create.			
I don't have access to the childcare and/or transportation I need to volunteer.			
I have a serious illness or disability that will prevent me from volunteering			
Another problem that stands in the way of reaching my goal is _____ _____			
Total Score			

Which score is higher?

My score in things that will help me reach my goal is _____

My score in things that might prevent me from reaching my goal is _____

If your score in things that will help is lower, it would be a good idea to figure out ways to improve that score. You will also want to think about ways to lower your score in things that might be a problem. Below is a list of factors that can either help or hinder you in reaching your goal. Below you will find an Action Plan. Thinking about how you can solve problems will make it easier to be successful with your goal!

Action Plan

Statement	What can I do?	Who can help me?
I don't have people to support me.		
I don't think that volunteering can help me.		
I don't think volunteering is important.		
I don't think I'd make a very good volunteer.		
I don't think I have the skills or experience I need to do the volunteer job I want to do.		
I need to find more time and energy to volunteer.		
I need some extra money to cover the costs of volunteering.		
I need someone to look after my children while I volunteer.		
I need some kind of transportation to help me get to and from my volunteer job.		
I need some special supports because I have a serious illness or disability.		
I need to think about another volunteer job that I could do without so many problems.		
I have some other problem that I need to solve before I can volunteer. _____ _____		

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Demonstration Self-Assessment

1. How well do you think you did on this activity?



Not So Good



I'm Not Sure



Really Well!

Why did you make this choice?

2. Do you think that you've named all the things that will support you in reaching your goals?

Yes

No

If no, why not? _____

3. Do you think that you've named all the things that might get in the way of reaching your goals?

Yes

No

If no, why not? _____

4. Were you able to make an action plan that will help you reach your goals?

Yes

No

If no, why not? _____

~ Turn the Page Over ~

5. Based on your action plan, do you think that you can fit volunteering into your life right now?

Yes

No

If not, what can you do to change this? When do you think it will change?



INSTRUCTOR'S Advantages of Time Management

True or False? After you read each statement write either **True** if you believe the statement is correct, or **False** if you believe the statement is not correct.

1. You will gain time if you manage your time wisely.

TRUE – even though someone does not physically hand you an extra hour, by implementing effective time management skills you can get more things done in a day, and perhaps gain time for other activities. Like the saying goes – work smarter not harder. For example, by waking up a little earlier in the morning you can put all the laundry away before you go to school/work/volunteer placement. When you come home from school/work/laundry you do not have to put the laundry away and can instead read a book/magazine, play with you children, exercise, listen to music, etc.

Other:

2. You will get more done in a day if you manage your time.

TRUE – If you manage you time effectively you will know what needs to be done and when it needs to be done. There is a saying: “If you want something done: ask a busy person to do it.” This is generally the case because a busy people know how to manage their time and get several things done in a day. They are not ‘busy’ doing time wasting activities. They have a goal for the day. They know what needs to be accomplished, and they manage their time and activities/projects to reach their goal.

Other:

3. You will have less stress or anxiety by managing your time.

TRUE – you will not be left with that awful feeling of “Am I forgetting something?” “I have so much to do – how will I ever get all of this done.” Statements such as these can be very stressful and overwhelming. People live in a constant state of anxiety about what needs to be done that is not getting done. For some, it is too much for them, so they give up completely:

- “I’ll do it tomorrow.” Not likely because now you have two days worth of work. Another stress filled day.
- “I’ll wake up early and get this done before school.” Then if they sleep in they have it weigh on them for another day.
- “I’ll do it later – it will only take a few minutes.” Wrong. It either won’t get done later or it will but it is a much bigger job that originally anticipated.

Other:

4. You do not waste your time on unimportant things if you manage your time.

TRUE – If you know what needs to be done and when it needs to be done, you are more focused on attaining your goal. You are less likely to spend extra time on things that do not rate highly on your goal path.

Other:



INSTRUCTOR'S What is Time Management?

1. Have you ever heard the term "time management?"

- Yes
- No

2. What do you think time management means?

Paraphrased Definitions of Time Management From the Web:

- Managing in line with an agreed timetable.
www.dfid.gov.uk/aboutdfid/files/glossary_t.htm
- What is required to keep the right amount of time for an overall project (from beginning, middle and end of the process)? Also includes time planning, time estimating, time scheduling, and schedule control.
www.projectauditors.com/Dictionary/T.html
- The skill of being able to organize and distribute time to activities, situations or tasks so that you use time effectively and achieve the goal without wasting time.
www.hrtoolbook.com/subsites/time/timeglossary.html
- Managing projects through a process to make sure that everything gets done on time.
www.plantechinc.com/basicglossary.html
- Managing time better is never a question of finding more of it. Remember the saying, "work smarter, not harder."
[www.innerbalancing.ca/resources/resources\(gloss\).htm](http://www.innerbalancing.ca/resources/resources(gloss).htm)
- Skills for learning how to use one's time more effectively to accomplish one's goals.
higher.ed.mcgraw-hill.com/sites/0072412976/student_view0/chapter7/glossary.html

3. Why do you think we are discussing time management in the Giving Back Program?

- We are discussing time management in this program because if you are successful at managing your time you will be more likely to succeed in all aspects of your life. Time will no longer become a barrier to success.
- In order to add another responsibility to your life such as the Giving Back Program and/or volunteering you need to be able to have good time management skills.
- Lack of time can be a barrier to success in Giving Back, volunteering and in life.
- Other:

INSTRUCTOR'S Personal Schedules, Agendas and/or Date Books

- Personal agendas or date books are used by many people, and in work places to keep organised.
- You do not waste time on unimportant things if you are organised and know what to do ahead of time.
- When you have something that needs to be done at a certain time, place, date, etc. it is often referred to as an appointment.
- It is very helpful to write down your appointments so that you do not forget to go to them.
- For many people the act of writing is a helpful tool to remember information.
- Agendas often resemble:
 - a calendar
 - a page listed with days of the week (5 or 7)
 - a page with one day of the week at the top and several times listed below (i.e., 7:00am – 6:00pm)

Styles

- There are different types or styles of agendas available for people to use.

List as many different types of agendas that you can think of. Hint: think of different sizes, locations, uses, etc.

- ❖ Large white boards that hang on walls of business for organising:
 - Deliveries
 - Pick ups
 - employee holiday requests
 - staff meetings
 - room bookings
 - pay schedules
 - training sessions
 - budget items
 - other:
- ❖ White boards/plastic coated sheets of different sizes used in:
 - classrooms
 - houses for family agendas
 - offices
- ❖ Desk calendars
- ❖ Wall calendars
- ❖ Book style agendas styled for:
 - one day
 - work week (5 day)
 - week (7 day)
 - one month
- ❖ Other:

Where can you find agendas?

- Agendas can be purchased at several locations including grocery stores, department stores, dollar stores, and stationary/office supply stores.
- You can also find agendas from Microsoft Outlook on your computer.
- Your instructor has copies of blank MS Outlook calendars for your use throughout this course. Remember to ask for more if you need any!

Let's try it! Finding Agendas on the Computer

- Click on START.
- Click on PROGRAMS and look for the program called Microsoft OUTLOOK.
- Click on MS OUTLOOK.
- Once the program is open click on the CALENDAR icon.
- Click on VIEW and select one of the following:
 - 5 Day Work Week
 - 7 Day Week
 - Monthly
- Once you have selected the type of calendar you want to work with you can start typing information on the days that you need to. If you wish, print it when you are done.
- OR you can print off a blank calendar and then, by hand, write in all of your information.

How to Use an Agenda?

- Decide upon what type of agenda you would like to use to keep track of your responsibilities.
 - 5 Day Work Week
 - 7 Day Week
 - Monthly
- On your agenda:
 - Write down all of your appointments or responsibilities that you know of right now.
 - Be sure to include times.
 - You may also want to write down any other information that *pertains* to that appointment. For example, if you write Giving Back (GB) on Thursday's date, you may also want to write down anything that you need to do or bring for that class.
 - You can use each day of your agenda as a place to write a To Do List.
 - As new appointments or responsibilities come up add them to your agenda.

3

How Can I Manage This?

Demonstration Cover Sheet

Demonstration Title	Time Management
Giving Back Learning Outcome	Learner will be able to prepare for volunteering by demonstrating time management, punctuality and good attendance through the use of a variety of time management tools and through the Attendance Record.
LBS Learning Outcomes	<p>LBS Learning Outcome: Become a Self-Directed Learner Capable of Achieving the Best Results Possible to Work and Personal Life</p> <p>OLC Level Descriptions Time Management and Organisational Skills</p> <ul style="list-style-type: none"> • Shows improved/steady attendance • Plans several activities in advance for a day/month/year
Prior Learning Required	<ul style="list-style-type: none"> • Read and Comprehend LBS Level 2
Practitioner Name:	
Learner Name:	
Date:	
<p>How is this demonstration linked to the learner's goals?</p> <p>In order to become a successful volunteer, the learner must be able to manage time effectively, scheduling volunteer activities to fit within existing responsibilities. As a volunteer, the learner will need to demonstrate reliability and punctuality.</p>	

Demonstration Results:

Activity Successfully Completed? Yes No

Instructions for the Practitioner

Assessment Process:

1. Review the importance of reliability, punctuality and good time management with the learner.
2. Review the demonstration with the learner and answer any questions about the instructions.
3. Explain the evaluative criteria for the assessment and the process of self-assessing.
4. Set a due date for this activity and make sure that the learner knows when it is.
5. Use the *Evaluating Activity Log, Personal Agenda & Attendance Record* rubric to determine the learner's level of success with this demonstration, and provide suggestions for improvement when the learner's performance did not meet expectations. Include a discussion about the learner's self-assessment at this time.
6. Following the demonstration, review the outcome of the evaluation and give the learner an opportunity to reflect on your comments.
7. Make a copy of this demonstration for the learner's *Giving Back* binder, and keep the original in the learner's *Giving Back* portfolio.

Possible Variations for the Demonstration:

This demonstration may be completed in class or as a homework assignment.

Resources Required for the Demonstration:

- Demonstration worksheets
- Pen/pencil/eraser

Learner Supports Allowed

- The learner may ask for clarification of instructions.
- The demonstration may be completed as a homework assignment if more time is required.



How Can I Manage This?

Evaluating Activity Log, Personal Agenda & Attendance Record

Learner's Name: _____

Giving Back Outcome: Learner will be able to prepare for volunteering by demonstrating time management, punctuality and good attendance through the use of a variety of time management tools, and the Attendance Record.

	Does not meet expectations	Beginning to meet expectations	Almost meets expectations	Meets Expectations
<p>LBS Learning Outcome: Become a Self-Directed Learner Capable of Achieving the Best Results Possible to Work and Personal Life</p> <p>OLC Level Description Time Management and Organisational Skills</p> <ul style="list-style-type: none"> Shows improved/steady attendance Plans several activities in advance for a day/month/year 	<ul style="list-style-type: none"> Learner does not complete an Activity Log & Personal Agenda. Learner does not submit the completed assignments on time. After signing the Student Expectations Contract, the learner misses more than 2 classes (absent without an excuse), and is asked to leave the Giving Back Program. 	<ul style="list-style-type: none"> Learner completes some of an Activity Log & Personal Agenda. Learner submits the incomplete assignments on time. After signing the Student Expectations Contract, the learner misses classes (absent with an <i>appropriate</i> excuse), and is not punctual. 	<ul style="list-style-type: none"> Learner completes most of an Activity Log & Personal Agenda. Learner submits the incomplete assignments on time with a legitimate explanation for not completing them. After signing the Student Expectations Contract, the learner attends all Giving Back classes and is <i>usually</i> punctual. 	<ul style="list-style-type: none"> Learner completes Activity Log & Personal Agenda submits completed activity promptly. After signing the Student Expectations Contract, the learner attends <i>all</i> Giving Back classes, and is <i>consistently</i> punctual.

