

Valuing Volunteering Tutor Pack

This *Valuing Volunteering* Pack has been developed as a way of enabling volunteers, and any other people involved in community activity, to think about and to record some of the skills and knowledge they are gaining through their work.

The programme is divided into four sections:

Session 1 - Recognising Skills

gives learners a chance to think about, and to make a note of, some of the skills and knowledge they have already developed.

Session 2 - Valuing and Using Skills

helps learners to think about where their own particular strengths lie and to look at how they could best show their skills on a CV.

Session 3 - Demonstrating Skills

looks at how learners can collect and present evidence of their skills and experiences in the form of a simple learning portfolio.

Session 4 - Developing New Skills

encourages learners to identify areas for the development of further skills and knowledge and demonstrates how to set goals and draw up a simple action plan.

This **Tutor Pack** contains tutor notes and a set of photocopyable activity sheets for each session. Sessions should take around 2 hours (with a 15 minute break). Each activity included in the Pack is given an approximate time allocation, although timings will depend on how large the group is, and also on how readily learners respond to self-reflective activities.

Each session includes an optional activity which will give learners an opportunity to consolidate their learning and to explore a topic in more depth. This activity can be omitted if there are time constraints.

Valuing Volunteering materials are also available as a **Self-study Pack** for learners who are working on their own or as part of an informal study group.

Downloadable versions of these materials, and of other related resources, can be found at: www.gatewaylearning.org.uk/community.htm

Using this Valuing Volunteering Resource Pack

Activity sheets may be freely reproduced for use in individual, group or class work but should retain the Aimhigher Kent and Medway logo at the bottom. For permission to use these materials in any other context, please contact:

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Aimhigher

Aimhigher is a national project to help more people enter college or university. Aimhigher Kent and Medway is based at Canterbury Christ Church University.

Gateway Knowledge Alliance

Gateway Knowledge Alliance is an organisation dedicated to building skills that will help people who live in Kent Thames Gateway to make the most of the opportunities that are going to be created in the area in the twenty first century.

Action for Communities: Laying the Foundations Project

Action for Communities: Laying the Foundations Project is funded by the South East LSC and ESF and is lead by NIACE. The aim of the project is to develop a partnership network to enhance and promote community learning opportunities for adults.

Session One



Recognising Skills

Tutor Pack

Aim of session

To encourage learners to think positively about skills they have developed through everyday experience and through volunteering activities and to begin to identify possible future aims.

Materials needed:

- Copies of worksheets 1.1.;1.2.;.1.3;1.4.;1.5.
- Sheets of blank paper;
- Flip chart paper;
- Flip chart markers;
- Blu-tack or drawing pins (to display several flip chart pages at once);
- Pens

If possible, learners should also have envelope folders or ring binders to keep their worksheets in.

Notes on running Session 1

Using flip charts to help learners identify their skills

I have found it particularly valuable to keep an ongoing record on flip chart paper of the skills and future aims of the group as these emerge throughout the various activities. If the session goes well, and if the learners feel comfortable in participating, this can result in an impressive skills profile for the group. (If the group members find it difficult to get started on articulating their skills, the *Examples from Other Groups* section at the end of these notes gives a list of skills identified by several groups who have already taken part in this programme).

The on-going flip chart on *Possible Future Aims* is also a very important part of the session as it can give group members permission to suggest options they might otherwise feel embarrassed to mention. Many adult learners who feel that they have not succeeded at school or at work can be extremely anxious about sharing aims they feel to be too ambitious. I have found it useful to emphasise that these are only possibilities at this stage and not necessarily definite ambitions.

Timings of activities

The timings for this session are very approximate. The most important outcome is for all group members to feel as positive as possible about their skills and personal qualities. For some learners this will take time and a great deal of encouragement from the tutor and from other group members. Much will also depend on how well members of the group know each other, and on whether or not they have, during their volunteer training, focused on particular skills (e.g. listening skills).

Plan For Session One – Recognising Skills

1. Introduction (15 mins)

- Introduction to tutor
- Housekeeping – fire safety, etc.
- Introduction to *Valuing Volunteering* programme.

I usually begin by asking a little about the group's current volunteering activities and by talking generally about the value of the skills and experiences they are gaining. It is often useful to include examples from personal experience of people who have used their volunteering to take them in particular directions (whether into work, further study, or other kinds of volunteering and civic participation). I then give an outline of what will be covered in the sessions (see Introduction).

- Groundrules e.g. - confidentiality
 - respect for other people and their views
 - everyone to have a chance to participate
- Completion of registers, learner records, data collection, etc as appropriate

2. Icebreaker – Getting to know each other (25 mins)

Divide group into pairs or 3's if necessary. Ask everyone to partner someone they don't already know well. Give out **Activity 1.1. - Getting to know each other**.

Input to Group

Take it in turns to ask your partner the questions on the sheet. Make brief notes to remind you so that you can report back to the rest of the group. At the end, make a brief note about how you felt about the exercise. It's up to you whether you ask all the questions and then change places, or whether you take turns over each question.

You will need to allow approximately 5 minutes for each person to carry out the interview and 15 minutes for the *plenary session*.

Plenary session – Ask each person in turn to give the name of their partner and a brief summary of their answers to the first four questions.

Divide a flip chart into two columns headed *Skills* and *Personal Qualities*. As group members report back, make a note on the flip chart of things they report being good at or of skills and qualities you feel are implied by their answers.

Discuss any general points that emerge around feelings of anxiety about starting the course; difficulties in saying that you are good at something; etc. and highlight any skills a number of learners have in common.

Then ask everyone to say when their partner felt proud of themselves or others. Try to identify any skills or positive personal qualities involved as learners report back and note them on the flip chart. As you go along, ask the group to identify any other skills or qualities that occur to them.

Finally, ask for examples of the ambitions group members might have for the future and note them on a flip chart headed *Things we might like to do in the future*.

