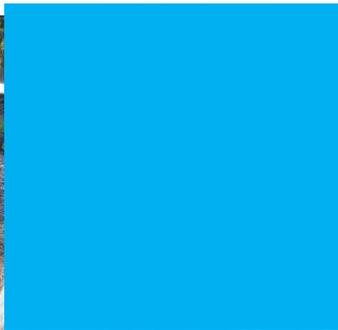


# VOLUNTEER HANDBOOK



BE SMART

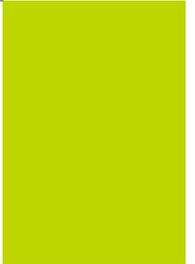
BE A LEADER



BE HEALTHY



HAVE FUN



BE INSPIRED



BE PREPARED



BE GREAT

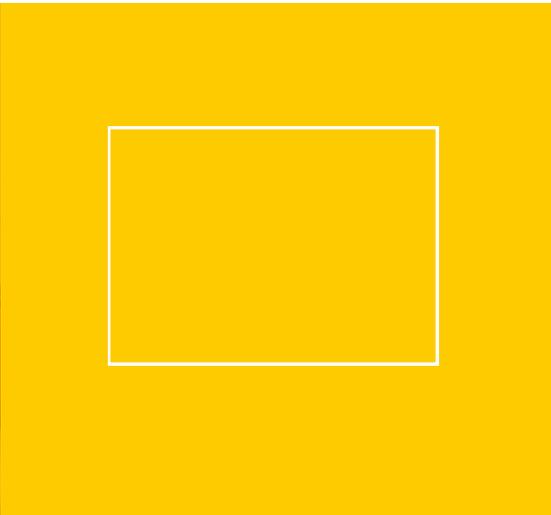


BOYS & GIRLS CLUBS  
OF SAN FRANCISCO



**BOYS & GIRLS CLUBS  
OF SAN FRANCISCO**

**GREAT FUTURES START HERE.**



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**BOYS & GIRLS CLUBS**  
OF SAN FRANCISCO

**We** are so excited to have you as part of the

volunteer program at Boys & Girls Clubs of San Francisco (BGCSF)! Our volunteers are a huge part of the support we are able to provide our youth. We know that your experience, skills and enthusiasm will add value to our programming and to our youth's overall experience at our Clubs.

Each one of you brings a unique perspective to this organization and your volunteer efforts will enrich the lives of our youth and empower them to become positive role models and leaders in their communities.

In turn, we hope that your volunteer experience inspires you and brings you fulfillment. What you do at our Clubs will impact the lives of others for years to come.

This volunteer handbook will give you a snapshot of what BGCSF strives to accomplish in the communities we serve. It will additionally outline BGCSF's expectations for volunteers and provide useful information that will leave you feeling confident and prepared going into your first session.

Thank you for your commitment to supporting our youth. Your efforts are truly appreciated by the entire organization!

Sincerely,

Bret Carr  
Volunteer Manager



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# THE FACTS:

**P**art of the community since 1891, Boys & Girls Clubs of San

Francisco (BGCSF) currently **serves more than 1,200 youth (ages six-18) per day and over 17,000 per year at nine Clubhouses** located in the neighborhoods with the fewest resources and at **Camp Mendocino** – a 2,000-acre residential summer camp that provides a creative and fun outdoor experience for youth. We are open **when kids need us most** – after school, on most school holidays and during the summer – and we offer safe places where young people can learn and grow.

Everything we do at Boys & Girls Clubs of San Francisco is focused on helping our members achieve **Success in Life**. We expect our members to leave us at age 18 having achieved the following: **Academic Success; Job Readiness, with Earning Potential; Good Character & Community Engagement; and Healthy Lifestyles**. We believe these four core elements make up a successful future for our youth which is critical to **building a brighter future for San Francisco**.

We offer access to health services, daily homework help and tutoring, as well as specialized programs for young girls and teens, mental health services, teen college-prep programs, learn-to-swim, music courses at our cutting-edge recording studio, nationally recognized arts programs and our academic coaching program – a specialized year-round basketball, education and community service program. Over the past four years, the organization has won seven National Program Excellence Awards – the most prestigious awards in the Boys & Girls Clubs of America movement.

## MORE ABOUT US:

- **Our mission is to inspire and enable all young people**, especially those from disadvantaged circumstances, to realize their full potential as productive, responsible, and caring citizens.
- The Clubs offer **high-quality staff, programs, and facilities in a safe environment** that promotes **respect, responsibility and fun**.
- We only charge a \$20 per year membership fee for each Club member (\$10 per year for those in need).
- Boys & Girls Clubs of San Francisco serves more than 1,200 youth per day, and over 1,650 in the summer.
- Average membership profile: 54% male and 46% female; 27% African American; 24% Latino(a); 18% Asian; 15% Caucasian; 8% Multi Racial; and 8% Other
- 95% of Club members are low income or extremely low income.