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Time Management Demonstration Activity Log

Agendas and activity logs are almost the same, but have one important difference. You use an *agenda* to plan things in advance. You use an *activity log* to record the things you do *as you do them*. For this activity you will use an *Activity Log*.

Instructions

1. Fill out an activity log sheet for one week.
2. Answer the questions below.

Questions:

1. Is there anything that you see on your activity log that you see as wasting your time?

2. How could you change your week to get rid of any activities that waste time?

3. Was there something that you didn't get done this week because you needed more time? What was it?

4. How could you add more time to your week?

5. Is there anything else about your activity log that's worth noting?

3

Time Management Demonstration Agenda

For this part of the demonstration, you will be using an agenda to *plan* your activities for the next several weeks.

Instructions

1. Choose a style of agenda that you want to use and ask your instructor for copies.

2. Fill out an agenda up until the end of the *Giving Back Program*.
 - a) Write down all of your appointments that you know of now, and add any new appointments as they arise.

3. Remember that you may want to use your agenda as a place to write your To Do List. This will help keep you focussed on what needs to be done first in a day, week or month.

4. Your agenda is due the last week of *Giving Back*. Your instructor will be checking the assignment for completion, but will NOT be reading the person information that you have on your agenda.

3

Demonstration Self-Assessment

1. How well do you think you did on this activity?



Not So Good



I'm Not Sure



Really Well!

Why did you make this choice?

2. Do you think that you can plan a day/week/month effectively?

Yes

No

If no, why not? _____

3. Did you find planning in advance a difficult thing to do?

Yes

No

Why or why not? _____

4. Do you think your attendance in the Giving Back Program has improved since you started?

Yes

No

If yes, what do you think caused this? _____



3

How Can I Manage This?

Evaluating Personal Hygiene

Learner's Name: _____

Giving Back Outcome: Learner will be able to prepare for volunteering by identifying ways, and exhibiting an understanding of good personal hygiene and/or appearance.

Outcome	Does not meet expectations	Beginning to meet expectations	Almost meets expectations	Meets Expectations
<p>LBS Learning Outcome Become a Self-Directed Learner Capable of Achieving the Best Results Possible in Work and Personal Life</p> <p>OLC Level Descriptions Self-Management and Self-Direction Self-Confidence Building Skills</p> <ul style="list-style-type: none"> • Demonstrates greater self-confidence through improvements in appearance • Reports (demonstrates) a successful application of a newly-acquired skill in a real-life context 	<input type="checkbox"/> Through observation, the instructor notices that the learner has inappropriate personal hygiene/appearance (based upon GB criteria stated in class # 8). Although spoken to by instructor on <i>several occasions</i> , the learner continues with poor personal hygiene/appearance.	<input type="checkbox"/> Through observation, the instructor notices that the learner has inappropriate personal hygiene/appearance (based upon GB criteria stated in class # 8). The instructor addressed hygiene/appearance issues with the learner, and the learner <i>usually</i> arrives for class with appropriate personal hygiene/appearance.	<input type="checkbox"/> Through observation, the instructor notices that <i>most of the time</i> the learner has appropriate personal hygiene/appearance (based upon GB criteria stated in class # 8).	<input type="checkbox"/> Through observation, the instructor notices that the learner has <i>consistent</i> and appropriate personal hygiene/appearance (based upon GB criteria stated in class # 8).

In session 1, learners were told that they are expected to wear work-appropriate clothing to class, and signed a contract to that effect in Session 2. Personal hygiene is the focus of Session 8. Following Session 8, the instructor should make casual observations about each learner's personal appearance and hygiene, and speak to the learner if it is inappropriate. Between Sessions 8 and 20, the instructor should use the above rubric to evaluate the learner's performance in this area. A copy of this evaluation should be kept in the learner's portfolio.

INSTRUCTOR'S Fred's Story

Fred works at an arena. Fred gets paid well for his work and lives a good life. His duties at work include cleaning the ice, sharpening skates for people, cleaning the change rooms and meeting with the local hockey and figure skating groups to schedule ice time.

Fred hardly ever has a shower. He wears the same clothes for several days in a row, even if they are dirty. His fingernails are always dirty. Fred likes to wear a hat but his long bushy hair comes below his hat and it looks very oily. He does not shave often and often has body odour. Fred is very friendly but when he talks his breath smells bad and his teeth look like he hardly brushes them.

Fred's supervisor is named Bob. Bob has been getting complaints lately about Fred's appearance. People who need to work with Fred are offended by how he looks and smells. Some people are even refusing to work with Fred because of his lack of hygiene. People tell Bob that they like Fred and do not want Fred to lose his job but something has to be done.

Bob feels uncomfortable about having to confront this issue with Fred. He is embarrassed to talk about such personal issues. He is also disappointed with Fred for not taking better care of himself. Bob wonders if he should fire Fred but really likes Fred and knows that Fred is doing a great job.

1. What do you think of Fred?

- Not very nice to be near
- Dirty
- Does not have much money
- Doesn't like himself very much
- Doesn't care what others think about him
- Doesn't do a good job
- Is single
- Other:

2. Why are people complaining about Fred?

- As listed in the story: bad body odour, dirt appearance, unshaven, bad breath, dirty long hair, etc.

3. How would you feel if you were on the hockey committee and you had to meet with Fred in a small office area once a week?

- Uncomfortable to be near Fred.
- Embarrassed for Fred.
- Frustrated that he does not come to work looking/smelling better.
- Worried that something is wrong with Fred.
- Other:

4. Do you think that people have the right to complain about Fred's appearance and hygiene? Why or why not?

- Yes because his job involves being with other people and he is offensive to others around him.
- No because they are not his supervisor.
- No because it is not any of their business.
- Other:

Comment [TM3]: We do not know if this is true – assumption made by lack of self care.

Comment [TM4]: Not true according to story.

Comment [TM1]: Not true according to story

Comment [TM5]: We do not know if this is true – assumption made by his lack of self care.

Comment [TM2]: We do not know if this is true – assumption made by lack of self care.

5. How would you feel if you were Bob and you had to talk to Fred about his personal appearance and hygiene?

- Very uncomfortable and embarrassed.
- Frustrated that Fred has made an issue out of his appearance/hygiene.
- Sympathetic for Fred – feel bad for him because supervisor has to talk to him.
- Other:

6. Do you think Bob should be disappointed by Fred's lack of self-care? Please explain.

- Yes because he likes Fred and he thinks Fred should like himself enough to take pride in how he looks/takes care of himself.
- No – it is none of his business.
- Other:

7. How would you feel if you were Fred and you had to be talked to by your supervisor about your appearance and hygiene?

- Embarrassed.
- Uncomfortable.
- Angry – it is not Bob's business.
- Upset because he did not know that his appearance mattered for his job.
- Indifferent – Fred does not care what Bob has to say.
- Other:

8. Do you think Bob has the right to replace Fred based upon his appearance and hygiene? Please explain.

- Yes because he is working with the public and there are certain expectations about how one should present them self.
- Yes - the arena could lose business because community people do not want to work with Fred.
- Yes - if it is in Fred's employee agreement that he should adhere to an acceptable dress code for his place of work.
- No if he is doing a good job then he should not be replaced based upon personal appearance/hygiene.
- Other:

9. What could Fred do to change his appearance and hygiene?

- Regularly shower, shave, brush teeth, wash clothes, change clothes, wash hair, get haircuts, etc.

10. How should Fred dress for his job?

- He should dress appropriately for the type of work that he does (i.e., work boots, work pants, warm jacket, hat, etc.)
- His clothing should be clean.

11. What should Fred's hygiene be like for his job?

- Regular hygiene practices that keep Fred clean and fresh.

INSTRUCTOR'S Guess Who?

Read the following information about each person. Put a check beside the job description that you think matches.

1. Sue wears a business suit everyday to work. Her hair is always pulled neatly into a bun on her head. She wears sensible shoes.

- Sue is a swimming coach.
- Sue is a Bank manager.
- Sue works in the produce section of a grocery store.

Answer: Sue is a bank manager. Sue is expected to dress in “business attire” for her job. Sue wears comfortable, appropriate shoes because she is on her feet for part of her work day.

➤ **Question to learners:**

Was it difficult to answer number 1? Why or why not?

- It was not difficult to answer because Sue matched my mental image of what a bank manager should be dressed like/look like, especially compared to a swimming coach or a produce clerk of a grocery store.

2. Mark wears winter overalls, leather gloves, and steel-toe winter work boots.

- Mark is an outdoor crane operator.
- Mark is a snow plow driver.
- Mark works at a lumberyard.

Answer: Mark is any of the three choices. All three jobs would require Mark to dress as he is.

➤ **Question to class:**

Was it difficult to answer question number 2? Why or why not?

- It was difficult to pick only one choice because Mark seemed to match all three choices.
- One cannot always tell what someone does based upon how they are dressed.

3. John wears very casual clothes to work including faded jeans. He always looks like he just woke up. His hair is messy and he is unshaven.

- John works at a garden centre.
- John works as a custodian in a school.
- John works at as a manger of a call centre.

Answer: John is a manger of a call centre.

➤ **Question to class:**

Was it difficult to answer question number 3? Why or why not?

- It was difficult to answer because it seemed like John could work at a garden centre where it wouldn't matter how he was dressed – he would likely get dirty anyways.

However, John could deal with the public when working in a garden centre and should therefore be more presentable.

- John could have been a custodian at school because one may assume that it doesn't matter what you where to clean a school. This is not true. Most school boards require custodial staff to wear a custodial uniform. A school custodian also works with people and should present themselves well i.e. do not look like they just got out of bed.
- John works in a call centre so it is ok for John to be so casual at work, after all he doesn't see any of his customers. Wrong. John is a manger and mangers should dress/clean up appropriately. People look up to John and he should dress for his position. Manager or not he should take more pride in his appearance.

4. Mike wears a suit and clean dress shoes everyday. He is always clean shaven and smells faintly of aftershave.

- o Mike is a sales representative.
- o Mike is a principal of a school.
- o Mike is the owner of a car dealership.

Answer: None of the above. Mike is presently out of work. He goes to job interviews and he goes to Human Resources to research jobs. He believes that he should dress for success. He takes pride in his appearance.

➤ **Question to class:**

Was it difficult to answer question number 4? Why or why not?

- Trick question. Notice that it did not say that Mike wore those clothes to work, just that he wore them.
- We make assumptions about how people present themselves.

INSTRUCTOR'S Personal Hygiene/Appearance

- ❖ How you look says a lot about you.
- ❖ What do you want:
 - Your supervisor to think about you?
 - Your co-workers to think about you?
 - Potential employers to think about you?
 - Your case worker to think about you?
 - Your teacher to think about you?
 - Your family to think about you?
 - Your friends to think about you?
- ❖ Dress for success! You do not have to spend a lot of money to dress neatly and appropriately.
- ❖ Dress and look appropriate for your placement or job.

How do you know what is appropriate dress for your placement or job?

To find out what is appropriate dress for your placement or job ask the person who will be interviewing and/or hiring for the position.

- **Where can learners go to find out what is appropriate dress for their placement or job?**
 - **a community volunteer agency**
 - **to their teacher**
 - **to their case worker**
 - **research job information using the Internet**
 - **talk with volunteer/employer during interview**
 - **talk with co-workers**
 - **read in employee handbook**
 - **other:**

INSTRUCTOR'S Your Impressions

Read “What You See.” **Write** your impression of what you think about the person described.