3. Learning through roles (30 mins – with a break after the completion of *Activity 1.2.*)

Explain that, during our lives, we have many different roles (e.g. school student, parent, employee, etc). We learn different skills and gain different kinds of knowledge through these various roles. Different roles become of greater or lesser importance to us at different times. For example, for young people, being a school student is a very important part of their lives. For someone with a young child, being a parent is likely to be a very important role.

Ask everyone (individually or in pairs) to spend 2 or 3 minutes jotting down a list of the roles that they have at the moment or have had in the recent past.

These might include:

- parent
- partner,
- friend
- daughter/son
- brother or sister
- volunteer,
- employee,

There may also be roles relating to particular hobbies or interests.

Give out **Activity 1.2. - Learning through roles**. Ask everyone to choose up to 4 of the roles through which they think they have developed particular skills, or for which they have needed particular personal qualities, and to fill them in on the worksheet. If they are currently involved in volunteering, ask them to choose this as one of their roles.

In pairs, (preferably with a different partner from earlier) ask them to discuss which skills and personal qualities have enabled them to carry out each role effectively and write them next to the arrows. (Learners can add extra arrows if they wish).

BREAK

Plenary session - Ask group members to list the skills and qualities relating to one of their roles and add to lists on flip charts. At the end, ask for other skills/qualities which have not been mentioned. (You may find it helpful to refer to the lists created by groups who have already taken part in this programme. These are given at the end of these *Tutor Notes*.)

4. Creating a skills profile (1). (15 mins)

Give out **Activity 1.3. – My skills profile**. Ask everyone to fill in the first two columns of using ideas from their notes for **Activity 1.1**. and from the flip charts. Ask them to begin to think about columns 3 and 4 in relation to what they might want to do in the future. (Explain that there will be more time to work on these later).

Start a new flip chart list called *New Skills and Subjects* (possibly on the same chart as *Possible Future Aims*) and on it note down any items from columns 3 and 4.

5. Analysing a job. (Optional activity) (15 mins)

Explain that one activity can involve many different skills. Ask the group to suggest the skills they would need to organise a party (for children or for adults).

Give out **Activity 1.4. - Analysing a job** and go through the list given on the first page. Ask everyone to select one activity they have carried out as a volunteer (or in one of their other roles if they are not currently volunteering) and to write down the actions and skills involved in it.

6. Keeping a diary and recap of session (5 mins).

Remind the group that the aim of this session was to help them to identify the skills, experience and qualities they already have. Read out the flip-chart lists to the group. Ask for their reactions to the number and range of skills appearing. Suggest that they try keeping a skills diary for the coming week and see if they can find any other examples of skills they used in their everyday lives. Give out **Activity 1.5. - Keeping a skills diary**.

Ask group to bring their worksheets from this session to the next session.

Examples of Skills and Experiences from Previous Groups

When a group of volunteers thought about the skills and experiences they had gained through their everyday lives and volunteering, this is the list they drew up:

Advocacy	Inter-personal Skills
Art & Design	IT/Internet Skills
Assertiveness	Keeping Calm in a Crisis
Business Administration	Language Skills
Campaigning	Leadership
Caring	Listening Skills
Catering	Loyalty
Child Development	Multi-Tasking
Child-minding	Navigation
Commitment	Negotiation
Communication Skills	Networking
Compassion	Organisation
Coping Skills	Reliability
Counselling	Research Techniques
Creativity	Resourcefulness
Customer Care	Responsibility
Decision Making	Self-control
Developing Strategies	Self-motivation
Diplomacy	Sensitivity
DIY	Sewing
Driving	Special Needs Support
Empathy	Spelling
Entertaining	Strength
Events Management	Summarising Information
First Aid	Teaching
Flexibility	Teamwork
Floristry	Telephone Skills
Gardening	Time Management
Generosity	Understanding
Giving Support	Using Own Initiative