## Find a Club

### Columbia Park Clubhouse

450 Guerrero St  
San Francisco, CA 94110  
Phone: 415-983-3901  
Fax: 415-983-1496

### Don Fisher Clubhouse

*Now Open!*  
380 Fulton Street  
San Francisco, CA 94102  
Phone: 415-221-6100

### Excelsior Clubhouse

163 London St.  
San Francisco, CA 94112  
Phone: 415-334-2582  
Fax: 415-334-3172

### Mission Clubhouse

901 Alabama St.  
San Francisco, CA 94110  
Phone: 415-400-8911  
Fax 415-400-8901

### Sunnydale Clubhouse

1654 Sunnydale Ave  
San Francisco CA 94134  
Phone: 415-584-5028  
Fax: 415-584-9690

### Tenderloin Clubhouse

115 Jones Street  
San Francisco, CA 94102  
Phone: 415-351-3125  
Fax: 415-351-3120

### Visitacion Valley Clubhouse

251 Leland Avenue  
San Francisco, CA 94134  
Phone: 415-239-2392  
Fax: 415-239-0151

### Willie Mays Boys & Girls Club at Hunters Point

195 Kiska Road  
San Francisco, CA 94124  
Phone: 415-655-5160  
Fax: 415-445-5467

## School-Based Sites

### KIPP San Francisco College Preparatory

1195 Hudson street  
San Francisco, CA 94124  
Phone: 415-643-6951, Mercedes Reed, site director  
Fax: 415-826-9182

### San Francisco Community School

125 Excelsior Avenue  
San Francisco, CA 94112  
Phone: 415-469-4739, Jasmine Douville, site director



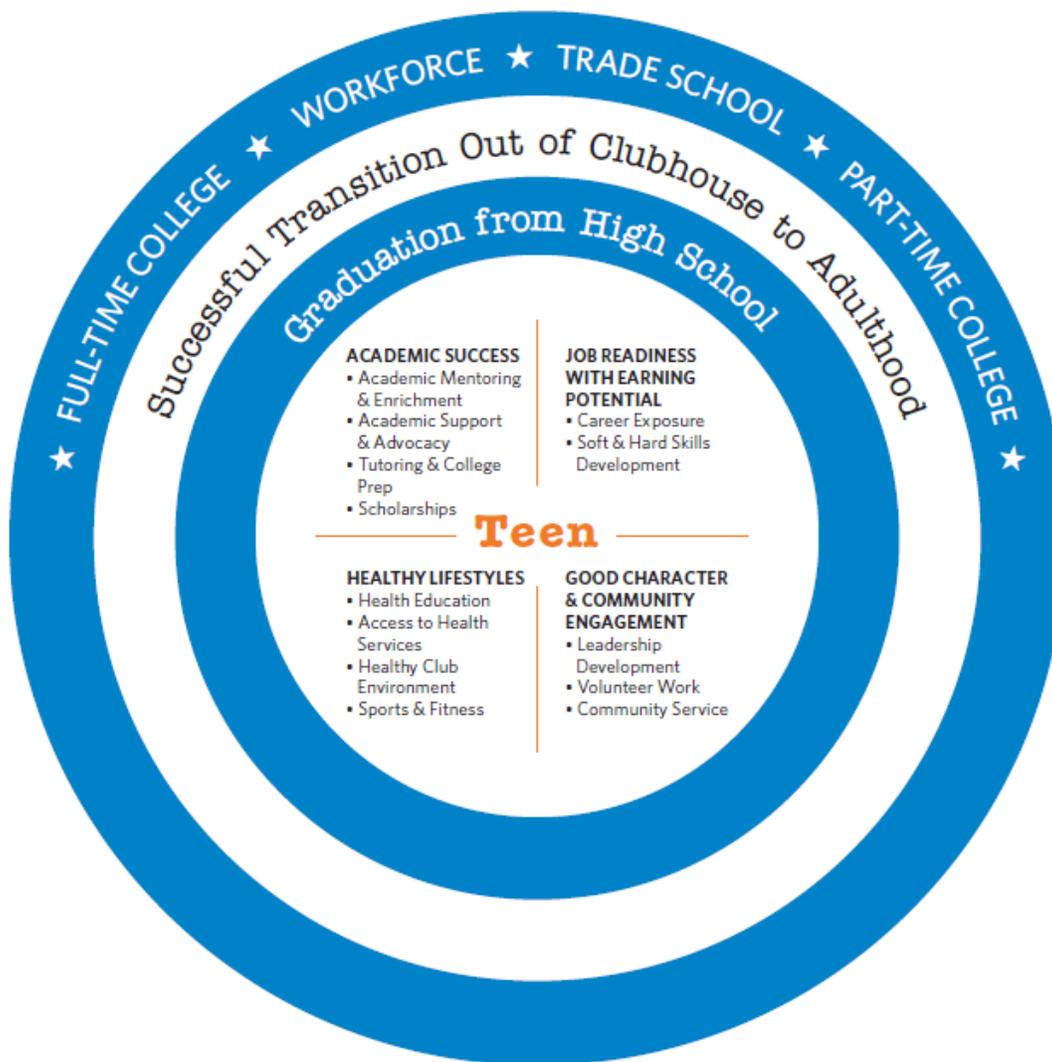
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# Success in Life

