



**DOWNTOWN
BOXING
GYM**

CONTENT OUTLINE

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DBG Virtual Volunteer Orientation | Course Overview

DBG needs to provide an online orientation and training platform for newly joined virtual volunteers for the literacy program. This self-paced online course will prepare volunteers for their mentoring sessions. The course will help familiarize volunteers with the DBG facility, define their expectations and responsibilities, and prepare virtual volunteers to work with students while navigating a remote environment successfully. The training will provide opportunities to practice adapting in-person strategies while utilizing Zoom. Volunteers will learn the necessary knowledge and skills to cultivate a confident online presence while engaging ineffective content and activities aligned with DMG's goals.

High-Level Course Overview

- Module 1: Course Introduction
- Module 2: Welcome to DBG
- Module 3: Virtual Volunteers Commitment
- Module 4: Skills to be a Successful Virtual Volunteer
- Module 5: Zoom & Resource Training
- Module 6: A Day in the Life of a Virtual Volunteer
- Module 7: Volunteer Connection
- Module 8: Wrap Up & Next Steps

DBG Virtual Volunteer Orientation | Course Prerequisites

Prior to the virtual volunteer orientation, each volunteer must complete the CFS mentor training and a background check. Additionally, the recommended learner prerequisites for this course are basic computer knowledge with experience navigating the internet. The learner will also need to have access to speakers or headphones.

DBG Virtual Volunteer Orientation | Course Outline

PRIOR TO COURSE

Each volunteer will receive a welcome to DBG email, where the volunteers will review the following content.

- *Student(s) information containing a brief bio of their students*
- *Sessions start date and time*
- *E-handbook*
- *Technical requirements*
- *Link to Orientation*

Additionally, the volunteers will be encouraged to sign up for their district's library card to access resources during their mentoring sessions.

MODULE 1 | COURSE INTRODUCTION

Questions to be Answered: How will you navigate this course? What will you accomplish from completing this course?

Duration: 3 minutes

Content:

- How to navigate the course
 - This is a self-paced orientation that includes eight modules of content. At the beginning of each module, you will receive the learning objectives of the module. After completing the content, you will have the opportunity to use your newfound knowledge by participating in various creative assessments.
- Overall course objective
 - By completing this course, you will have a thorough understanding of the expectations and responsibilities of being a successful virtual volunteer. You will be given the tools and resources to successfully run your mentoring sessions from start to finish with certainty and confidence.

MODULE 2 | INTRODUCTION TO DBG

Questions to be Answered: What is The Downtown Boxing Gym? What are the mission and values of the organization? How can I navigate through the DBG location?

Duration: 10 minutes

Content:

- Brief Overview of DBG
 - History: Downtown Boxing Gym was founded by Khali Sweeny, an internationally recognized coach and youth mentor with a mission to help young people succeed. In 2007 he opened the doors to DBG offering free after-school academic and an athletic program to Detroit youth.
 - Students: Our students at DBG range in age from 8-18 years old, or 3rd-12th grade, and we continue to provide support to our students once they go off to college, through their junior year.
 - Mission: Through education, athletics, mentorship, and intervention, the Downtown Boxing Gym empowers Detroit students to be positive and productive members of society.

- Values: Family, Trust, Commitment, and Respect
- DBG Facility
 - Highlighting places that are significant to the students.
 - Front Desk
 - Home Rooms
 - Center for Success Room
 - The Gym
 - Restrooms
 - Water Bottle Stations

Learning Outcomes:

- Virtual volunteers will always be able to identify key locations of the DBG facility utilizing a 360 virtual tour.

MODULE 3 | VIRTUAL VOLUNTEER COMMITMENT

Questions to be Answered: What is my expected commitment to the program? Why is commitment important to DBG?

Duration: 5 minutes

Content:

- Consistency & Stability
 - Volunteer commitment
 - Setting expectations
- Attendance
 - Who to contact if you are unable to make a mentoring session?

Learning Outcomes:

- Virtual volunteers will describe the importance of consistency and stability during one reflection exercise.

MODULE 4 | SKILLS TO BE A SUCCESSFUL VIRTUAL VOLUNTEER

Questions to be Answered: What skills will allow me to be a successful virtual volunteer? What are the best strategies to communicate to students? How can I better understand my students' needs? How do I show my students I am committed to their learning?