What you see	Your impression	The truth
A person sitting on bench slouched over, not smiling and looks tired.	A homeless person, an unemployed person, a drunk person, an unhappy person, other:	This person’s car wouldn’t start this morning and he waiting for the bus. He was also up several times throughout the night with his baby who is teething.
A person who is overweight and works at MacDonald’s.	A person who eats too much MacDonald’s food, a lazy person, a person who loves food so much they chose to work at MacDonald’s, other:	This person is the Manager of MacDonald’s. He also has Diabetes and is having a difficult time controlling his weight. He is unable to exercise because of back injury.
A person who is smiling and walking very quickly down the street with headphones on.	A happy person who is listening to music, a person exercising to music, a confident person, other:	This person is exercising by walking. She is listening to music as she walks. She feels good when she exercises and this makes her walk with confidence.
A person standing outside of a bar smoking at 3:00pm.	An unemployed person who spends all of his/her money on smokes, a lazy person, an alcoholic, other:	This person works the day shift at a sports bar. She smokes and has to smoke outside of the building.
A person who drives a garbage truck.	A person who never finished school, a person who doesn’t make much money, a person who can’t get any other kind of job, other:	This person is a doctor in his native country. Since he has moved to Canada he has not been able to write his doctors exams because he doesn’t speak English well enough to read and write English for his exams.
A person who is 43 years old and is going to school.	A person who has a learning disability, a person who dropped out of high school, a person who was ‘kicked’ out of high school, a person who left high school because they became pregnant, a person who never finished high school because they went to jail, other:	This person finished their grade 12 and got a job at her Mother’s hair salon. Recently her mother sold the business. This person wanted to make a career change. She decided to go to an adult learning centre to upgrade her computer skills to get a job as a receptionist where she can work Monday – Friday and spend more time with her children on weekends.

INSTRUCTOR’S Setting Priorities: What do I Need vs. What do I Want?

In life we always have to make decisions. When working with a budget you also have to make decisions. You need to decide between what you need and what you want.

What you need is called Essentials. When making a budget you write down all of your needs or essentials first. These are the things that you cannot live without. List your essentials; the things that you need to have every month:

What you **want** is called **Non-Essentials**. These things are not as important to your well being as your needs. List some of your non-essentials or “wants:”

- ✓ **Review** your Essentials List again. Ask yourself “Is this something that I cannot live without?” If so, place a check beside this item. If there is something on your list without a check – put this item on your Non- Essentials List.
- X **Review** your Non- Essentials List again. Ask yourself **“Is this something that I really want to have or would it just be nice to have?”** If it’s something that you really want to have, place an “x” beside it. If there is something on your list without an “x,” take this item off of your Non-Essential List.

Re-write your Essential and Non-Essentials in the chart below.

Essentials	Non-Essentials
Rent (including hydro, water, heat)	
Groceries: vegetables, fruits, milk, meat	Groceries: <ul style="list-style-type: none"> • pre-made boxed/package foods that are more expensive and usually do not have as much nutritional value • Alcohol • Cigarettes
Clothing for myself – work/volunteer/school clothes including change of season clothing requirements and footwear.	Clothing for myself – clothes not appropriate for school/work/volunteer placement
Clothing for my family including change-of-season clothing requirements, and footwear.	
Phone	Cell phone – if you have a phone at home
Transportation to work/volunteer placement/school via transit system	Transportation via cabs
Childcare	
Hydro (if not included in rent)	
Heat (if not included in rent)	
Water (if not included in rent)	
	Cable
Other:	Other:

What are there more of: essentials or non-essentials?

This depends on each person. In most cases the essentials will use up most of the monthly budget.

Making a budget is planning how to best use your money each month. In doing so you must first think of the Essentials that you need to pay for. If you have any money left over you could use that money for Non-Essentials or you could save that money.

Why should you save money?

You should save your money for those unexpected bills such as:

- Having to move and need to come up with first and last month rent.
- Security deposits
- Sick family member
- Injury at work that prevents income (could be prolonged)
- Unemployment (yourself or partner)
- Loss of hours at work
- Need to buy new car
- Need to travel for family obligations, other obligations
- Children's education
- Other:



How Can I Manage This?

Demonstration Cover Sheet

Demonstration Title	Creating a Personal Budget
Giving Back Learning Outcome	Learner will be able to prepare for volunteering by creating a personal budget including supports and basic needs budgeting.
LBS Learning Outcomes	<p>Self-Management/Self-Direction Become a Self-Directed Learner Capable of Achieving the Best Results Possible in Work and Personal Life</p> <ul style="list-style-type: none"> • Assignments completed on prescribed or agreed upon time • Learner reports a successful application of a newly-acquired skill in a real-life context • Increased readiness to attempt work independently • Increased readiness to self-assess
Prior Learning Required	<ul style="list-style-type: none"> • The learner must be able to make a complete list of personal income sources and expenses • The learner must be able to add and subtract money amounts to at least \$1000. • The learner must be able to print or write legibly
Practitioner Name:	
Learner Name:	
Date:	
<p>How is this demonstration linked to the learner's goals? The learner's ability to create a personal budget is part of the process of examining the supports and barriers that impact on volunteering. By completing a budget, the learner can determine what additional financial supports are required and can begin to problem solve if finances are a barrier. The learner will also need to be able to conduct ongoing assessments of his/her financial situation in order to continue in a volunteer position.</p>	

Demonstration Results:

Activity Successfully Completed? **Yes** **No**

Instructions for the Practitioner

Assessment Process:

1. Review the importance of creating and following a personal budget with the learner.
2. Review the concepts of “income” and “expenses” Allow learners to brainstorm income sources (current and available) as well as possible expenses. Provide a list of the ideas for the learner’s reference.
3. Explain the evaluative criteria for the assessment and the process of self-assessing.
4. Set a time limit and or submission deadline for the activity.
5. Use the *Guiding Questions for Instructor Assessment* and *Evaluating Creating a Personal Budget* rubric to determine the learner’s level of success with this demonstration, and provide suggestions for improvement when the learner’s performance did not meet expectations. . Include a discussion about the learner’s self-assessment at this time.
6. Following the demonstration, review the outcome of the evaluation and give the learner an opportunity to reflect on your comments.
7. Make a copy of this demonstration for the learner’s *Giving Back* binder, and keep the original in the learner’s *Giving Back* portfolio.

Possible Variations for the Demonstration:

- This activity may be completed on an electronic spreadsheet if the learner is computer literate.
- For reasons of confidentiality, the activity may be self-evaluated by the learner in co-operation of a family member, friend or case manager.

Resources Required for the Demonstration:

- Budget worksheet
- Monthly bills and cheque stubs
- Calculator (if required)

Learner Supports Allowed

- If the learner has difficulty with basic operations, a calculator may be used
- Learners may seek a trusted family member or friend to help evaluate the activity if confidentiality is an issue.

3

Guiding Questions for Instructor Assessment

Learner Name: _____

In order to complete your assessment of the learner's work, ask the learner the following questions:

1. Did you hand in your assignment on time?

Yes No

If not, why not? _____

2. Did you do the assignment on your own?

Yes No

If not, what did you need help with? _____

3. Did the work we did in class on budgeting help you with this assignment?

Yes No

Why or why not? _____

4. Did you enjoy being able to assess your own work, or would you have preferred to have me mark it for you? Why?



How Can I Manage This?

Evaluating Creating A Personal Budget

Learner's Name: _____

Giving Back Outcome Learner will be able to prepare for volunteering by creating a personal budget including supports and basic needs budgeting.

	Does not meet expectations	Beginning to meet expectations	Almost meets expectations	Meets Expectations
<p>LBS Learning Outcome Become a Self-Directed Learner Capable of Achieving the Best Results Possible in Work and Personal Life</p> <ul style="list-style-type: none"> • Assignments completed on prescribed or agreed upon time • Learner reports a successful application of a newly-acquired skill in a real-life context • Increased readiness to attempt work independently • Increased readiness to self-assess 	<ul style="list-style-type: none"> <input type="checkbox"/> The assignment was not handed in or was late without an explanation. <input type="checkbox"/> Several components of the assignment/self-assessment were incomplete <input type="checkbox"/> The learner was unable to apply the skills developed in class to the task <input type="checkbox"/> The learner was not able to do the work without substantial support <input type="checkbox"/> The did not attempt the self-assessment 	<ul style="list-style-type: none"> <input type="checkbox"/> The learner handed the assignment in late with a reasonable explanation <input type="checkbox"/> Only one component of the assignment was incomplete <input type="checkbox"/> The learner reports that s/he could apply some of the skills developed in class to the task <input type="checkbox"/> The learner reports needing only minimal support to complete the assignment <input type="checkbox"/> The learner reports minimal discomfort with self-assessment 	<ul style="list-style-type: none"> <input type="checkbox"/> The learner handed in the assignment in on time <input type="checkbox"/> All components of the assignment and self-assessment were complete <input type="checkbox"/> The learner reports that s/he could apply most of the skills developed in class to the task <input type="checkbox"/> The learner reports needing little or no support to complete the assignment <input type="checkbox"/> The learner reports that self-assessment was a positive experience 	<ul style="list-style-type: none"> <input type="checkbox"/> The learner handed in the assignment early. <input type="checkbox"/> All components of the assignment and self-assessment were completed accurately <input type="checkbox"/> The learner reports that s/he found the in-class learning to be helpful <input type="checkbox"/> The learner used support only to review the work that was completed independently <input type="checkbox"/> The learner reports a high degree of satisfaction with the opportunity to self-assess

3

Creating a Personal Budget Demonstration

Instructions:

1. Collect all the cheque stubs, bills, grocery receipts or other receipts that you would normally get in one month.
2. List all the income that you have in a month and how much you receive from each source.
3. List all the monthly expenses you have how much you spend on each.
4. Add up the income and expense amounts separately.
5. Subtract the expenses from the income and record the balance. If your expenses are more than your income, you will get a number less than zero! If this is the case, you will need to figure out how to reduce your expenses.
6. Check to make sure that you have written everything down. Make sure that your totals and balance are correct. Make sure your work is neat and that you have spelled everything correctly.

	Income	Expense
<u>Income</u>		
Total Income		
<u>Expenses</u>		
Total Expenses		
Balance (Income minus expenses)		

3

Creating a Personal Budget Self-Assessment

How Did I Do With My Budget?
My budget is complete <input type="checkbox"/> I have included all my income sources <input type="checkbox"/> I have included all my known expenses
My budget is reasonable <input type="checkbox"/> I have used the actual income amounts or a very close estimate <input type="checkbox"/> I have used actual amounts from bills that I have received
The budget balances or has a surplus <input type="checkbox"/> I have at least enough money to cover my expense. It's even better if I have some left over!
I have added/subtracted correctly <input type="checkbox"/> My income and expense totals are correct <input type="checkbox"/> My balance is accurate
My budget is easy to read <input type="checkbox"/> I have placed all the amounts in the correct columns <input type="checkbox"/> I have checked for spelling errors and fixed the ones I found <input type="checkbox"/> My budget is neat and easy to read

1. How do you think you did with this assignment?



Not So Good



I'm Not Sure



Really Well!

Why did you make this choice?

2. Did your budget balance or have a surplus? Yes No

(If not, would you like to redo the budget? Yes No

3. Do you think you can afford to volunteer at this time? Yes No

If no, what other money do you need, and how do you think you might get extra money to do so?

Example Presentation on Money Management
By Cory Willett, Region of Waterloo Community Placement Worker,
April 2005

INTRODUCTION

My name is Cory Willett and I am a Community Placement Worker with the Region of Waterloo. I am here today to discuss a number of things about volunteer work, paid employment and the benefits most of you are receiving.

Some of you receive money from Ontario Works; some of you receive money from Ontario Disability but a couple of you do not. Unfortunately, what I have to say today, about money anyway, only applies to those of you receiving social assistance. If you receive Canada Pension or support from another source, I am not in a position to assist you financially as our program only applies to those receiving funding from Ontario Works or Ontario Disability.

We are going to cover a lot of information today. Please stop me at any time to ask questions. I cannot answer questions related to your specific situation; save those for a private discussion with your caseworker. What I am going to do today is speak in general terms. The rules are the same, but because each family situation and expenses are different, the benefits may also be different.