Activity 1.1. - Getting to know each other

Name of person you spoke to

1. How does (s)he feel about starting this course?

2. What does (s)he hope to get out of it?

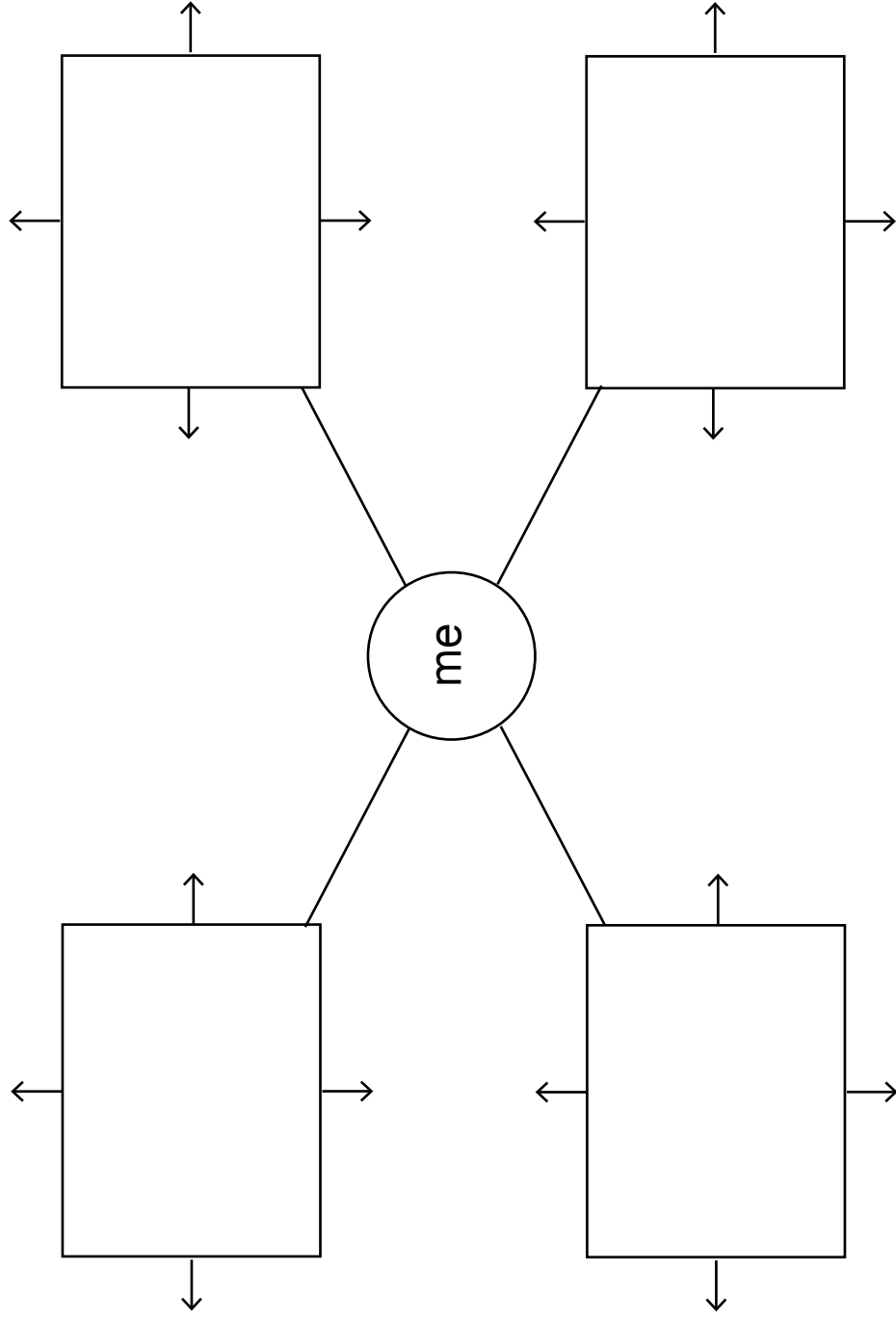
3. What does (s)he like best about volunteering?

4. Ask for two things (s)he is good at:
 -
 -

5. Ask him/her to tell you about a time when they felt proud of themselves or of someone they are close to.

6. Ask if (s)he has any particular ideas of things they would like to do in the future.

Activity 1.2 – Learning through roles



Activity 1.3 – My skills profile (1)

My practical, vocational or academic skills	My personal qualities and life-skills	Skills I would like to develop	Subjects/topics I would like to learn more about
•	•	•	•
•	•	•	•
•	•	•	•
•	•	•	•
•	•	•	•
•	•	•	•
•	•	•	•
•	•	•	•
•	•	•	•

Activity 1.4. – Analysing a job

optional activity

Example: Organising a party at home

Tasks involved	Skills demonstrated
Decide on date and time of party and who to invite	Planning
Plan food	Planning Creativity Budgeting/financial skills Finding information (recipes, etc)
Plan activities	Decision making Organisation Inter-personal skills
Shop for food and drink	Budgeting/financial skills Organisation Processing information (labels, etc)
Prepare for activities	Planning Organisation Creativity
Clean house, organise furniture, etc	Practical skills
Decorate house, table, etc	Creativity
Prepare and cook food	Practical skills Creativity Organisation Planning Time management
Organise the family	Organisation Management Inter-personal skills
Entertain guests	Inter-personal skills Communication skills Childcare skills (for children's party)
Clear up	Practical skills Organisation (and lots of stamina!)

Job.....

Tasks involved	Skills demonstrated

Activity 1.5. Keeping a skills diary

Day	Activities	Skills / Qualities Shown
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		

Session Two



Valuing and Using Skills

Tutor Pack

Aim of session

To help learners to think about where their own particular strengths lie and to look at how they could best show their skills on a CV.

Materials needed:

- Copies of worksheets 2.1, 2.2, 2.3, 2.4, 2.5,2.6 (and some spare copies of 1.3)
- Sheets of blank paper;
- Flip chart lists from Session 1;
- Flip chart markers;
- Blu-tack or drawing pins;
- Pens

Notes on running Session 2

Integrating new learners

One difficulty which may arise with this session is that there will be some new learners present who were not at Session 1. If possible, I try to pair them up for small group sessions with someone who found it fairly easy to identify their own skills in the first session. This informal “buddying” can help to prevent new learners feeling that they do not have as many skills as other members of the group.

During the feedback session on the skills diaries, it may be appropriate to ask new learners for examples of activities they have been involved in over the previous week and then to ask the rest of the group to suggest skills and personal qualities demonstrated by these activities. It can also be helpful to ask new learners to fill in **Activity 1.3.** at some stage in the session using the flip chart lists to help them. If the group carries out the optional activity, this might be an appropriate time for this.

Icebreaker

The icebreaker activity is an important part of this session as it reinforces the importance of articulating positive statements but some groups may find it difficult. I try to make it as light hearted as possible and to encourage learners to help each other out with suggestions.

Activities 2.4 & 2.6.

In the activities focusing on CV's it is important to emphasise that this does not relate only to paid employment as not all members of groups may be planning to re-enter the workforce. Application forms, personal statements, etc. may also be required for other areas of activity e.g. applying to college or university and for some volunteering and community involvement opportunities.

Plan For Session Two – Valuing And Using Skills

1. Icebreaker (10 mins) - Positive words activity.

Ask members of the group to take a piece of paper and write down their first name one letter at a time with each letter on a new line. Then ask them to write down a word beginning with that letter that says something positive about themselves. (Emphasise that spelling isn't important)

After a couple of minutes, encourage them to ask the group about any letters they can't find words for. (A list of some possible words is included at the end of these notes.)

Discuss why it is so difficult to say positive things about ourselves. (embarrassment; fear of being thought arrogant or big-headed; fear of being made to look stupid, etc). How can we be more confident about our skills? (e.g. concentrate on examples of where we have succeeded in doing something or where we have overcome difficulties **NOT** on where we haven't achieved something).