Duration: 20 minutes

Content:

- Communication
 - Best practices / Coaching techniques
 - Converse with students
 - Encourage students to try
 - Practice active listening
 - Vary format and pace of sessions
 - Be creative; make it fun.
 - Get to know your students
 - Appropriate language

- Active Listening: The careful listening and observation of non-verbal cues of others
 - Active Listening & DBG virtual volunteers
 - As a DBG volunteer, it is imperative to listen to your students to be able to adjust to their needs on that specific day.
 - Active listening strategies
 - To be a successful virtual volunteer, it is vital to use active listening techniques to understand the needs of your students. You will learn five active listening techniques that will help you better engage and interact with your students.
 - Pay Attention
 - Show That You're Listening
 - Provide Feedback
 - Defer Judgement
 - Respond Appropriately
 - Paraphrase for clarification
 - Barriers to active listening

- Empathy
 - What is empathy?
 - It acknowledges another person's situation, feelings, and motives without agreeing to the emotion or getting caught up in it.
 - Empathy vs. sympathy
 - Value of demonstrating empathy using empathy statements
 - Increase student confidence and trust
 - Creates rapport with students
 - It helps calm student's emotions and helps them focus
 - Fostering natural relationships

Learning Outcomes:

- Virtual volunteers will recognize how to communicate with their student(s) with confidence and respect during an online simulation consistently.
- Virtual volunteers will apply active listening skills during three auditory simulations.
- Virtual volunteers will practice empathy towards students during one photo analysis simulation.

MODULE 5 | ZOOM & RESOURCE TRAINING

Questions to be Answered: What Zoom features will I need to know how to use during sessions? How do I troubleshoot common Zoom issues? How do I navigate to the CFS resources? Which resources do I need to create accounts for?

Duration: 10 minutes

Content:

- Zoom
 - Signing up for zoom and navigating the Zoom interface
 - Basic troubleshooting
 - Essential Zoom features
 - Screen sharing, file sharing
 - Active learning collaboration tools and features
 - Polling tool, whiteboard, non-verbal feedback
- Zoom Etiquette
- CFS Resources
 - These resources play an essential role during every mentoring session as they provide you with a variety of books and resources for you and your students.
 - Resources that require a Library Card
 - Hoopla
 - Overdrive
 - Resources that require an account
 - ReadWorks
 - Epic
 - Oxford Owl
 - Resources need no login or library card
 - Global Digital Library
 - Storyline Online

Learning Outcomes:

- Virtual volunteers will demonstrate how to use the Zoom interface through two task-based simulations.
- Virtual volunteers will successfully navigate and sign up for three external resources during an online simulation.

MODULE 6 | A DAY IN THE LIFE OF A VIRTUAL VOLUNTEER

Questions to be Answered: What does my first day of mentoring look like? What do I need to do to prepare for sessions?

Duration: 10 minutes

Content:

- Preparing and structuring your first mentoring session
 - Review the background information of your student(s) to understand their interests and reading level.
 - Make a note of your meeting days and times
 - Review the Center for Success Virtual Mentoring outline
 - Create a loose structure of how you would like the session to run; however, be flexible, knowing it can shift.
 - Develop a list of questions to ask of your student(s) or select an ice breaker activity found on the Virtual Mentoring outline.
 - Check your technology before signing on for your scheduled session, ensuring that your video and microphone are working properly.
 - Before ending your session, ask your student what they would like to work on during their next session.
 - Complete your volunteer log

Learning Outcomes:

- Virtual volunteers will describe the structure of how to run mentoring sessions through two task-based simulations.

MODULE 7 | VOLUNTEER CONNECTION

Questions to be Answered: How can I stay connected to other DBG Volunteers?

Duration: 5 minutes

Content:

- DBG Facebook Group
 - Intentions
 - The goal of the Facebook volunteer page is to connect volunteers and build a sense of community amongst volunteers that are in-person and virtual. Additionally, this is where volunteers will learn about other DBG volunteer opportunities and events.
 - How to be an active member
 - When volunteers join the DBG Facebook group, we want them to be an active member by engaging with others. This can be done by posting a brief bio introducing yourself to the group. Additionally, we want this to be a community to ask general questions surrounding the volunteer position.

Learning Outcomes:

- Virtual volunteers will always be able to use the provided hyperlink to locate the DBG volunteer Facebook group.
- Virtual volunteers will be able to generate one introduction post on the DBG volunteer Facebook group.

MODULE 8 | WRAP-UP & NEXT STEPS

Questions to be Answered: What do you learn today? What can I expect next?

Duration: 5 minutes

Content:

- A high-level overview of what was covered during the orientation
- Volunteers will be able to download a document containing the following information
 - Zoom link to sessions
 - Who to contact if they have questions or concerns before their first session?
 - CFS Mentoring Outline
 - CFS Online Games Spreadsheet