We are going to talk about how volunteering or paid work will affect your assistance. There will be some handouts, and for awhile I am going to use the overhead. But to start off, I would like to do a little exercise, something we call an “icebreaker”.

Since this is a lesson on volunteering, I need 4 volunteers to come forward.

- *Introduce the exercise as a race. No prizes unfortunately!*
- *Pass around the basket of “tools”, asking each volunteer to select one (ensure one of the tools is a peeler)*
- *Students sitting in their seats are asked to watch what happens; their role in this game is to try to describe what they see happening.*
- *Explain that the volunteers will use the tool that they have and no other, to peel the apple. The first one done is the winner.*
- *When the first apple is peeled, stop the race. So, what happened here?*

Discuss the outcome. While some may be able to complete the task, with some difficulty, without the perfect tool, it is easier to peel the apple when you have the peeler. Similar to looking for work or a volunteer placement, if you have the right tools, you make better choices and are more successful at the task. The Giving Back program is all about giving you the tools you need to make the right decisions or choices so that you can find a volunteer placement that fits best with your goals.

Hand out the remaining “clean” apples to those who would like one, a snack for later.

VOLUNTEER WORK AS AN EMPLOYMENT ACTIVITY

You have already discussed the Benefits of Volunteering in an earlier class; when you volunteer you gain:

- An opportunity to learn new skills or practice skills you haven't used for a while.

- An opportunity to try something new-if you are considering your career options, why not try something on first and see if it fits.
- Work experience you can add to your resume.
- Work references you can use in your job search.
- New friends.
- New routine.
- Self-esteem and self-confidence because of a job well done.
- Give back to your community; set a good example for your family and friends.
- Have fun!

For those of you on Ontario Works assistance, being involved in an employment activity is part of being eligible for assistance. Community Placement or volunteer work, is one of many options you have, like going to school or looking for work. If you are on Ontario Disability, you don't have these obligations, but many of you choose to be involved in what we call employment activities.

There are a few "rules" about volunteer work that must be followed in order for you to receive approval for the placement:

- You must be with a non-profit organisation and not replacing someone who was paid to do the same work within the past 2 years.
- Your hours cannot be counted if you are doing the volunteer work for a community service order (probation).
- The organisation agrees to your volunteer placement and also agrees to notify us of any injury causing accident-volunteers in this program have coverage for either WSIB or accident insurance, depending on the coverage provided by the organisation.

The Community Placement program provides certain benefits to people on assistance when they are volunteering:

- **Transportation allowance** is paid to volunteers registered with the program like many of you are right now. This program is one part of Community Placement, so for those of you on assistance, you are receiving \$55.00 a month in order to purchase a monthly bus pass. This allows you to get on the bus whenever you need to during the month, whether it is for school, shopping or visiting friends or family, or going to other appointments.
- After you have finished the classroom part of the program and find volunteer work, you may also qualify for other financial benefits:
- **Clothing allowance** so that you can purchase what you need to be dressed for the job-safety boots, office clothing, a new coat, etc. This money can also be used to purchase other things you need in order to look your best like a hair cut; or an alarm clock so that you are up on time.
- Some positions or agencies require a **police check**. We will issue a letter you can take to Police Headquarters when you go to get the police check done-they bill us directly for it so you don't have to pay for it out of your pocket. But if you already have, when you give me the receipt, I can reimburse you. This also applies to a **Driver's Abstract** if you need to prove you are a good driver in order to accept a position driving for an organisation.
- If you have children that require a babysitter when you are out volunteering, I can reimburse you the money it costs for a babysitter, or I can refer you to the Child Care Subsidy Program; they will find you a licensed child care provider or child care centre.

We have an application that you will be required to fill out when you have the organisation and position picked out and you have been accepted and have a start date. The organisation will tell you if you need anything special for the job, like specific clothing or a police check. Sometimes you can't start until you have these items or they have the results of the police check. The first payment will come on a separate cheque or separate bank deposit. After that, if you are on Ontario Works, it will be added to the cheque you get at the end of each month. If you are on Ontario Disability, it will always come separately.

Hand out an example of the cheque stub. Indicate the payments listed on the stub and explain what they are:

CPE – Transportation- \$55.00...This is the amount paid for transportation.

CPE – Special Assistance \$75.00...This is the amount paid for clothing allowance or other items we are reimbursing you for. Receipts are required for everything but the bus pass.

When your paperwork has been processed, you will receive a letter from me telling you that your placement has been approved and that benefits have been issued. You will need to keep track of the hours you volunteer each month so that you can report that to me. This is how I know you are still volunteering. The cards come to you partially filled out; all you have to add is the number of hours and your signature.

This is what the cards look like. If you have questions about how to fill them out, when the time comes, we can talk about that then; they are pretty easy to do, what you have to remember to do is keep track of the time you spend volunteering.

(Each Ontario Works site has its own way of tracking volunteer hours, so while this applies to The Region of Waterloo, it may not apply elsewhere.)

Normally, each placement can be approved for up to 6 months. If you aren't working when the placement is scheduled to end, you can continue, but we need to do more paperwork. It is also required that you to expand your duties or take on a different position so that you continue to learn more skills while you are volunteering.

CAN I GET FIRED FROM A VOLUNTEER PLACEMENT?

Do you think an organisation can fire me when I am just a volunteer? Why? What would I have to do to get fired?

An organisation will have rules and regulations around acceptable behaviour, dress codes, calling in when ill etc. During this section, we will discuss those behaviours and attitudes that can cause one to be fired from volunteer or paid work:

- Inappropriate dress, poor hygiene, drinking or drugs.
- Arriving late, not showing up, not calling in to say you can't make it.
- Bad attitude - I'm not getting paid so what does it matter?
- Not doing the tasks assigned; whether this is a result of not asking questions in order to understand the task or just not doing the work.
- Work place harassment issues - poor choices around language, humour etc.
- Theft (of money or office supplies etc.)

Volunteers will learn that in order to be successful, to maximise the learning opportunities provided by volunteer work and to receive the best possible work references, placements should be treated like paid employment.

WHAT HAPPENS WHEN I GET A JOB?

When you find paid work, it is important to contact your Caseworker as soon as possible, she/he will want to hear the good news, and may even be able to give you extra money to start the job. Anyone on Ontario Works or Ontario Disability may be entitled to receive up to \$253.00 for employment related expenses when you find a new job. That is one of the reasons why you need to speak to your caseworker. If she/he doesn't know about the job, she/he can't consider you for the extra money. You will need to give your caseworker the details such as: where you are working, your starting wage, first pay date and any specific items you need in order to start. You will also need to keep your pay stubs to send to your caseworker to verify your income. You may still qualify for assistance, even though you are working.

Did you know you could work and still receive Ontario Works or Ontario Disability? Most people assume that as soon as you find work you get "cut off". That is not true. Some people also think that if you receive Disability, you aren't "allowed" to work. That is not true either.

When you find paid employment you must always report any income you earn. Each month, when you receive your cheque stub, there is a reporting card asking you to declare any other income that you receive. Some of this income is taken from your assistance on a dollar for dollar basis, like child support or employment insurance. Earnings from employment are not treated this way.

You will need to keep each pay stub that you receive from your employer and report it on this card. The amount deducted from your assistance as earnings is reduced or lowered based on the family size and a series of exemptions. That means, you keep most of what you earn, plus you receive assistance and continue to be entitled to the other benefits like your drug benefit card. The amount of income is also reduced by any child care expenses you have. People on disability may also qualify for special expenses related to their disability as well. It is important to speak to your caseworker because each situation is different; he or she will be able to show you, based on your situation, how income from employment will affect your benefits. It is important to know that you will always have more money in your pocket when you work than if you are not.

We have covered a lot of information this morning. Remember that each situation is different so you can't compare what you receive to someone else. It is always best to direct questions about your situation to your caseworker because they have all the information about your situation and can give you answers based on all the facts.

Questions?

Unit 3 Guest Speaker: Supports and Basic Needs Budgeting

Possible topics of discussion could include:

1. What does the Community Placement Program do?
2. What essentials or necessities are needed to be a community volunteer that should be planned for in a budget?
3. What happens if someone was to get a job while on support payments?
4. What do the acronyms on the payment stubs mean?

For example: see *Example of Presentation on Money Management by Cory Willett, Region of Waterloo Community Placement Worker, April 2005*

Thank you for
Giving Back!



How Can I Manage This?

Demonstration Cover Sheet

Demonstration Title	Go Team!
Giving Back Learning Outcome	Learners will be able to prepare for volunteering by recognising the traits of a positive attitude and the ability to work well with others.
LBS Learning Outcomes and Levels	<p>Self-Management/Self-Direction Become a Self-Directed Learner Capable of Achieving the Best Results Possible in Work and Personal Life</p> <ul style="list-style-type: none"> • <i>Shows an increased readiness to accept praise for own work</i> • <i>Shows an increased readiness to take constructive criticism of own work</i> • <i>Shows an increased readiness to offer constructive criticism of own work</i> • <i>Can demonstrate an accurate understanding of his/her own learning strengths and weaknesses</i>
OLC Level Descriptions	<p>Speak and Listening Effectively, Level 3</p> <p>Presenting Level 3</p> <ul style="list-style-type: none"> • The learner gave clear and explicit instructions as well as clarification when necessary to allow his/her partner to reproduce the target shape.) <p>Interacting Level 3</p> <ul style="list-style-type: none"> • The learner asked for clarification and further information when needed, in order to reproduce the target shape. • Working with a partner, the learner was able to identify the factors that contributed to his/her success with the task. <p>Listening</p> <ul style="list-style-type: none"> • The learner listened attentively to instructions, and reproduced the shape as instructed.
Prior Learning Required	<ul style="list-style-type: none"> • At least LBS Level 2 speaking/listening skills • Ability to work as part of a team • Clear understanding of the instructions for the demonstration activity
How is this demonstration linked to the learner's goals?	
The learner needs to be able to communicate effectively with clients, colleagues and supervisors in order to be an effective member of a team. Part of success in a paid/unpaid job is to transmit and receive clear instructions.	
Practitioner Name:	
Learner Name:	
Date:	

Demonstration Results:

Activity Successfully Completed? Yes No

Instructions for the Practitioner

Assessment Process:

1. Divide the class into pairs.
2. Make sure that each learner receives a copy of *one* of the two diagrams. Each member of a team should have a unique diagram. The learners will take turns describing his/her diagram in detail so that the other learner can try to draw it. Once the first diagram has been created to the learner's satisfaction, the team members will switch roles. The learner who was drawing in the first half of the task will now give instructions on how to draw the second shape to the other learner.
3. Review the instructions for this activity with both learners on the team. Make sure that each learner understands that they will give instructions, then receive instructions (to/from their partner) in order to draw the diagram. Ask the learners if they have any questions before beginning the demonstration.
4. Explain the evaluative criteria for the assessment
5. Set a time limit for each learner to draw his/her respective shapes.
6. Observe each team as they work through the task. Use *Evaluating Go Team* to determine each learner's level of success with this demonstration.
7. Review the outcome of the evaluation, and allow the learners to work as a team to determine factors that contributed to their success (or lack thereof) with the task.
8. Make a copy of this demonstration for the learner's *Giving Back* binder, and keep the original in the learner's *Giving Back* portfolio.

Possible Variations for the Demonstration:

- The instructor may choose different shapes for each member of the class, so that no two learners have the same diagram.
- Different shapes can be selected if the instructor feels that the shapes provided are too difficult (or too easy) for the learners to recreate.

Resources Required for the Demonstration:

- Copies of the shapes for each learner. Each member of the team should have a different shape.
- Black pages for drawing
- Pencils, pencil crayons, erasers, rulers

Learner Supports Allowed

- The instructor may review the instructions for the activity.
- Learners may ask any questions that they need to, in order to understand the task.



How Can I Manage This?

Evaluating Go Team

Learner's Name: _____

Giving Back Outcome: Learners will be able to recognise traits of a positive attitude and the ability to work well with others.