2. Recap of last week. (10 mins)

Put up flipchart pages of skills from last week. Ask for examples of activities group members have been involved in and for any new skills/qualities they have identified. Add to lists.

3. Different kinds of skill (20 mins)

Give out **Activity 2.1. - Different kinds of skill**. Ask everyone to put the different tables in order from 1 to 6 according to where they feel their strengths are (1 is where they feel most confident). (Doesn't matter if someone doesn't have any experience of all the items in a list or if doesn't like all of them – go for a general impression).

Through a show of hands, find out everyone's number one kind of skill. Ask for their number 6 choice. Identify any particular trends and see if the group can suggest an explanation. (e.g. are people more likely to become volunteers if they have good inter-personal skills?)

Explain that this is only one way of dividing up skills, but that it is useful to decide where your strengths lie as different kinds jobs or volunteering activities and different courses of study need different types of skills. Different types of skills are not better/worse than others – society needs a range of skill sets.

Give out **Activity 2.2. - More on different kinds of skill** and ask everyone to complete it. Ask for any new skills for the flip chart.

4. Valuing skills (10 mins)

Ask why we value some skills more than others (e.g. we've learned them formally; we have

qualifications in them; we get paid for using them; etc). Why do we tend to under-value the skills we learn through everyday life?

Ask everyone to look again through the category in *Activity 2.1*. which they put first. Do they have qualifications in those skills? Have they learned them through formal study? Have they learned them through work? Have they learned them through life experience and experimentation?

Give out **Activity 2.3. Valuing skills.**

Input to group

Personal qualities and skills learned through experience can have transferable value. *Activity 2.3.* gives some examples of personal qualities used in job advertisements. Why do employers think these skills are important? How do these match up with the skills we have identified in the last two sessions?

BREAK

5. Presenting your skills - 1 (15 mins)

Input to group

The skills which we have developed through work, through volunteering, and through everyday life can often be used for a number of different purposes, e.g.

- *To gain employment*
- *To move onto other volunteering opportunities*
- *To gain entry onto education courses*

To use skills in this way, it is useful to have some sort of record of experiences and achievements. The most usual way of recording this is on a CV.

There won't be time in these sessions to produce a full CV, but at the end there will be information on who to contact to get help with CV writing.

Many CV's now start with a section on Personal Profile and Key Skills. The Personal Profile section is often the most difficult part to write but the one where the skills gained through volunteering and through everyday life can be extremely useful.

Give out **Activity 2.4. - Using volunteering skills to support a CV** and work through the first case study in small groups.

Optional activity (10 mins) - Additional case studies from **Activity 2.4.**

6. Skills from volunteering activities (10 mins)

Give out **Activity 2.5 - Volunteering activities and skills** and ask learners to fill in the columns. Emphasise that they should think of volunteering in as wide a way as possible (e.g. informal helping activities as well as more formal volunteering).

7. Presenting your skills - 2 (15) mins

Give out **Activity 2.6. - Information for my CV** and ask learners to have a go at filling in some of their own Key Skills and to write a short Personal Profile for themselves.

8. Recap of session (5 mins)

Ask each learner in turn to state one thing they've learned from this session. Ask for any other items to be added to the various flip chart lists.

Examples of Positive Words

Ambitious	Jolly
Artistic	Joyful
Assertive	Kind
Athletic	Loving
Amiable	Loyal
Beautiful	Mature
Brainy	Motivating
Bubbly	Nice
Caring	Non-judgemental
Charming	Nurturing
Cheerful	Optimistic
Confident	Outgoing
Creative	Patient
Determined	Peaceful
Dynamic	Practical
Encouraging	Quiet
Entertaining	Reliable
Enthusiastic	Resourceful
Fantastic	Supportive
Flexible	Sensational
Friendly	Thoughtful
Great	Talented
Generous	Terrific
Giving	Unbeatable
Gorgeous	Victorious
Helpful	Worthy
Handsome	Wonderful
Happy	Zealous
Intuitive	Zany
Inspirational	

Activity 2.1. - Different kinds of skill

Look quickly through the lists below and decide which kinds of skill you feel most/least comfortable with. Number them 1 to 6 in the boxes .
(1=the kind of activities you feel most confident about or enjoy most: 6 = the kind of activities you feel least confident about or enjoy least). Don't worry if you like some of the activities within a box and not others – just get an overall impression.

Dealing with facts & figures	No.	Creative	No.
e.g. <ul style="list-style-type: none"> • Dealing with figures • Processing information accurately • Analysing information • Setting up, or operating, systems for managing information/keeping records, etc. 		e.g. <ul style="list-style-type: none"> • Drawing, painting, photography, playing musical instruments, etc. • Designing posters, leaflets, cards, visual aids, etc • Designing (e.g. interior design, garden design, etc) • Improvising and finding unusual solutions to problems 	
Communicating with people	No.	Practical	No.
e.g. <ul style="list-style-type: none"> • Explaining things so that people can understand them • Talking to people from all sorts of backgrounds • Speaking to groups of people • Producing written information e.g. letters, reports, newsletters, etc 		e.g. <ul style="list-style-type: none"> • Following instructions (written or in diagrams) • Practical crafts (cookery, gardening, decorating, DIY, etc) • Using tools or machinery • Taking part in sports or other physical activities 	
Interpersonal & caring	No.	Planning & Organisation	No.
e.g. <ul style="list-style-type: none"> • Working as part of a team • Listening • Encouraging or supporting other people who are lacking confidence, anxious or distressed • Dealing tactfully with sensitive situations 		e.g. <ul style="list-style-type: none"> • Organising events and activities • Managing time and setting priorities • Working to deadlines • Planning timetables (for self and others) 	

Activity 2.2. - More on different kinds of skill

Take the **two** kinds of skill you gave the highest score to in *Activity 2.1*, and write in the boxes below any other examples of related skills. If you have time, go onto your third and fourth choices.