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**BOYS & GIRLS CLUBS  
OF SAN FRANCISCO**



# VOLUNTEER PROGRAM POLICIES & PROCEDURES



## I. **BACKGROUND CHECKS** are to ensure the safety and well-being of our Club members:



- All volunteers over 18 years of age who will serve in Clubs regularly must complete a Live Scan fingerprinting process that includes both FBI and California Department of Justice (CALDOJ) criminal background checks.
- Results will be kept strictly confidential.
- Individuals with any record of youth-related and/or sexual offenses are not permitted to volunteer with BGCSF.
- Volunteers whose records indicate other types of criminal offenses will have their cases reviewed by the Volunteer Manager, the Manager of Human Resources and the Clubhouse Director who, as a committee, will determine whether or not it is appropriate for the person in question to volunteer.
- Exemptions to the above stated policies might exist. However, the Volunteer Manager must approve all such exemptions.
- Volunteers who are exempt from the background check requirement must be supervised by Clubhouse personnel at all times, while they are interacting with Club members.
- Volunteers cannot use background checks from other agencies or employment, in lieu of the BGCSF process. Under California law, BGCSF is prohibited from giving any prospective volunteer a copy of his/her own background check results –even those that show no record of offenses.

## II. **RECORD KEEPING** is to ensure safety and grant deliverables



- It is essential to have volunteers check in at each visit within the Club.
- **To check in, volunteers must check in at the beginning of each visit to a clubhouse by texting Sfvolunteer to 51555.**
- Additionally, we ask that you notify the Volunteer Manager if your address, phone number, or email changes. There may be times when we will need to reach you. So it is important that we have up-to-date information.

## III. **THE IMPORTANCE OF YOUR VOLUNTEER COMMITMENT** is to ensure youth receive consistent support



& mentorship

- As a volunteer we ask that you commit to no less than three months of service.
- Consistency in honoring your commitment is very important.
- If you are working one-on-one with a Club member or helping with a specific program or activity, staff and Club members will be counting on you to be there.
- If you cannot come in on a particular day, due to illness or some other reason, please contact the Volunteer Manager or Clubhouse Director.
- Volunteers have the right to terminate their volunteer commitment at any time --without any reason. BGCSF reserves the same right.





- If/when volunteers find they are unable to continue volunteering, BGCSF asks them to please make every effort to come in one last time to say goodbye to the staff and Club member(s) with whom they've worked.

#### IV. **THE ROLE OF A VOLUNTEER** is essential to understand in order to have a fulfilling experience.

- Volunteers are matched with a specific volunteer assignment (i.e. evening tutor, coach, front desk assistant, etc.). BGCSF asks volunteers to uphold the role they've chosen with a positive demeanor.
- It is essential to have volunteers present and engaged with programs, so that youth have a solid example of their expectations of engagement.
- Volunteers are asked not to take on disciplining Club members. Given that Clubhouse personnel are trained professionals, they have the ultimate authority regarding Clubhouse policies and procedures. They officially represent BGCSF, and are held legally accountable for matters affecting the safety and welfare of Club members.
- If you feel that a staff member is acting inappropriately or a policy or procedure is inappropriate or ineffective, feel free to speak to the Clubhouse Director or Volunteer Manager. However, it is important that all volunteers respect staff decisions regarding member discipline and other Clubhouse procedures at all times.
- Volunteers are never responsible for contacting parents, schools, medical professionals, or others on behalf of BGCSF, unless specifically directed by appropriate Clubhouse personnel. If you suspect that an interaction is necessary between BGCSF and a parent, doctor, educator, etc., you should notify the appropriate Clubhouse personnel or the Volunteer Manager of your concerns.