Learning Outcomes	Does not meet expectations	Beginning to meet expectations	Almost meets expectations	Meets Expectations
<p>OLC Level Descriptions Self-Management/Self-Direction</p> <ul style="list-style-type: none"> • <i>Shows an increased readiness to accept praise for own work</i> • <i>Shows an increased readiness to take constructive criticism of own work</i> • <i>Shows an increased readiness to offer constructive criticism of own work</i> • <i>Can demonstrate an accurate understanding of his/her own learning strengths and weaknesses</i> 	<ul style="list-style-type: none"> o Argues over or refuses to accept the accuracy of praise o Becomes angry when constructive criticism is offered; refuses to speak o Refuses to accept responsibility for inaccuracies in the drawing o Cannot offer any suggestions about the task results 	<ul style="list-style-type: none"> o Denies that his/her efforts contributed to success; becomes embarrassed o Argues about his/her responsibility for the results of the task when criticism is offered o Minimises or excuses his/her responsibility for failure of the task o Offers minimal suggestions about task results 	<ul style="list-style-type: none"> o Reluctantly accepts praise for his/her work o Accepts responsibility for work when criticism is offered o Identifies ways that his/her performance contributed to failure in the task o Offers several examples of his/her own strengths and weaknesses 	<ul style="list-style-type: none"> o Accepts and acknowledges praise for his/her own work o Accepts responsibility for work when criticism is offered and demonstrates willingness to change o Identifies ways that his/her performance contributed to failure in the task and suggests ways to improve o Offers many examples of his/her own strengths and weaknesses

<p>OLC Level Descriptions Speak and Listen Effectively Presenting Level 3</p> <p><i>The learner gave clear and explicit instructions as well as clarification when necessary to allow his/her partner to reproduce the target shape.)</i></p>	<ul style="list-style-type: none"> o Presents ideas and information in a sensible order 	<ul style="list-style-type: none"> o Presents ideas clearly and in a coherent order and provides more detailed information 	<ul style="list-style-type: none"> o Provides specific, detailed information or instructions to familiar and unfamiliar individuals 	<ul style="list-style-type: none"> o Provides specific detailed information or instructions to familiar and unfamiliar individuals in such a way that clarification and requests for additional information are unnecessary
<p>OLC Level Descriptions Speak and Listen Effectively Interacting Level 3</p> <p><i>The learner asked for clarification and further information when needed, in order to reproduce the target shape.</i></p> <p><i>Working with a partner, the learner was able to identify the factors that contributed to his/her success with the task.</i></p>	<ul style="list-style-type: none"> o Uses basic interaction strategies such as opening and closing conversations or asking questions o Recognise miscommunications in both formal and informal situations and responds appropriately (“Speak up please.”, “Can you repeat that?”) 	<ul style="list-style-type: none"> o Uses interaction strategies such as opening and closing conversations, asking questions and allowing others to speak and waiting for his/her turn (turn-taking) o Works to repair misunderstandings in communication (for example, asks for repetition or clarification: “Did you say...?” “Do you mean...?”) 	<ul style="list-style-type: none"> o Uses interactions strategies to maintain communication such as encouraging responses from others, asking questions and turn-taking o Repairs misunderstandings in communication to keep discussion going 	<ul style="list-style-type: none"> o Uses interaction strategies to facilitate understanding, such as inviting others to contribute, asking questions to clarify a point, and negotiating to find a basis for agreement. o Deals with misunderstandings in communication by asking for and using clarification to sustain communication (“Did you say...?” “What I mean is...”)
<p>OLC Level Descriptions Speak and Listen Effectively Listening</p> <p><i>The learner listened attentively to instructions, and reproduced the shape as instructed.</i></p>	<ul style="list-style-type: none"> o Gets the main idea of a simple story or event (<i>approximates the basic shape</i>) 	<ul style="list-style-type: none"> o Gets the main idea of a story or an event and reflects on relevant information (<i>recreates the basic shape, but not the detail</i>) 	<ul style="list-style-type: none"> o Gets the main idea(s) and lists key points of longer forms of oral communication with some unfamiliar aspects (<i>recreates the basic shape and approximates the details</i>) 	<ul style="list-style-type: none"> o Identifies the main idea(s) and supporting details and summarises content of sustained forms of oral communication containing implicit information and specialised vocabulary (<i>accurately recreates the basic shape and the details</i>)

3

Go Team! Demonstration

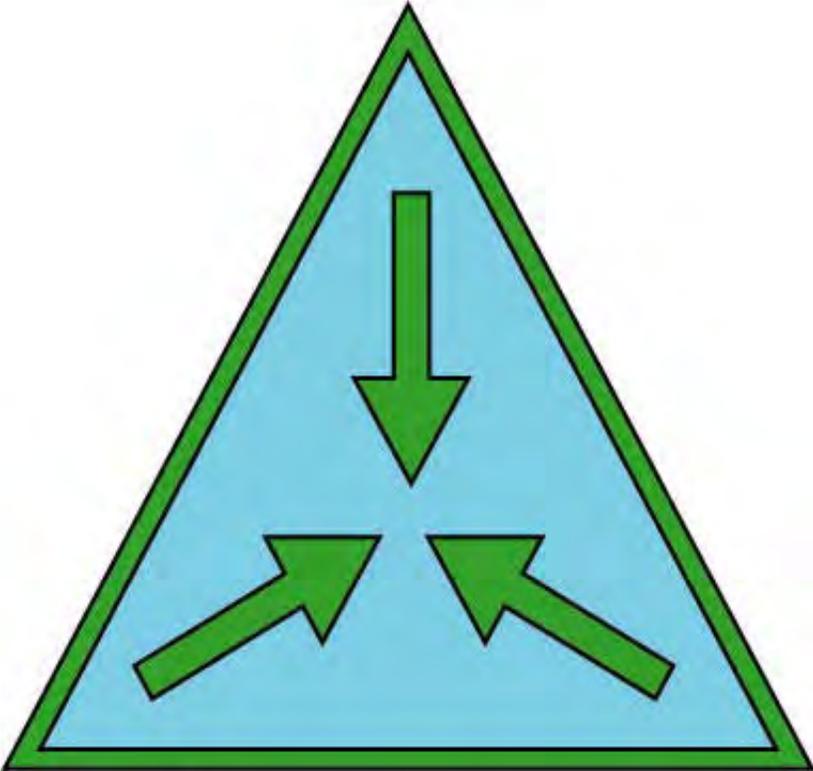
Instructions for the Learner

1. Choose a partner.
2. Arrange two chairs back to back.
3. Sit on the chairs back-to-back so that you can't see what the other person is doing.
4. Get a different shape from the teacher. *Don't let your partner see your shape!*
5. Choose one person on your team to draw first. This person is given the paper, pencils, erasers, and ruler. The other person will begin by describing the shape on the paper.
6. Give your partner clear and specific instructions about how to draw the shape. Be sure to say where the shape is on the paper and how big the shape is. (How much space does each part of the shape take up on the page?) Remember to say what colour each part of the shape is. Include as much detail as you can.
7. Ask as many questions as needed to make sure that the shape is drawn properly. If the person drawing doesn't understand an instruction, it can be repeated as many times as needed.
8. Switch roles once the person drawing is happy with the shape, The person who was giving instructions before will now be doing the drawing while the other person explains what to draw.
9. Work together with your partner to answer the questions about the activity when both the shapes have been drawn.
10. You will be evaluated on how closely the shapes you've drawn match the original shapes. You will also be evaluated on how well you worked together to get the job done.

Good luck!

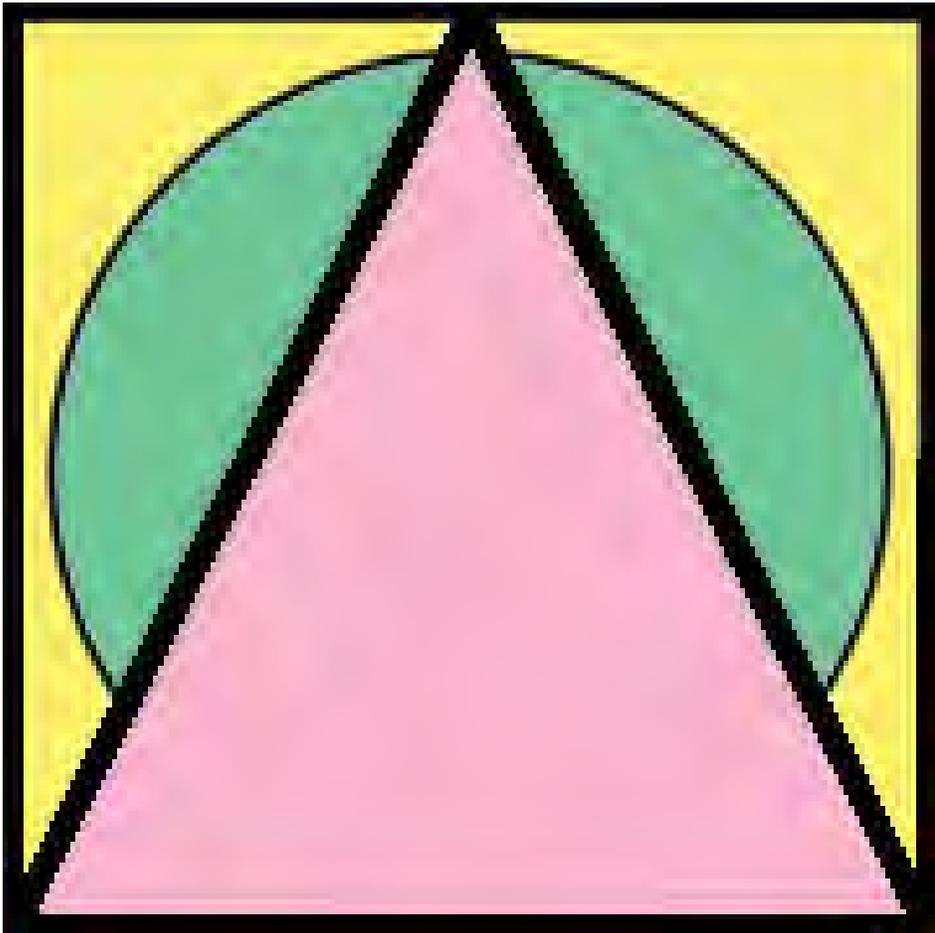


Shape #1



3

Shape #2





Shape #1



Shape #2

3

Team Self-Assessment

Your Name: _____

Work with your partner to answer the following questions.

1. Did you both draw a shape as it appears on the sample sheets?

Shape	Yes	No
Shape #1 Drawn by _____		
Shape #2 Drawn by _____		

2. Think about Shape #1. If it was drawn correctly, what do you think made this possible? If it was not exactly the same, why do you think it turned out that way?
3. Think about Shape #2. If it was drawn correctly, what do you think made this possible? If it was not exactly the same, why do you think it turned out that way?
4. If you could try this activity again, what would you change to make sure that you both got the shape right?

INSTRUCTOR'S Communication: What if?

- 1. You have worked hard in school taking the Giving Back program. You decided that you would really like to get a volunteer placement at the local Humane Society. You have an interview scheduled for tomorrow morning BUT you were not listening as well as you should have been and now you don't know what time the interview is.**

What is your problem? **Listening**

What could happen in this situation?

- You miss the interview and do not get the job.
- You miss the interview and reschedule another one but the employer does not feel very confident about your time-management skills.
- You miss the interview and feel so badly about it that you do not follow up with the Humane Society and do not get the job.
- You miss the interview and the manager at the Humane Society tells your case-worker/volunteer placement worker that you have poor time management skills.
- You call the Humane Society and talk to the manger and explain that you were not listening as well as you should have been and ask for the interview time again.
- **Other:**

What would have prevented this situation?