Dealing with facts & figures	Creative
Communicating with people	Practical
Interpersonal & caring	Planning & organisation

I also have the following technical skills (e.g. driving, IT skills, etc)

.....

.....

.....

Activity 2.3. - Valuing skills

Look at the following Personal Specifications from recent job advertisements. How well do they relate to the lists of skills drawn up in Session 1?

Are you caring and patient? Could you support young people whose experiences of mainstream school have not been successful?

Good interpersonal skills are required, as you will need to communicate effectively with staff, parents and pupils.

You will be able to work using your own initiative and manage your own time as well as be able to work flexibly as part of the team.

..... an enthusiastic and motivated person....., working to tight timescales, so as well as having good IT you will need to be able to demonstrate good interpersonal skills and the ability to communicate effectively in writing and verbally. The successful candidate will also need to have the aptitude to problem solve and be an excellent team player.

You will need to be highly motivated with an adaptable approach and be able to turn your hand to a variety of challenging tasks. Excellent communications skills, ability to organise your workload and to work under pressure are essential.

Activity 2.4. – Using volunteering skills to support a CV

Look below at the CV for Rachel Jones. Rachel is looking for part-time work as a school receptionist.

In addition to the experience mentioned here, Rachel has, since 2003, been volunteering with her local Surestart Children's Centre. She has been helping with a parent and toddler group, at which she has organised activities for the toddlers and has been a befriender for new parents. Some of the parents she has worked with have had difficult past experiences and she has sometimes had to deal with very sensitive and confidential information. She has also attended a 10-week volunteer training programme which has covered child protection and emergency first aid.

How could she include this experience in her CV? What Key Skills could she add?

Key Skills:

-
-
-

What other additions could she make to her CV?

-
-

Rachel Jones

16 High Street
Casterbridge
Wessex
CA15 4DX

Telephone: 01234 999888
Email: rachel.jones@anyserver.com

Profile

With five years' experience in a busy Local Authority planning office, I have a broad range of business administration skills. I am reliable and hard working, with good time-management skills and a flexible approach to work.

Key Skills

- Good communication skills, both spoken and written
- Proficient in Word and Excel
- Confident and friendly telephone manner
- Works well on own and as part of a team

Employment

2003 – present Career break to raise my family
1998 – 2003 **Administrative Assistant: Casterbridge Borough Council
Planning Department, Casterbridge, Wessex**
General administrative duties including answering telephone calls from the public, sending out and checking planning applications and arranging and servicing departmental meetings
1996-1988 **Part-time Retail Assistant: Anglebury General Stores,
Anglebury, Wessex**

Education and Training

1996-1998 **Mid-Wessex College of Further Education**
National Diploma in Business Administration
1991-1996 **Heath Comprehensive School, Anglebury, Wessex**
6 GCSEs (including English & Maths)

Interests

I enjoy reading and listening to music.

References Available on request.

Here are two other case studies of volunteers. What Key Skills could they have gained through their volunteering work?

Sofira

Sofira is 18 and is about to leave college with a qualification in Health & Social Care. When she was taking her GCSEs, she volunteered at a care home for adults with learning difficulties. For the past year she has been a volunteer at the radio station at her local community centre.

Key Skills

-
-
-
-

John

John is in his early 50's. He worked in engineering, then for an IT company where he provided after-sales support to businesses. He took redundancy when the company moved overseas and has been unemployed for 2 years. He is looking for paid employment with a community group or charity.

He is a volunteer with his local Council for Voluntary Services, helping to produce newsletters and update their website. He has also trained as a Samaritan.

Key Skills

-
-
-
-

Activity 2.5 - Volunteering activities and skills

Looking back to **Activity 1.2.** and thinking about your current and previous volunteering activities, fill in the following boxes.

Skills, topics and subjects covered in induction and training	What activities do I carry out as a volunteer?	What skills do I use?
• • • • • • • • •	• • • • • • • • •	• • • • • • • • •

Activity 2.6. - Information for my CV

Think about a type of job that you might like to apply for; a course you might like to enrol on; or another kind of volunteering opportunity you might be interested in. If you had to fill in an application form or prepare a CV, which of the skills and experiences you have gained through your volunteering could you include?

Type of job, course or volunteering opportunity

Skills and experience I could include:

Help with writing a CV

There are a number of ways you can get help to prepare a CV.

1. You may be able to get help through Jobcentre Plus.
2. Some community projects and organisations run CV-writing sessions. Have a look on notice boards or ask any contacts you have in community organisations.
3. **NextStep Careers Management** is a guidance and careers advice service for adults which can often offer free advice on CV writing (what help is available may depend on your individual circumstances).

Local centres are at:

- 22 High Street, Ashford, Kent **Tel** (01233) 640214
 - Adult Education Centre, Green Street Gillingham. **Tel** (01634) 571871
4. If you have access to the Internet, there are two very useful sites:
 - > **Learn Direct** www.learndirect.co.uk has a whole section on How to Write a CV
 - > **NextStep Kent and Medway** www.nextstepkentandmedway.org.uk has a CV Clinic

Session Three



Demonstrating Skills

Tutor Pack

Aim of session

To show learners how they can collect and present evidence of their skills and experiences in the form of a simple learning portfolio.

Materials needed:

- copies of worksheets 3.1.;3.2.;3.3; & copies of *Activity Record* Sheets and *Courses & Training Sessions Attended* sheets. Spare copies of Activity 2.1. 2.2. & 2.5. for any learners who were absent for Session 2.
- sheets of blank paper;
- flip charts from sessions 1 & 2;
- flip chart markers;
- Blu-tack or drawing pins;
- pens.

Notes on running Session 3

Icebreaker

Again, this is important as it allows the group to remember each others' names and also reinforces the idea of seeing their everyday activities in a positive light.