#### V. **CLUBHOUSE RULES & EXPECTATIONS**

Each Clubhouse has specific rules regarding conduct (e.g. no gum chewing, no swearing, no baseball caps, etc.). You will learn more about the specific clubhouse rules at your initial visit. **One rule that all Clubhouses have in common is Volunteer Identification. You will be given a lanyard upon arrival that must wear at all times to identify yourself as a volunteer.**

#### VI. **CLUBHOUSE CLOSURES & CHANGES IN HOURS OF OPERATION**

- Announcements regarding any events or holidays that might excuse volunteers from their commitment on a given day will be posted throughout common areas of the Clubhouse (i.e. lobby, front desk, etc.)
- Clubhouse personnel make their best efforts to notify or remind volunteers of any impending dates of Club closures or changes in operating hours. But your attention to this detail will ensure that you don't arrive at the Club to find the doors locked!
- BGCSF offices and Clubs are closed on the following holidays:
  - New Year's Day
  - Martin Luther King Jr. Day
  - Presidents' Day
  - Memorial Day

- Independence Day
- Labor Day
- Thanksgiving Day & the day after Thanksgiving
- Christmas Day
- Spring Shutdown (one week between spring & summer session)
- Summer Shutdown (one week between summer & fall session)
- Winter Shutdown (last two weeks of the calendar year)
- Clubs may close or alter operating hours for staff trainings, field trips, and other occasions. In these cases, Clubs will post signage to inform the community in advance.

## VII. **DISCRIMINATION & HARASSMENT**

- BGCSF is committed to diversity in its volunteer program. We do not discriminate in volunteer opportunities on the basis of veteran status, marital status, physical or mental disability, race, age, color, religion, sex, national origin, sexual orientation, medical condition, political activity, or ancestry.
- Harassment by or directed toward volunteers, Clubhouse staff or Club members will not be tolerated.
- Use of slurs, epithets, threats, derogatory comments or visual depictions, unwelcome jokes and/or teasing should immediately be reported to the Volunteer Manager or Clubhouse personnel.

## VIII. **MUTUAL RESPECT & DISCLOSURE**

- BGCSF emphasizes a policy of mutual respect between volunteers, staff, and members.
- Self-respect and respect for others are absolutely necessary when serving young people. If at any time you feel as though there is a lack of respect in the Clubhouse environment, please take advantage of the support of program staff and the Volunteer Manager, who can provide support and mediation to resolve issues.

## IX. **SMOKING, DRUGS & ALCOHOL POLICY**

- Smoking is prohibited inside all Clubhouses and within two blocks of all Clubhouses, as well as at BGCSF events.
- Volunteers should never engage in any activity with Club members or take part in Club activities while under the influence of alcohol or controlled substances.
- Volunteers are prohibited from engaging in the unlawful or unauthorized manufacture, distribution or possession of illegal substances on Club time or on Club premises.
- BGCSF reserves the right to take all appropriate and lawful actions to enforce this substance abuse policy when there is reasonable suspicion to believe that a volunteer has violated this policy.

## X. **PERSONAL SAFETY**

As rewarding as your experience can be working with BGCSF, we ask that you please keep in mind that working in the communities that need us the most also presents some challenges. With this in





mind, we want to remind you to take special care as you are entering or exiting our facilities. Some good practices for you to follow include:

- Inform Club staff when leaving from your volunteer experience. This will allow them to ensure that you get to your vehicle safely. Don't be concerned about asking for assistance.
- Move with a sense of purpose and be aware of your surroundings.
- Avoid checking email, texts, voicemails, or speaking on the phone as you walk to or from the Club.
- Have your keys in hand so that you are not looking for them while out in the street.
- Do not leave items (i.e. work bags, electronic items, etc.) in the open in your vehicles.
- Avoid talking with strangers outside of the Club.

Personal Safety and Injury within the Clubhouse environment:

- Use reasonable judgments when lifting heavy objects, operating machinery or participating in any activity that may involve physical injury. In the event of an injury, please report it to the appropriate Clubhouse personnel.

## XI. EMERGENCY PROCEDURES

- In the event of a medical emergency, dial 911 immediately for medical attention. Volunteers should report any medical emergencies to staff immediately after contacting 911.
- Volunteers are never permitted to transport sick or injured members within the Club or to another location unless the threat of further injury or danger exists (e.g. fire).
- In the event of an emergency, volunteers are to make their best and reasonable efforts to ensure Club member safety takes priority.
- Volunteers should make themselves aware of the location of emergency-related items, such as fire extinguishers, emergency exits, and first-aid kits.
- Volunteers should take universal precautions when possible. In the event there is a presence of blood or other bodily fluids, use of latex gloves is recommended.