- Better listening skills
- **Other:**

- 2. You started a job on a construction site. You were told to purchase safety glasses and steel-toed work boots. You did not listen and you bought leather boots without steel-toes.**

What is your problem? **Listening**

What could happen in this situation?

- You cannot work today because you do not have the right work-wear.
- You are told not to bother coming back – if you can't listen to simple instructions how will you be able to follow more detailed instructions?
- You take the boots back and exchange them for steel-toed boots.
- You work in the wrong boots and injure your foot. You are off of work for a month. After a month your doctor tells you that you will not be able to work while standing on your feet for long periods of time.
- **Other:**

What would have prevented this situation?

- Better listening skills
- **Other:**

- 3. You volunteer for Meals on Wheels. Your supervisor called to tell you that your schedule has changed for tomorrow. Instead of delivering Mrs. Smith's dinner at 6:00pm you need to deliver it at noon tomorrow. Mrs. Smith is a diabetic and needs to eat every couple of hours to maintain a steady blood sugar level. You were not listening when you were on the phone because you were distracted by your television.**

What is your problem? **Listening**

What could happen in this situation?

- Mrs. Smith does not get any food that day until 6:00pm and her blood sugar drops and she passes out.
- Mrs. Smith could have many problems as a result of passing out, i.e. hitting her head, cuts, etc.
- You are let go of your position.
- You feel terrible about what happened to Mrs. Smith.
- **Other:**

What would have prevented this situation?

- Better listening skills
- **Other:**

- 4. You start a new job today and you wear your favourite jeans and blue top. When you arrive at work, people are staring at you. When you meet with your supervisor she is shocked to see you wearing jeans. She asks you "Why aren't you dressed according to the dress code that I told you about at our last meeting?"**

What is your problem? **Listening**

What could happen in this situation?

- You are sent home to change.
- You are asked to come back tomorrow.
- Your supervisor is unsure of your abilities since you did not listen to her.
- You feel uncomfortable in your new job – perhaps embarrassed.
- **Other:**

What would have prevented this situation?

- Better listening skills
- **Other:**

- 5. You are a volunteer at a soup kitchen. One of your customers informs you that they are allergic to nuts. You tell your supervisor this but you do not speak clearly or loud enough. Also you do not look at him when you speak. The next day your customer comes back and eats a piece of cake that has nuts in it.**

What is your problem? **Speaking**

What could happen in this situation?

- The customer could become very sick with an allergic reaction and possibly die.
- You are put on probation or fired because you did not do your job well enough. You did not communicate with your supervisor about putting up notices about nuts in food or not adding nuts at all to the food.
- Your supervisor loses his/her job because they did not look after their customer and you feel responsible.
- **Other:**

What would have prevented this situation?

- Better speaking skills such as: making sure that your supervisor understood what you were saying and how important it was, making eye contact when speaking, taking clearly and loud enough for your supervisor to hear what you were saying, etc.
- **Other:**

- 6. You are a volunteer receptionist at a community centre. You sit slouched in your chair. People who come into the community centre stand in front of you for a long time and you ignore them. When people ask you questions you answer with an unpleasant tone of voice.**

What is your problem? **Attitude & Body Language**

What could happen in this situation?

- Customers complain about you and you lose your job.
- Customers tell their family and friends about your poor customer service and tell them not to go to that community centre anymore.
- Customers stop coming to that community centre, and the community centre can no longer afford to keep you and you lose your job.
- Your case-worker/volunteer placement worker gets negative feedback about you.
- **Other:**

What would have prevented this situation?

- Better body language such as: sitting up straight, looking towards the front door as customers come in, making eye contact with customers when they come in, smiling, etc.,
- Speaking in a nicer tone of voice – a welcoming tone of voice.
- Better or more positive attitude about your job
- **Other:**

- 7. You are a supervisor of the annual Christmas Parade. You are in charge of 200 volunteers who all help on the day of the parade. You are telling them to be at the starting gate at 6:30 am but as you are talking, one of the parade-floats pulls up and distracts your volunteers.**

What is the problem? **Speaking**

What could happen in this situation?

- Some/None of the volunteers showed up on time and the parade was delayed.
- People showed up at different times and caused a lot of confusion for everyone – especially you who had to work even harder to organize everyone.

- Some people who put floats in were very disappointed with the organisation of the parade and dropped out and/or decided not to enter in the parade the next year.
- The newspaper wrote an embarrassing article about the parade organiser.
- You were asked not to be part of the parade for next year.

What would have prevented this situation?

- Better speaking skills such as: waiting until the distraction was gone and then speaking clearly and loudly enough to make sure everyone heard you; ask people if they have any questions about what time they need to be there to help make sure that they heard you.; use a microphone, etc.,
- **Other:**

- 8. You are a volunteer at a drop in daycare centre. One of the parents dropped off their child for the first time. She told you her phone number and asked you to contact her on her cell phone if you have any problems with the child. That afternoon, the child becomes ill and you need to phone her mother. You call the Mother's work number but you cannot reach her.**

What is your problem? **Listening**

What could happen in this situation?

- The child gets sicker and has to go to the hospital and you still cannot reach the child's mother.
- The child cries for the entire day. This makes other children cry and all then the staff feels like crying!
- The mother is very upset that she was not contacted and does not bring her child back.
- You are put on probation or fired.
- **Other:**

What would have prevented this situation?

- Better listening skills
- **Other:**

Working With Others

Your attitude and communication skills will affect how well you work with others. If you have a negative attitude, people will not want to work with you. If you have poor communication skills, you will likely have more conflicts with others.

Working with others is usually part of a job or volunteer placement. You may not work with other employees but you may work with customers or clients.

When you go for an interview for job interview, you will be asked: “Do you work well with others?” or “Are you a Team player?” Employers want people with good attitudes who work well with co-workers and clients within the organisation. If you do not work well with others there tends to be more problems between you and staff members. When staff have to handle problems with volunteers, it takes time away from their jobs. Staffing problems also takes time away from the manager’s day and creates a negative work environment.

Are You a Team Player?

Place a check in the box “Yes,” “No,” or “Not Sure” to answer each of the questions. Give an example if you answer “Yes.” Use the back of the page if there is not enough room in the column.

QUESTION	YES	FOR EXAMPLE	NO	NOT SURE
Are you helpful?				
Do you try your very best at everything you do?				
Do you ask questions when you do not understand something?				
Do you speak politely to people?				
Do you listen when others are speaking to you?				
Do you offer suggestions for improvements?				
Are you trustworthy?				
Are you patient?				
Can you control your anger?				
Are you on time?				
Are you honest?				
Do people like spending time with you?				

What did you have more of?

- Yes
- No
- Not Sure

RESULTS

- If you have answered mostly “Yes” you are a team player.
- If you have answered mostly “No” you need to improve your team work skills.
- If you have answered mostly “Not Sure” you need to think about your attitude in work situations and try to improve your team work skills if necessary.

Sometimes conflicts or disagreements occur between co-workers.

How do you handle Conflict?

- I get mad and leave/throw things/swear/say bad things to people, OTHER:
- I stop talking and stay mad until the person apologises to me.
- I pretend that there is nothing wrong.
- I give in to the other person, hoping the situation will go away.
- I meet the other person halfway. I compromise and look for a solution that works best for all parties involved.
- I work with others to find a solution that works best for all parties involved.
- **Other:**

How could you handle conflict better?

- Try to choose my words carefully.
- Analyse the problem:
 - What was the source of the problem/what was the conflict?
 - What started the conflict/what is still keeping the conflict going?
 - What is another perspective of this conflict?
- Try to compromise.
- Try to work together to find a solution that works for everyone involved in the conflict.
- Not overreact to a situation.
- Not avoid the situation.
- Not be in denial that a conflict exists.
- Not always give in to the other person if you feel very strongly about your opinion.
- Not be aggressive.
- **Other:**

Essential Skills

Human Resources and Skills Development Canada (HRSDC) list nine **Essential Skills** that are needed for work, learning and life. These skills are used in nearly every occupation and throughout daily life in different ways. (HRSDC, Essential Skills)

The Essential Skills are:

- Reading text
- Document Use
- Numeracy
- Writing
- Oral Communication
- Working With Others
- Continuous Learning
- Thinking Skills
- Computer Use

The Essential Skills defines Working With Others as:

Working with others examines the extent to which employees work with others to carry out their tasks. Do they have to work co-operatively with others? Do they have the self-discipline to meet work targets while working alone?

What do you think this definition means? (discuss with learners)

Essential Skills divides Working With Others into groups called **Types of Work**. Please give an example of each type of worker below.

1. **Work Alone:** Employees work alone providing products or information to others.

Example worker:

- Person who owns Landscape Company and works alone.
- Other:

2. **Work Independently:** Workers are not physically alone but work independently, co-ordinating their work with that of others.

Example worker:

- Toll booth operator who collects money in booth alone, but is part of the company that employs he/she.
- Other:

3. **Work Jointly with a Partner or Helper:** One worker co-ordinates and co-operates with only one other co-worker at a time.

Example:

- Two people writing a book together
- Other:

4. **Work as a Member of a Team:** A team is a group of workers who produce a product or accomplish a task through combined effort and organised co-operation.

Example:

- Most work situations such as factory worker, teacher, sales clerk, waitress, etc.
- Other:

INSTRUCTOR'S Jeremy's Story

Jeremy is taking the Giving Back Program in a community literacy program. He attends class and is always punctual. He works well with people in his class. Jeremy does his homework even though he has to baby-sit his little sister every evening. He is enjoying the program and is looking forward to finding a volunteer placement after the course finishes. He has set a goal for himself. He wants to open his own pet grooming business.

Jeremy's instructor explains to him that although he has a great goal to work towards his goal is a long term one. It is not something that he can realistically reach in the near future. Jeremy needs to upgrade his literacy skills so that he can take some courses on managing a business. He also needs to learn some dog grooming skills. His instructor suggests that he think of an action plan to reach his long-term goal. The first thing that Jeremy needs to do is to set a short-term goal.

Jeremy thinks about his future over the next few months. He will be finishing Giving Back and then hopefully volunteering in the community. He decides that he has two short term goals:

1. To successfully finish Giving Back.
2. To get a volunteer placement working with animals, preferably dogs.

His instructor is very happy with his choices and feels that Jeremy has a good chance of reaching his goals.

1. What barriers could prevent Jeremy from reaching his goals?

- Not coming to Giving Back
- Not finishing Giving Back
- Transportation, money, health, time, childcare barriers, etc.
- Other:

2. What could help Jeremy to overcome the barriers?

- Support from his instructor, family, friends, etc.
- Other:

3. Do you think Jeremy will be successful at reaching his goals? Why or why not?

- Yes. He attends class regularly and on time; he has good time management skills because he gets his homework done and manages to baby sit every evening; he gets along well with others in his class, and is therefore likely to get along with others in a volunteer placement as well.
- Other:

Instructor's My Dream Job Part 2

Look back to unit 1, session # 2 *Setting a Goal*. The last part of that activity was “*My Dream Job*.” You were asked to write down on a piece of paper your dream job and the steps that you would have to take in order to reach your goal of your dream job.

Answer the following questions:

1. Why did you pick this job to be your dream job?

- Various reasons including:
 - It sounds like a cool job.
 - My parent(s)/family/friends did this.
 - It is something that I think that I would be good at.
 - Other:

2. Are you proud to tell others about your dream job? Why or why not?

- Yes because:
 - It is an important job.
 - Many people do this job.
 - I know it is something that I would be good at.
 - You make lots of money doing this job.
 - Other people will see what I am really capable of doing.
 - Other:
- No I am not proud to discuss this with others because:
 - I don't like talking about my private thoughts/dreams/hopes/etc.
 - It is not a common job and most people do not understand why I am interested in it.
 - Other:

3. What do you think would be your favourite part of your dream job?

- Making money.
- Helping others.
- Working with others.
- Working alone.
- Travelling.
- Wearing work clothes.
- Working outside.
- Working around my own schedule.
- More structured routine having to go to work everyday.
- The responsibility of the job.
- Other:

4. What is the # 1 reason why you picked this job as your dream job?

5. Is this reason your motivation for choosing this job?

Instructor's What do I Value?