Activity 3.1.

If some members of the group have not yet started volunteering, they could fill in this worksheet on the basis of one of their other roles from *Activity 1.2. - Learning Through Roles*. Alternatively, they could work with someone who is currently volunteering to help them to complete their worksheet.

Plan For Session Three – Demonstrating Skills

1. Ice-breaker (10 mins)

In pairs (or threes if necessary), ask each learner to speak for 3 minutes about their activities over the last week. Their partner should identify one interesting item and be ready to report it back to the group. (Also ask the learner reporting back to give the name of their partner as a reminder to the group.)

2. Top ten skills (25 mins)

Give out **Activity 3.1. - My top ten skills and qualities**. Make sure that the flipchart from Session 1 is visible. Ask learners also to refer back to Activities 1.2, 1.3, 2.1, and 2.2. and to fill in the first column identifying their top ten skills. When they have completed the first column, they should then go on to find examples of where they have demonstrated these skills.

3. What is a learning portfolio? (15 mins)

Input to group

In the last two sessions we have been looking at how skills from volunteering and from everyday life can be useful in a number of different ways – for employment, for further volunteering, or for moving onto further study. Last week we looked at how to demonstrate these skills on a CV. This week we are going to look at how to keep a more detailed record of experiences, knowledge and skills.

*One way of doing this is to put together a **learning portfolio** – a file in which we can keep evidence of our achievements. This can be useful:*

- *For job applications – to help you prepare for interviews or to fill in personal statements, covering letters, etc*
- *For further volunteering opportunities – to help with filling in application forms, preparing for interviews, etc*
- *For further study – to show that you have the interest and experience to join a course. Sometimes it may also be possible to skip part of a course if you can prove that you have already learned, or have previous experience of, what is covered in it. This happens through a process called the **Accreditation of Prior Learning (APL)**.*

Point out that although we usually keep certificates, etc., we often don't keep evidence of our other achievements. Ask if any learners currently keep a portfolio or have kept one in the past. What kinds of things did they put in it? How useful did they find it?

Ask the learners in small groups to look again at the case studies from Session 2 (*Activity 2.4.*) and to think about what items those volunteers could have kept as evidence of their activities.

Ask groups to report back and write a list of kinds of evidence on a flip chart.

(**Possible items:** newsletters; testimonials from other Centre staff; certificates of attendance at courses; photographs of activities; extracts from reports of Centre activities; etc. They could also include short written reports of some of the most interesting events they had been involved in.)

BREAK

4. Recording your volunteering activities -1 (10 mins)

Refer the group back to *Activity 2.5 - Volunteering activities and skills*.

Recap briefly as a group the kinds of activities carried out and any training/induction received.

Give out **Activity 3.2. - What could I put in a portfolio?** and ask the learners to have a go at filling in as many shapes as possible with suitable items.

Discuss as a group what a portfolio might look like. (e.g. envelope folder, scrapbook, ringbinder,). How could the items be arranged? In date order? By type of activity? By organisation?

5. Recording your volunteering activities -2 (20 mins)

Give out copies of the **Activity Record** and **Courses and Training Sessions** sheets. Explain that these are useful models to copy for a portfolio. Suggest that they get into the habit of filling in a *Courses and Training Sessions* sheet whenever they take part in any training sessions which aren't accompanied by a certificate or course record. (Please note, a downloadable template for a Course Record for this programme is available as part of this tutor pack).

Ask everyone to complete an *Activity Record* for one of the activities they have been involved in or a *Courses and Training Sessions* sheet for a course they've attended.

6. (Optional Activity) (20 mins)

Give out **Activity 3.3. - What your skills say about you** and ask everyone to write down their top ten skills and qualities. They are not to put their name on the sheet but to write a letter and a number in the top right hand corner and to make a note of it for later. Gather in the sheets and redistribute.

Now ask everyone to have a go at writing a short reference for the person whose skills profile they have, referring to as many of the skills as possible. (They can make up any

details they like to make the reference as positive as possible.) Hand the sheets back (using the letter and number to identify them).

Ask for learners' reactions to their reference. Suggest that they keep this as material to use if they need to write a personal statement in the future.

7. Recap and end of session (5 mins)

Ask learners to recap on the sorts of items which they could collect for a portfolio. Suggest again that they do begin to collect items.

Explain that next week we will be looking at what new skills they might need and ask them to start to think about things they might want to do in the future.