## CHILD ABUSE & NEGLECT

Under US Code, Title 42, Chapter 67 of The Federal Child Abuse Prevention and Treatment and Adoption Reform, BGCSF is required to report all suspicions of child abuse, neglect or endangerment immediately. **Volunteers are obligated to report any information to BGCSF staff.** In no way should any suspicion of abuse be overlooked or unreported. Volunteers will not assume responsibility for notifying law enforcement when abuse or neglect is suspected. This is the sole responsibility of BGCSF personnel.

The following information is a general reference for volunteers to familiarize themselves with the indicators of abuse and neglect. Not all of the signs will be present in all victims. Furthermore, not all children with symptoms commonly associated with abuse are the victims of abuse or neglect.

## ABUSE

Abuse is an overt act, whether intentional or not, that may injure or otherwise cause harm to a child.

Physical abuse refers to an injury to the child by an adult caused by hitting, kicking, biting, punching, burning or otherwise causing trauma to the child. The adult may not have intended to harm the child.

Emotional abuse refers to actions by parents or caretakers that have caused, or could cause, serious behavioral, cognitive, emotional or mental disorders. Emotional abuse also includes threats that cause extreme fear in the child and the use of extreme or unusual forms of punishment (such as confining a child in a dark closet), even if the child does not show evidence of harm.

Sexual abuse refers to any sexual activity between a child and an adult or significantly older child.

Sexual exploitation usually refers to forms of sexual abuse involving child prostitution or child pornography.

Once a child is old enough to walk unassisted, some bruises and scrapes can be expected as part of normal childhood activities. Normal cuts and abrasions are generally located on the leading edges of the body, such as shins, knees, palms and elbows. The outward signs of physical abuse, however, are not typical of the normal wear and tear of childhood and may include the following: unexplained bruises and welts, burns and fractures

There are other explanations for some indicators of abuse. However, when no plausible explanation for a child's injuries exist or when a child's behavior undergoes dramatic changes, abuse or neglect may be the cause. In no way, should any suspicion be overlooked or unreported.

***As a volunteer, it is not your responsibility to investigate, but it is your responsibility to notify adult staff before leaving the building for the day.***

## NEGLECT

Child neglect is the failure to provide for the basic needs of the child. It is important to distinguish between willful neglect and a parent or caretaker's failure to provide for the child because of poverty or cultural norms. State laws often distinguish several types of neglect.

Physical neglect includes refusal or delay in seeking health care (often called medical neglect), abandonment, providing inadequate supervision, and expulsion from home or not allowing a runaway to return home.

Educational neglect includes permitting chronic truancy, failing to enroll a child of mandatory school age in an approved educational program and inattention to special educational needs.

Emotional neglect includes chronic or extreme spouse abuse in the child's presence, permitting drug or alcohol abuse by the child and refusing or failing to provide needed psychological care.

Unless a case is severe, it may be difficult to prove that the child is being neglected. If this is true, a child protective services agency may not be able to help the family. However, Club staff has a responsibility to





report suspected neglect, whether or not they think the authorities will be able to help. Here are some signs of physical or emotional neglect:

- consistent hunger, poor hygiene or inappropriate dress
- chronically unattended physical problems or medical needs
- begging, stealing food or money for food
- extended stays at school or at the Club (early arrival and late departure)
- constant fatigue, listlessness, or falling asleep
- child reports that there is no caretaker in the home

Often the scars of abuse and neglect are emotional, rather than physical. These may manifest themselves in behaviors that are outside the norm. The following are examples of behaviors that may indicate abuse or neglect:

- little or no ability to concentrate, to listen, to play
- social withdrawal, introversion
- behavior that is not age-appropriate: overly adult or overly childish; pants wetting or not going to the bathroom at the appropriate time
- promiscuity
- attempted suicide
- premature alcohol or drug use
- theft or runaway behavior

## HANDLING ABUSE DISCLOSURE FROM A CLUB MEMBER



Children and teens may disclose sexual or physical abuse in a variety of ways. Unfortunately, direct disclosure is one of the least common ways for children to disclose abuse.

As youth prepare to tell you something, they may start with “do you promise not to tell anyone?” An honest response is “I can’t promise but I will keep what you tell me as private as I can. Sometimes, I might need to get help from a staff member or other professional to help keep you safe.”

The following are more common ways that children and youth disclose that they are being abused:

- **Indirect hints:** (“My brother wouldn’t let me sleep last night.” “Mr. Jones wears funny underwear.” “Daddy is trying to poison me.” “My baby-sitter keeps bothering me.”)

**Situation:** A youth may use indirect terms because she/he hasn’t learned more specific vocabulary, feels too ashamed or too embarrassed to talk more directly, has promised not to tell, has been threatened if s/he does tell, or a combination of these reasons.