The Definition of Values:

Values are determined by the beliefs we hold. They are the ideas about what someone or a group thinks is important in life and they play a very important part in our decision making. We express our values in the way we think and act.

Curriculum Counsel, Government of Western Australia

What do you think this means?

What Do You Value?

Here is a list of things people may value or find important. What do you value? Place a check beside the things on the list that are important to you in your life.

It is important to me to _____

- | | |
|---|--|
| <input type="checkbox"/> Feel safe | <input type="checkbox"/> Be in control |
| <input type="checkbox"/> Meet new people | <input type="checkbox"/> Have fun |
| <input type="checkbox"/> Build things | <input type="checkbox"/> Learn new things |
| <input type="checkbox"/> Do what I want | <input type="checkbox"/> Be independent |
| <input type="checkbox"/> Spend time with family and friends | <input type="checkbox"/> Belong to a group/make the world a better place |
| <input type="checkbox"/> Make things with my hands | <input type="checkbox"/> Be stable |
| <input type="checkbox"/> Have good health | <input type="checkbox"/> Have money |
| <input type="checkbox"/> Feel useful | <input type="checkbox"/> Be creative |
| <input type="checkbox"/> Be busy | <input type="checkbox"/> Be happy |
| <input type="checkbox"/> Have good mental health | <input type="checkbox"/> Grow personally |
| <input type="checkbox"/> Have time alone | <input type="checkbox"/> Be drug and alcohol free |
| <input type="checkbox"/> Care for others | |
| <input type="checkbox"/> Have nice things | |
| <input type="checkbox"/> Spend time outdoors | |
| <input type="checkbox"/> Have lots of friends | |
| <input type="checkbox"/> Care for plants and animals | |
| <input type="checkbox"/> Be good at something | |
| <input type="checkbox"/> Have a spiritual life | |
| <input type="checkbox"/> Be physical | |

Are there other things important to you? If so write them below:

Look over your list again. Write below the three (3) things that are most important to you from both list(s)?

Adapted from A Dream That Walks II: Planning For Change. By Anne Moore (Guelph Action Read Literacy in the Community Press, 2005)

Value System and Value Judgements

In our society there is a **value system** – those things that we know and believe to be to be right or wrong. For example, we know it is wrong to drink and drive. Most people you ask would agree with this statement however, every year people get arrested for drinking and driving. Do those people who drink and drive not have good values?

- Yes?
- No?
- They might have good values but made a bad choice.
- They might not have good values.

When deciding if a person who drinks and drives has good values or not we are making a **value judgement**. It isn't really whether the drunk driver has good values BUT our values or beliefs telling us that the drunk driver is a bad person for deciding to drink and drive.

When you are in a volunteer placement or a job people will make value judgements about you. That is part of life. How you choose to handle such a situation is what is most important. Keep a positive attitude and try your best to work well with others.

Do You Believe?

Here are some examples of beliefs or values:

- It is wrong to steal
- It is wrong to tell a lie
- You should always be on time
- You should respect other people at all times
- It is wrong to litter
- You should work hard

How can your values affect the type of volunteer placement or job you choose?

- If you value hard work then you may pick a placement that involves a lot of hard work, i.e., and physical work or long hours.
- If you value helping others then you may want to volunteer in a place where you can work with others.
- **OTHER:**

How can your values affect your work in a volunteer placement or a job?

- If you value honesty and you are working with a person who is dishonest that may affect your working relationship/performance.
- If you notice someone stealing money or product from your job it may affect your volunteer placement.
- If you do not value other's time and are always late that may affect your placement.
- **OTHER:**



What Do I Want To Do?

Demonstration Cover Sheet

Demonstration Title	What Kind of Volunteer Work Do I Want To Do?
Giving Back Learning Outcome	Learner will be able to identify a community volunteer placement by self-assessing and prioritising values and preferences, and by setting a goal in volunteering.
LBS Learning Outcomes	<p>Self-Management/Self-Direction Set, Monitor, and Revise Long and Short-term Goals</p> <ul style="list-style-type: none"> • Self-assesses preferences and areas of interest in employment for goal-setting purposes • Prioritises preferences and interests • Shows increased readiness to offer constructive criticism of own work
Prior Learning Required	<ul style="list-style-type: none"> • Clear understanding of the instructions for the demonstration activity
<p>How is this demonstration linked to the learner's goals? The learner needs to be able to consider a variety of factors that will impact on his/her satisfaction and success with a volunteer placement. Matching preferences to career goals is a hallmark of effective career planning.</p>	
Practitioner Name:	
Learner Name:	
Date:	

Demonstration Results:

Activity Successfully Completed? **Yes** **No**

Instructions for the Practitioner

Assessment Process:

1. Review the instructions for this activity with the learner
2. Explain the evaluative criteria for the assessment
3. Observe each learner as s/he works through the task.
4. Use the *Evaluating What Kind of Volunteer Work Do I Want To Do* rubric to determine the learner's level of success with this demonstration, and provide suggestions for improvement when the learner's performance did not meet expectations. Include a discussion about the learner's self-assessment at this time.
5. Following the demonstration, review the outcome of the evaluation and give the learner an opportunity to reflect on your comments.
6. Make a copy of this demonstration for the learner's *Giving Back* binder, and keep the original in the learner's *Giving Back* portfolio.

Resources Required for the Demonstration:

- Copy of the demonstration activity
- Pencil, pen

Learner Supports Allowed

- The instructor may review and clarify the instructions for the activity.
- Learners may ask questions, in order to understand the task.



What Do I Want To Do?

Evaluating What Kind of Volunteer Work Do I Want To Do?

Learner's Name: _____

Giving Back Outcome: Learner will be able to identify a community volunteer placement by self-assessing and prioritising values and preferences, and by setting a goal in volunteering.

	Does not meet expectations	Beginning to meet expectations	Almost meets expectations	Meets expectations
<p>LBS Learning Outcome Self-Management/Self-Direction Set, Monitor, and Revise Long and Short-term Goals</p> <ul style="list-style-type: none"> • Self-assesses preferences and areas of interest in employment for goal-setting purposes • Prioritises preferences and interests • Shows increased readiness to offer constructive criticism of own work 	<ul style="list-style-type: none"> ❑ The learner identifies preferences in fewer than two categories (location, environment, and type of work), and/or that have little personal relevance. ❑ The learner is unable to prioritise preference categories. ❑ The learner is unable to summarise the importance of each category. ❑ The learner is unable to reflect on his/her performance on the task. 	<ul style="list-style-type: none"> ❑ The learner identifies preferences in at least two of the three categories (location, environment, type of work) and that have some general personal reference. ❑ The learner can prioritise preference categories with support. ❑ The learner can summarise the importance of each category with support. ❑ The learner self-assesses task performance with support. 	<ul style="list-style-type: none"> ❑ The learner identifies preferences and interests that are personally relevant with some support. ❑ The learner can prioritise preference categories with little support. ❑ The learner can summarise the importance of each category with little support. ❑ The learner can self-assess task performance with little support. 	<ul style="list-style-type: none"> ❑ The learner identifies preferences and interests that are personally relevant. ❑ The learner can independently prioritise preference categories. ❑ The learner can independently summarise the importance of each category. ❑ The learner can independently self-assess task performance.



What Kind of Volunteer Work Do I Want To Do Demonstration

There are hundreds of different kinds of volunteer opportunities. Which one is right for you? Finding a volunteer position that will be rewarding for you takes some thinking!

Below are some things that you should consider when selecting your volunteering career.

Location

1. When I work I like to

- work in one place all the time
- travel from place to place

2. I prefer to work

- within walking distance of home
- a short bus ride away from home
- somewhere farther away than that

Environment

3. I would prefer to go to work

- in very professional clothing
- in causal business clothing
- in casual street clothes

5. I prefer to work

- indoors
- outdoors
- both indoors or outdoors

4. I would like to work for

- a large volunteer agency (100's of volunteers and staff)
- a medium-sized volunteer agency (with dozens of volunteers and staff)
- a small volunteer agency (with only a few volunteers and staff)

6. I would rather work

- in the morning
- in the afternoon
- in the evening
- at different times during the day

7. I would like a volunteer job that I can do

- once a week
- twice a week
- more than twice a week

Types of Work

There are as many different kinds of volunteer opportunities as there are paid jobs.

	Don't Want To Do 	Might Want To Do 	Really Want To Do 
Serving the needs of others like delivering meals, working in a day care setting, helping with shopping, taking people out into the community or working in an animal shelter			
Spending time visiting with others like the elderly, disabled children, children without parents, or single moms			
Counselling or supporting people in need like working on a crisis hotline, working with troubled teens or as part of a pastoral team			
Teaching or coaching in areas like amateur sports, a choir or band, literacy programs or in life-saving techniques			
Serving the community by keep public areas clean, building new homes, restoring historical landmarks, or working in a community garden			
Helping make important decisions by sitting on a board or committee			
Raising money for a good cause			
Planning and organising special events like banquets, parties or fundraisers			
Doing clerical work for an agency like mass mailings, reception, or data entry on the computer			
Maintaining resources and supplies like working in the food bank, or being a librarian			
Doing research by conducting surveys being part of a working group or working on special projects			

A. Benefits of Volunteering

Look at the answers you gave in *Good For Me*. Copy the answer you gave to the 5 most important benefits to volunteering

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

B. Priorities

Now, think about all the answers you have given in this activity (location, environment, benefits of volunteering and the type of work you want to do). Write a number from 1 to 4 to show how important each of these areas are to you. 1 would be the most important and 4 would be the least important.

- _____ Location
- _____ Environment
- _____ Rewards in Volunteering (from *Good For Me*)
- _____ Type of Work

Why did you put the categories in this order?

Finally, complete the sentences below to show what is most important to you.

The location of my volunteer job should be _____

My volunteer job should be in an environment where _____

It's important to me that my volunteer job benefits me by _____

The type of work I'd most like to do _____



Demonstration Self-Assessment

Think about the work you've done on *What Kind of Volunteer Work Do I Want To Do?* How do you think you've done with this activity?

1. Did you hand in your assignment on time?

Yes No

If not, why not? _____

2. Did you do the assignment on your own?

Yes No

If not, what did you need help with? _____

3. Did the work we did in class help you with this assignment?

Yes No

Why or why not? _____

4. Which part of the activity was the easiest to do? Why?

5. Which part of the activity was the hardest to do? Why?

6. Do you think that this activity will help you set a goal for volunteering? Why or why not?



What Do I Want To Do?

Demonstration Cover Sheet

Demonstration Title	My Choice
Giving Back Learning Outcome	Learner will be able to identify a community volunteer placement by self-assessing and prioritising values and preferences, and setting a goal in volunteering.
LBS Learning Outcomes and Levels	<p>LBS Learning Outcome Set, Monitor and Revise Long and Short-term Goals</p> <ul style="list-style-type: none"> • Learner sets short-term goal. • Learner develops a plan for the achievement of personal goals. • Learner demonstrates an increased goal-orientation (i.e. increased specificity and certainty in his/her goals or sub-goals). <p>OLC Level Descriptions Self-Management/Self-Direction</p> <ul style="list-style-type: none"> • Develops and demonstrates an ability to understand the skills and knowledge needed to work on to achieve the short-term goal.
Prior Learning Required	<ul style="list-style-type: none"> • Clear understanding of the instructions for the demonstration activity.
How is this demonstration linked to the learner's goals?	
The learner needs to narrow down the field of potential volunteer opportunities and make a commitment to one or two key choices. The learner also needs to make a commitment to follow through with his/her choice, and make plans to do so.	
Practitioner Name:	
Learner Name:	
Date:	

Demonstration Results:

Activity Successfully Completed? Yes No

Instructions for the Practitioner

Assessment Process:

1. Review the instructions for this activity with the learner. Make sure that the learner understands what's expected.
2. With the learner (or class) set a time limit for completion of this demonstration.
3. Ask the learners if they have any questions before beginning the demonstration.
4. Explain the evaluative criteria for the assessment.
5. Use the *Evaluating My Choice* rubric to determine the learner's level of success with this demonstration, and provide suggestions for improvement when the learner's performance did not meet expectations.
6. Following the demonstration, review the outcome of the evaluation and give the learner an opportunity to reflect on your comments and to self-assess his/her performance on the demonstration.
7. Make a copy of this demonstration for the learner's *Giving Back* binder, and keep the original in the learner's *Giving Back* portfolio.