Activity 3.1. - My Top Ten Skills and Qualities - 1

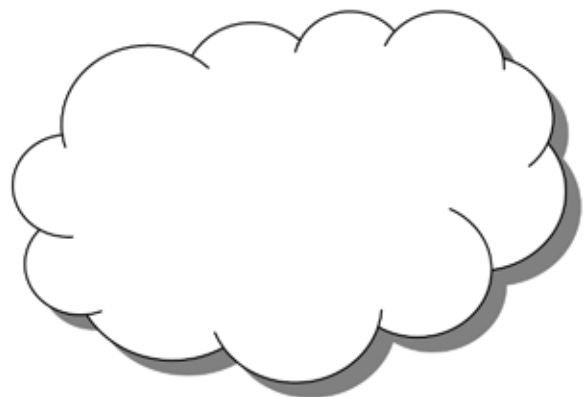
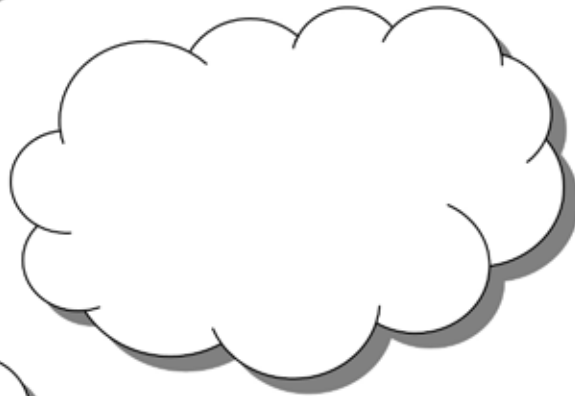
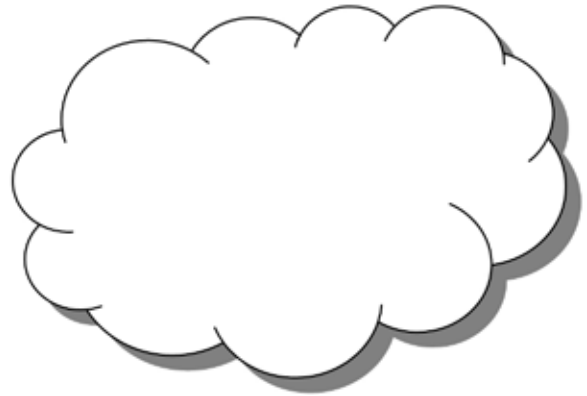
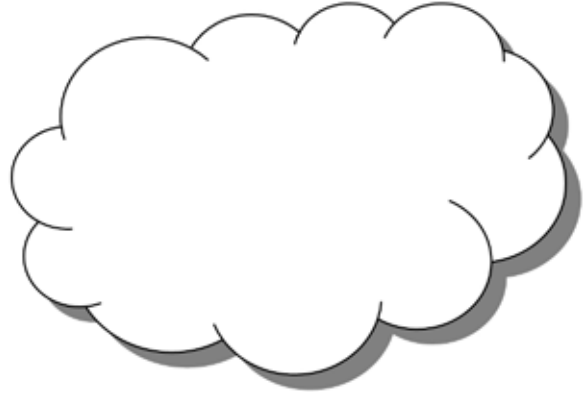
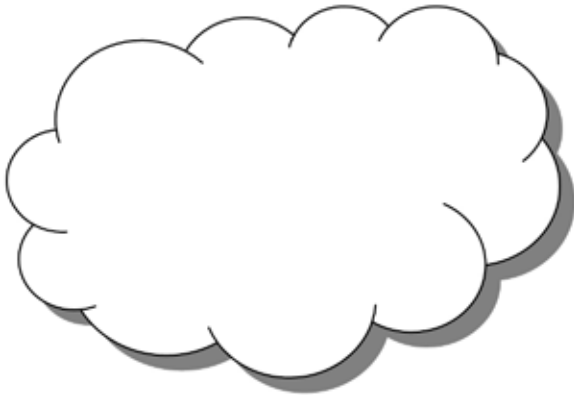
	Skill	Examples of when and where I have shown this skill
1		
2		
3		
4		
5		

Activity 3.1. (continued) - My Top Ten Skills and Qualities - 2

	Skill	Examples of when and where I have shown this skill
6		
7		
8		
9		
10		

Activity 3.2. - What could I put in a portfolio?

Note down on the shapes below some of the items you could put in a portfolio. (If you become really inspired, you could carry on on another page)



Activity Record

Name of activity

Time & place

Short description of activity

Could I get any evidence of this activity for my portfolio? (If so, what?)

What skills did I use?

Skills used	How I used these skills in this activity

Did the activity go well/not so well? Why?

What, if anything, could I have done differently?

Future actions

(e.g. I will repeat the activity. I will try a new activity. I will learn a new skill? etc)

Courses and training sessions attended

Title of course

Date(s) of course

Length of course

Who ran the course?

Topics covered

Topics I found most useful (and why)

Any outcomes from the course (e.g. I feel more confident; I have more ideas about.....; I know more about.....; I am now interested in.....;)

Activity 3.3. - What your skills say about you

Part 1 - In the box on top right-hand side of the page, write a letter and a number and remember it or make a note of it. (This will help you to identify this sheet later on).

In the spaces below write down your top ten skills.

1.	6.
2.	7.
3.	8.
4.	9.
5.	10.

Your tutor will now collect in this sheet and hand it to someone else.

Part 2 - In the space below, write a short character reference (not more than 100 words) mentioning as many of the skills as possible from the list given above. Make up any necessary details to make this reference as positive as possible. You might like to use phrases like:

I have always been very impressed by his/her ability to.....; S/he has ways proved to be; His/her attitude to work has invariably been.....; S/he has shown excellent skills in.....; Users of this centre have found him/her to be.....

Character Reference for xxxxxxxxx

Xxxxx has been known to me since 20XX as a volunteer helper at xxxxxxxx.

.....

.....

.....

.....

.....

.....

Session Four



Developing New Skills

Tutor Pack

Aim of session

To enable learners to identify further skills needs and to demonstrate how to set goals and to draw up a simple action plan.

Materials needed:

- Copies of Activity Sheets 4.1., 4.2., 4.3., 4.4.
- Flip charts from Session 1;
- Flip chart markers;
- Blu-tack/drawing pins;
- Spare paper;
- Pens

You may also find it useful to have copies of the information sheet at the end of this section and a selection of prospectuses from local learning providers.

Notes on running Session 4

Setting goals

It is important to keep to the timings for this exercise. Most learners find that the strict time limitation does help them to generate ideas more easily. It is also important to stress that this is a private activity and that learners will not be asked to read out their lists of goals.

Action Planning

Some learners can find this activity quite stressful, as they may feel threatened by being asked to identify specific courses of action. If this happens, I have found it useful to call the group together and ask them to discuss their feelings about the exercise and to try to identify why it can cause anxiety.

Second half of Session 4

The last 50 minutes of this session have been left free to give tutors time to respond to the needs of the particular group or of individuals within it. This time could be used in a number of ways, e.g.:

- additional individual work on action planning and portfolio building
- looking at prospectuses to identify future learning opportunities
- individual, or group, Information, Advice and Guidance sessions or Careers advice
- input on funding for adult learners; access routes into further study, etc.
- information on other volunteering opportunities

Time for evaluation can also be included here.