**What to do:** Gently encourage the child to be more specific, within the limits of her/his vocabulary. But bear in mind that in order to make a report you do not need to know exactly what form the abuse has taken place.

- **Disguised disclosure:** (*"I know someone with a touching problem." "What would happen if a girl told her mommy a grownup was touching her private parts but her mommy didn't believe her?"*)

**Situation:** Here a youth might be talking about a friend or sibling, but is just as likely to be talking about her/himself.

**What to do:** Encourage the youth to tell you what he/she knows about the "other child." Ask "is this 'other child' safe?" And "how can we help this other child become safe?" It is probable that the youth will eventually tell you whom s/he is talking about.

- **Disclosure with strings attached:** (*"I have a secret. But if I tell you about it, you have to promise not to tell anyone else."*)

**Situation:** Most kids are all too well aware that some negative consequences will result if they break the secret of abuse; often the offender uses the threat of these consequences to force the child to remain silent.

**What to do:** Let the youth know you want to help, and that the law requires you tell a staff member if any child is being hurt. Assure the youth that you will respect the need for confidentiality by not discussing the abuse with anyone other than those directly involved in the legal process, such as a staff member and/or a Child Protective Services investigator. Some ways to say this are, "I am really glad you took the risk to tell someone (or "tell me"). I need to help you be safe and will need to call or tell..."

**Additional Tips:** If a child discloses during an activity, do not panic or express shock. Acknowledge the child's disclosure and continue the activity. Afterwards, find a private place where you can talk with the child. Express your belief that the youth is telling the truth and you appreciate that s/he took a risk by telling you, and reassure the youth that it was right to tell someone. Remember it is not your role to investigate the situation. It is your responsibility to report the abuse to a staff member and to be supportive of the youth.

## VOLUNTEERING WITH KIDS:



### A "YOUTH DEVELOPMENT" APPROACH

*As a new Boys & Girls Clubs of San Francisco volunteer, you may have little or no experience working with children or youth. Don't worry! Our Clubs are staffed by trained professionals who will be there to give you guidance and support; however, a little bit of advance knowledge never hurts. Kids can be baffling at times.*





*The following section is meant to give you the information that will help you walk through the doors of a Clubhouse for the first time, feeling confident and prepared to handle those occasional baffling moments. Of course, if you ever have any doubts about a situation, please don't hesitate to speak to a staff member.*

## **I. STAGES OF YOUTH DEVELOPMENT FOR SCHOOL-AGE CHILDREN**

Research by child development theorists such as Jean Piaget and Erik Erikson has shown that all children go through specific stages of cognitive and emotional development. A brief explanation of these stages may help you understand what drives the actions and thoughts of a child or youth. However, keep in mind that many external forces influence a child's development as well.

### **Early Childhood (Ages 5 to 8)**

- For younger youth in this age group, the Club may be the first time the child is away from their parent for an extended period during the day.
- Some have had limited schooling and can feel anxious or scared in the Club environment.
  - This may result in complaints of "I don't feel well," or "I want my mommy/daddy."
  - It is helpful to make the experience normal for them by taking a moment to ask/say, "Is the Club a new experience for you?" or "the Club feels a little bit big, doesn't it?" or "sometimes when I feel nervous or scared, my tummy hurts too."
  - By making that connection for the child, and naming what is happening, they often begin feeling better immediately.
- Behavior- Egocentric, enjoy group play, still learning social skills.
- Learning style- Interested in process not outcome, think concretely, and crave positive feedback.
- Tips- Move on when a child gets restless, foster curiosity and creativity, demonstrate lessons instead of talking about them.

### **Middle Childhood (Ages 7 to 11)**

- Behavior- Energetic, prefer same-gender peer relationships, look to older role models
- Learning Style- Becoming increasingly logical, motivated by praise
- Tips- provide active, hands-on learning, if possible enlist help of older youth, be patient

### **Teens (Ages 12 to 18)**

- Behavior- concerned about status among peers, want to be part of a group, increasingly empathetic
- Learning style- can think in abstract terms, use deductive reasoning
- Tips- Allow them responsibility while still supervising, emphasize personal development rather than peer competition.

## II. EFFECTIVE BEHAVIOR MANAGEMENT & TECHNIQUES TO HANDLE CONFLICT

Boys & Girls Clubs of San Francisco sets high standards of behavior for our members. Misbehaviors always result in some kind of action. We don't expect volunteers to be "babysitters" for our Club members. But, as a volunteer, **you can help to REMIND kids of how to follow a rule, as well as serve as a role model.** A key thing to remember is that if you want young people to treat you with respect, you must treat them the same way. Try to say "please" and "thank you" when correcting a child's behavior. Moreover, remember to follow the rules yourself (e.g. don't chew gum or wear a hat in the Club.) If all else fails, get a staff member and he/she will take charge of the situation.