Possible Variations for the Demonstration:

- The learner may choose from a variety of available sources for volunteer opportunities.
- The demonstration can be completed following a visit to a volunteer bureau or agency.

Resources Required for the Demonstration:

- A copy of the *Where do I Want to Volunteer?* activity and at least one job description for a volunteer placement.
- Pencil, pencil, erasers

Learner Supports Allowed

- The instructor may review the instructions for the activity.
- Learners may ask any questions that they need to completely understand the task.



What Do I Want To Do?

Evaluating My Choice

Giving Back Outcome: Learner will be able to identify a community volunteer placement by self-assessing and prioritising values and preferences, and setting a goal in volunteering.

Learning Outcomes	Does not meet expectations	Beginning to meet expectations	Almost Meets Expectations	Meets Expectations
<p>LBS Learning Outcome Set, Monitor and Revise Long and Short-term Goals.</p> <ul style="list-style-type: none"> Learner sets short-term goal. Learner develops a plan for the achievement of personal goals. Learner demonstrates an increased goal-orientation (i.e. increased specificity and certainty in his/her goals or sub-goals). <p>OLC Level Descriptions Self-Management/Self-Direction</p> <ul style="list-style-type: none"> Develops and demonstrates an ability to understand the skills and knowledge needed to work on to achieve the short-term goal. 	<ul style="list-style-type: none"> The learner does not collect any job descriptions. No effort is made to locate a job description that matches skills, interests or preferences. The learner cannot complete the activity because no job descriptions were selected. 	<ul style="list-style-type: none"> The learner collects one job description. The job descriptions selected match the learner’s skills, interests and preferences. The learner formulates a plan to follow up with the job description selected. 	<ul style="list-style-type: none"> The collects two job descriptions. The two job descriptions selected match the learner’s skills, interests and preferences. The learner formulates a plan to follow up with both job descriptions in case one choice falls through. 	<ul style="list-style-type: none"> The learner collects more than two job descriptions. All job descriptions (more than 2) selected match the learner’s skills, interests and preferences. The learner formulates a plan to follow up with all job descriptions in case one choice falls through.

4

My Choice Demonstration

Instructions for the Learner

By now you should have a very good idea about what kind of volunteer placement interests you the most. Your next task is to choose at least one placement and start working toward making it yours!

1. Review the work you did in *Where Do I Want to Volunteer?*
2. Use the research you've done to find volunteer placements that interests you. Collect job descriptions from the volunteer placements that interest you. The more job descriptions you gather, the more choices you'll have! The placement(s) you choose should match, as closely as possible, the choices you made when you did the *Where Do I Want to Volunteer?* activity.
3. Make sure that you have the job description(s) and the *Where Do I Want to Volunteer?* activity handy in order to complete this demonstration.
4. Complete the chart on the following page and answer the questions.
5. You can follow up on all the volunteer placements that you've chosen, or you can pick one that you like the best and follow up on that.



My Choice

Using the volunteer job description and your answers from the *Where Do I Want to Volunteer?* activity, complete the following chart for each job that you've chosen. Put a check in *Yes*, *Don't Know* or *No* for each of the following statements.

Agency: _____ Job Title: _____

Contact Name: _____ Phone: _____

This Job	Yes	Don't Know	No
Is on my list of top three (3) types of volunteer placements I chose (<i>Where Do I Want to Volunteer?</i> page 12)			
I already know something about what this agency does, or I know where to get more information about it.			
I would really like to help this agency carry out its purpose and serve the needs of the people it helps.			
The job matches my interests and preferences, and makes use of skills I already have.			
The agency offers training and orientation to help me develop skills that I don't have yet, but will need to do the job.			
The hours that I will be expected to work and the job location are convenient for me.			

This is a job I want to follow up on. Yes (complete *My Plan for this job*) No

4

My Plan

I will contact the agency by: _____
Date

Before the interview I will research to find out more about the agency
by _____
Source of information

I will have the following documents ready by the interview date:

- A résumé with references
- Copies of any diplomas, certificates or other documents I need.
- A list of questions to ask during the interview.

Some questions that I want to ask on the phone or at the interview
are: (refer to My Choice for some ideas)

1. _____
2. _____
3. _____
4. _____
5. _____

Keep a copy of this activity for your career portfolio!



Demonstration Self-Assessment

Think about the work you've done in *My Choice*. How do you think you've done with this activity?

1. Did you hand in your assignment on time?

Yes No

If not, why not? _____

2. Did you do the assignment on your own?

Yes No

If not, what did you need help with? _____

3. Did the work we did in class help you with this assignment?

Yes No

Why or why not? _____

4. Which part of the activity was the easiest to do? Why?

5. Which part of the activity was the hardest to do? Why?

6. Do you think that you will be able to follow through with the plans you've made? Why or why not?



Choosing the Right Placement

Evaluating Success in the Giving Back Program

Learner's Name: _____

Giving Back Program Outcome: The learner will identify, prepare for and pursue a volunteer community placement.

Complete the following evaluation chart, and determine whether the learner has been successful in achieving the short-term goals of the Giving Back Program (in Units 1 – 5). Unit 6 will determine if the *overall (long-term)* goal has been achieved.

If the learner has been successful, overall, complete a *Giving Back (GB) Certificate* and present it to the learner in Session #24. If the learner has not successfully met the requirements of the program, complete a *Giving Back Participant Certificate* and present it to the learner in Session #24. Place a copy of this evaluation in the learner's portfolio.

Unit	Learning Outcome	Assessment Activity	What Does Success Look Like?
Unit 1: Why Do I Want to Volunteer?	Learner identifies the personal benefits of volunteering.	Unit 1 Assessment: Good For Me	<input type="checkbox"/> The learner should <i>Almost Meet</i> or <i>Meet Expectations</i> on all of the evaluative criteria.
Unit 2: Why Do I Want to Volunteer?	Learner will be able to communicate his/her personal knowledge and skills related to volunteerism in group discussions.	Unit 2 Assessment: Instructor Observation	<input type="checkbox"/> The learner should <i>Almost Meet</i> or <i>Meet Expectations</i> on all 4 of the evaluative criteria.
Unit 3: How Can I Manage this?	Learner will be able to prepare for volunteering by identifying supports and barriers to success.	Unit 3 Demonstration: Reaching Your Goal	<input type="checkbox"/> The learner should <i>Almost Meet</i> or <i>Meet Expectations</i> on all of the evaluative criteria.

Unit	Learning Outcome	Assessment Activity	What Does Success Look Like?
Unit 3: How Can I Manage this?	Learner will be able to prepare for volunteering by demonstrating time management, punctuality and good attendance through the use of a variety of time management tools and through the Attendance Record.	Unit 3 Assessment: Activity Log, Personal Agenda and Attendance Record.	<input type="checkbox"/> The learner should <i>Almost Meet</i> or <i>Meet Expectations</i> on all of the evaluative criteria.
	Learner will be able to prepare for volunteering by identifying ways, and exhibiting an understanding of good personal hygiene and/or appearance.	Unit 3 Assessment: Instructor Observation	<input type="checkbox"/> The learner should <i>Almost Meet</i> or <i>Meet Expectations</i> .
	Learner will be able to prepare for volunteering by creating a personal budget including supports and basic needs budgeting.	Unit 3 Demonstration: Creating a Personal Budget	<input type="checkbox"/> The learner should <i>Almost Meet</i> or <i>Meet Expectations</i> on all of the evaluative criteria.
	Learner will be able to prepare for volunteering by recognising traits of a positive attitude and the ability to work well with others.	Unit 3 Demonstration: Go Team!	<input type="checkbox"/> Both drawings created during the demonstration should approximate the original drawings. <input type="checkbox"/> The learner should <i>Almost Meet</i> or <i>Meet Expectations</i> on all of the evaluative criteria.

Unit	Learning Outcome	Assessment Activity	What Does Success Look Like?
<p align="center">Unit 4: What Do I Want to Do?</p>	<p>Learner will be able to identify a community volunteer placement by self-assessing and prioritising values and preferences and setting a goal in volunteering.</p>	Unit 4 Demonstration: What Kind of Volunteer Work Do I Want To Do?	<input type="checkbox"/> The learner should <i>Almost Meet</i> or <i>Meet Expectations</i> on all of the evaluative criteria.
		Unit 4 Demonstration: My Choice	<input type="checkbox"/> The learner should <i>Meet Expectations</i> on all evaluative criteria.
<p align="center">Unit 5: What do I Need to Do?</p>	<p>Learner will be able to prepare for volunteering by creating a career portfolio.</p>	Unit 5 Demonstration: Getting It Together: Creating a Career Portfolio	<input type="checkbox"/> The assignment is handed in complete and on time. <input type="checkbox"/> The learner should <i>Almost Meet</i> or <i>Meet Expectations</i> on all of the evaluative criteria.
		Unit 5 Assessment: Self-assessment for Volunteer Readiness	<input type="checkbox"/> Learner completes the self-assessment and has a realistic plan for any items in the list that have not yet been accomplished.
	Learners will be able to prepare for volunteering by creating a résumé.	Unit 5 Demonstration: Creating a Résumé	<input type="checkbox"/> The learner should <i>Almost Meet</i> or <i>Meet Expectations</i> on all of the evaluative criteria.
	Learners will be able to prepare for volunteering by participating in a mock interview.	Unit 5 Demonstration: Participating in a Mock Job Interview.	<input type="checkbox"/> The learner should <i>Almost Meet</i> or <i>Meet Expectations</i> on all of the evaluative criteria.

Unit	Learning Outcome	Assessment Activity	What Does Success Look Like?
<p align="center">Unit 6: Choosing A Volunteer Placement</p>	<p>Learners will be able to pursue his/her choice for a volunteer placement.</p>	<p>Unit 6 Evaluating Success in the Giving Back Program</p>	<ul style="list-style-type: none"> ❑ Ideally, by the end of Session #24, the learner will have secured a volunteer placement. This is not always going to be the case, however. The learner has been successful in the Giving Back Program if: ❑ the learner uses Sessions #21 - #24 effectively to complete all outstanding assignments and to actively seek a volunteer placement; ❑ by the end of Session #24 the learner has successfully achieved all the outcomes in Units 1 – 5 in the Giving Back Program; ❑ the learner has achieved the overall outcome of the Giving Back Program (i.e. has identified, prepared for and pursued a volunteer placement): and, ❑ the learner has a <i>realistic and concrete plan to secure a volunteer placement in the near future, if a placement has not already been secured.</i>

Completing the Giving Back Certificates:

1. Open the file entitled *GB Certificate* or *GB Participant Certificate*.
2. Type the name of your organisation and the learner's name in the appropriate text boxes.
3. It is recommended that you use a linen or parchment paper to print these certificates.

Program Name

hereby certifies that

Learner's Name

has participated in the

Giving Back

Volunteering for Work Experience Program

Instructor

Date

Program Manager

Date

***"We make a living by what we get, but
we make a life by what we give."***

Winston Churchill



Program Name

hereby certifies that

Learner's Name

has successfully completed the

Giving Back

Volunteering for Work Experience Program

Instructor

Date

Program Manager

Date

***"We make a living by what we get, but
we make a life by what we give."***

Winston Churchill