Plan For Session Four – Developing New Skills

1. Icebreaker (5 mins)

In pairs, ask each other for one positive thing they have discovered about themselves during this course. Report back to group.

2. Identifying goals (15 minutes)

Give out **Activity 4.1. - Setting Goals**. Explain to the group that this is a “quickfire” exercise and that they will be given a maximum time of two minutes for each column. Explain that this is a private activity and that they will not be asked to share their goals. Give two minutes for each column and an additional minute to fill in anything they have missed.

Discuss as a group why it is useful to set goals and why it is difficult (e.g. we tend to dismiss goals as being unrealistic or silly – perhaps link to discussion of positive words exercise in Session 2).

Explain that the idea of taking only 2 mins per column was so that there was no time to think about and dismiss/censor goals. Ask the group if they are surprised at how many ideas they had.

Ask the group to look again at the three columns. Do they match up? i.e. will the shorter-term goals lead to the longer-term ones?

Give them a few minutes to think about what changes they could make so that they do match up.

3. Getting the skills to reach your goals (15 mins)

Give out **Activity 4.2. - Developing my skills** and ask the group to complete it. Suggest they also look back to their answers to *Activity 1.3.* to help with this.

Ask the group to give examples of their answers and add them to the *New Skills & Subjects* flip chart from Session One.

4. Making an action plan (20 mins)

Discuss the difference between goals and dreams: we need to plan the steps along the way to reach our goals. If we are going to achieve them, goals need to be quite specific. From the list of New Skills & Subjects give examples of how these could be formed into goals. (e.g. I need to gain a qualification in.....; I need to find out more about....., I need to gain more experience in....., etc).

Give out **Activity 4.3. - Action planning to reach my goals** and ask everyone to identify **two** points from *Activity 4.2.* and to turn them into goals. Ask for examples to check that goals are specific rather than over-general. Ask them to fill in the steps to reach their goals.

Give out **Activity 4.4. - Action planning calendar** and ask learners to write in some of the steps they need to take on the calendar (starting in the current month).

Ask the group how they feel about this exercise? Does it feel threatening to be “pinned down” in this way? If so, why?

BREAK

The remainder of this session has been left free for activities tailored to the needs of the particular group – see *Tutor's Notes* for suggestions.

Activity 4.1. - Setting goals

In my lifetime I would like to.....	In the next three years I would like to....	In the next year I would like to.....

Activity 4.2. - Developing my skills

To reach my goals I will need:	
More knowledge of.....	
More skills in.....	
More experience in	
Qualifications in.....	

Activity 4.3. - Action Planning to reach my goals

Select **two** of your answers to **Activity 4.2.**, turn them into goals and fill them in below. Identify steps you will need to take to achieve these goals. (Don't worry about putting them in order at this stage).

Goal 1	Steps I will need to take	
My goal is to:	1	
	2	
	3	
	4	
	5	

Goal 1	Steps I will need to take	
My goal is to:	1	
	2	
	3	
	4	
	5	

Activity 4.4. - Action planning calendar

Fill in the steps from **Activity 4.3.** on the calendar below starting in the current month.

Month	Actions
January	
February	
March	
April	
May	
June	
July	
August	
September	
October	
November	
December	

Sources of Information

Some useful sources of information on learning opportunities and careers advice for adults in the Kent Thames Gateway.

NextStep Careers Management

A guidance and careers advice service for adults. Local centres hold a resource base of directories and prospectuses, careers information, etc., and may also be able to offer individual advice. Local centres are at:

22 High Street, Ashford, Kent (Tel. 01233 640214) &

Adult Education Centre, Green Street Gillingham. (Tel. 01634) 571871.

The Next Step website offers on-line information and advice.

www.nextstepkentandmedway.org.uk

LearnDirect

Database of courses at all levels in the UK; details of LearnDirect online courses and centres; and information on job searching and CV writing.

Information is available by telephone (0800 100 900) or online

www.learndirect.co.uk.

Learning & Skills Council: Our Future: It's in Our Hands

General information on adult learning and career opportunities and links to other sites which give information and support. www.inourhands.lsc.gov.uk/

Gateway Learning

Information on adult learning and progression within the Kent Thames Gateway.

www.gatewaylearning.org.uk

Action for Communities Webtool

www.kmln.org.uk

Aimhigher

Information on higher education courses at universities and colleges throughout the UK with links to all university websites and information on student finance. www.aimhigher.ac.uk

Directgov

Information on funding for adult learners; information on different types of qualifications and on courses available. www.direct.gov.uk

Adult Education Services

Medway Adult Learning Service

Tel. 01634 338400

www.medway.gov.uk (go to Learning then to Adults for a link to the Medway Adult Learning Service directory of courses).

Kent Adult Education Service

Tel. 0845 606 5606

www.kent.gov.uk (go to Education and Learning then to Adult Education for a link to the Kent Adult Education Service directory of courses)

Further Education Colleges in Thames Gateway

Mid-Kent College

Tel. 01634 402020 www.midkent.ac.uk

North-West Kent College

Tel. 01322 629400 www.nwkcollege.ac.uk

Sheppey College

Tel. 01795 581581 www.cant-col.ac.uk

Universities in Medway

University of Kent at Medway

Telephone the Information, Advice and Guidance Unit on 0800 975 3777 or 01227 827272 www.kent.ac.uk

Open University

Tel. Enquiry Service on 0870 333 4340 www.open.ac.uk

University College for the Creative Arts (formerly Kent Institute of Art and Design)

Rochester Campus, Fort Pitt - tel 01634 888702 www.ucreative.ac.uk

Canterbury Christ Church University- Medway Campus

Tel 01227 782900 www.canterbury.ac.uk

University of Greenwich- Medway Campus

Enquiry unit - Freephone 0800 005 006 www.gre.ac.uk