### What Makes A Child Misbehave?

All children misbehave at some time or another. But there always seems to be one or two kids who are constantly getting into trouble. It helps to understand that most kids act up for a reason:

- One common reason that a child misbehaves is because he/she **wants attention.** As a volunteer, be aware if you are ignoring the less popular kids or the ones with whom you have the most difficult time, they may be the ones who need your attention the most.
- Children may have difficulties following rules or directions if they are **hungry or tired.** Clubs do provide snacks and participate in the summer lunch program to augment other sources, but they are not designed to meet all the food needs of our youth.
- A child may also act out if he or she is **uncomfortable with a given situation.** The child may not feel welcome or may not fully understand what is expected in a given situation. Try to create a warm and non-intimidating environment. And make certain that each child fully understands what is expected of him or her. Facilitate introductions; do not assume all the youth know each other.
- Similarly, a child may be **afraid of failing** at a given task and may act out in an attempt to get out of performing the task. Making certain that the task that is presented is appropriate for the abilities of all the kids who are present will help—as will words of encouragement and praise.

**What is the best way determine the cause of a child's misbehavior?** *Just ask the child!* If you can determine the reason, you can solve the problem. The best way is to privately talk to the child and determine what he/she is thinking and feeling. It is not your responsibility to meet all the needs of the child, but please partner with our Club staff. You may become aware of basic needs of the child that staff is not yet aware of.

### Youth-Centered Discipline & Consequences

In this form of discipline, an adult will let youth have some input on the rules and consequences. Volunteers will use consequences to teach and model good behavior.





- Be certain that the rules are age-appropriate and that the youth involved fully understand what is expected; limit the number of explicit rules.
- Remember the importance of consistency when using consequences to teach kids.
- To be effective always say what you mean and be willing to carry out any consequences that have been set. But if you realize that you are wrong, admit it.
- It is also very important to remember that kids learn from positive consequences as well as negative ones. Remember to let a youth know that you have noticed when the young person made the right decisions and acted appropriately—this greatly motivates them!

## Kids, Conflict, & Aggression

Conflict is a natural part of life. It occurs when people have incompatible wants and needs or different interests. Kids are limited in how they deal with conflict. Therefore, **kids typically react to conflict in THREE ways: fight, flight, or tattling.** When a child is angry or frustrated, he or she may resort to verbal or physical aggression. Such aggression can happen as the result of genuine conflict or play-fighting/teasing that has gotten out of hand. Younger kids, who lack the ability to express what they are feeling, are more likely to resort to physical aggression, while older kids will be more likely to use verbal aggression to express themselves.

As a volunteer, you can serve as a valuable role model by showing our Club members **the proper way to handle conflict is through non-aggressive actions.** Obviously, on those rare occasions when a physical fight occurs, get a staff member immediately and let him or her take control of the situation. But on other occasions, you may have the opportunity to use a conflict as a learning experience.

When the opportunity presents itself, you can teach them the following strategies for handling conflict:

- Negotiation is when the conflicting parties sit down, discuss the differing points of view and come to an agreement as to which viewpoint is the best.
- Compromise is used when the parties both agree to sacrifice something in order to end the conflict.
- Taking turns is a good strategy to employ when kids are fighting over a game or some other piece of equipment. Just make sure that the time is divided evenly and that all kids get an equal turn.
- Active listening occurs when each participant shows that he/she understands what the other party is trying to communicate.
- Threat-free explanation allows each person to express his/her opinion without attacking the other person. Emotions are kept under control and provides each person with an opportunity to feel heard.
- Apologizing goes a long way, when used in combination with another strategy. It does not always have to be an admission of wrong-doing. Instead, it can serve as an expression of concern about the other person involved. (Ex: "I'm sorry you were hurt as a result of ...")

These strategies are all simple in nature. Perhaps the most difficult part is knowing when to employ each strategy in any given moment. And, of course, you may find that you can't come up with a solution on your own. No worries. Never hesitate to take a problem to a staff member.

## Boundaries for Volunteers: Best Practices

Boundary violations are often a result of good intentions; however, they may foster situations that are not in the best interest of our members. While you may be very confident with some of these, you may not have considered all the possibilities with other situations. Our general guideline involves asking: **Does this action or inaction pose a risk to the youth, the organization or me?** While not all of the tips below pose a risk to safety, they are best practices.

Some tips to remember:

1. **Do not loan/give money to youth** – There are often compelling reasons to want to break this boundary (“I’m hungry,” “I need to call my mom,” or “I need bus fare”), but the Clubs are equipped to handle true situations of need. Youth sometimes look for opportunities or are having limits imposed and are trying to bypass their agreements or responsibilities. If you do become aware of financial or basic needs, please notify Club staff.
2. **Avoid having too much physical contact with youth** – This can be extremely challenging when many kids enjoy piggy-back rides, hugs, and cuddling, but it places you at risk. If a child wants to sit in your lap, you may suggest, “How about if you sit beside me instead?” We want to avoid having youth or observers may misinterpret your actions/intent. A helpful rule to remember is the “ten-second rule of touch” in which you refrain from touching any Club member for more than ten seconds.
3. **Never work alone in a room with youth** – To protect yourself and our Club members we ask that you refrain from working alone in a room with youth unless the room can be seen from adjacent areas in the Club (i.e. through a window or open door). A Club member or his/her parents may misinterpret scenarios that you perceive as harmless.
4. **Refrain from bringing valuables to the Club** – Unfortunately, phones, iPods, purses and wallets are not safe in the Club. While most of our members act responsibly, it is best not to place a child in a position where their developing ability to make sound moral judgments is tested.
5. **Be cautious about questions that start with “have you ever used...” or “if I tell you something you have to promise not to tell...”** - We don’t always know the context of the statements coming from youth and if you find yourself receiving information from Club members that would possibly jeopardize their safety, we encourage you to ask open ended questions. If you feel comfortable engaging in such a discussion you can ask questions such as, “Is there something you want to tell me about that?” or “How do you feel about that?” We also encourage volunteers not to make any promises that you cannot keep. If the information a Club member discloses is harmful to them or someone else, then you are required to inform staff.
6. **Do not feel that you must answer all questions that may come from our Club members (“How old were you the first time you had sex?”)** – We do not encourage personal disclosure from volunteers since the child’s question is often more about them than it is us. We suggest responding by saying, “I don’t feel comfortable with your question,” “are you trying to decide if





you are ready? How would you know?” or, “That is very personal information.” You can refer youth to resources or to staff if you feel comfortable doing so, but we ask that you maintain your relationship boundaries.

7. **Club members may ask you, “Can you give me a ride home?”** – The answer to this question is *always* “no.” BGCSF has strict policies against volunteers transporting youth in personal vehicles. As stated previously, Clubs are equipped to handle situations of need so please advise staff if a Club member has asked you for a ride and they will tend to them.
8. **Relationships with youth are only acceptable within BGCSF spaces/events** - Volunteers are expected to maintain appropriate boundaries with Club members. Relationships that develop beyond a volunteer capacity within the Clubs or outside of the Club are not appropriate. Such relationships can include, but are not limited to sexual relationships, providing housing, providing or accepting money and/or gifts, one-on-one mentoring of youth that isn’t regulated by BGCSF, and other acts that foster dependent relationships.

Lastly, please remember that Club staff is there for you. You may approach them if you would like advice on boundaries or if you need other support.

## Scenarios: “But What Do I Do When...?”

**When reviewing these scenarios and recommendations for best practices below, please keep in mind the previous section on “Boundaries for Volunteers”.**

### SCENARIO 1

You overhear two members threatening to fight and a teen is encouraging them. The teen looks at one of the members and says, “Whoop her!”

**BEST PRACTICES:** You are encouraged to use your body to create separation among the members. Without placing hands on any youth, stand in their proximity, slightly off to the side. Try to identify the member who is the least interested in fighting and ask that person to leave or go to another room. If she starts to walk away, use your body to create additional separation between her and the other member. Remind the teen how inappropriate it is to fight or encourage fighting. Ask for staff help.

### SCENARIO 2

You are at a table with three younger members (8-12 years old) and they start talking about “last night’s shooting.” You hear one member say “pop pop pop pop pop” while holding his hand/fingers like a gun.

**BEST PRACTICES:** While this may be a familiar or common experience for some of our members, we are constantly striving to make the overall Club environment violence-free. This includes glorification of violence. Kids often mimic stressful experiences. We want to remind them that we don’t allow guns or play guns in the Clubhouse and we want everyone to feel safe.

If the members continue the conversation without the mimicking sounds or imaginary gun you may ask *who do they talk to when scary things happen?* It is also very helpful for you to notify a staff member before leaving that night.

While staff often have a pulse on what happens in the communities, we don't always know who is impacted or who was in the neighborhood at the time. By telling staff who was talking and who else was at the table, we are able to ensure we are offering support services to the members and/or families as needed.

If a child at the table seems more upset than the rest, you may want to ask *are you ok?* If you are volunteering at a Clubhouse with Behavioral Health Services available you may want to take the member to Behavioral Health with you and together tell the Behavioral Health staff member what has the child upset. This helps trigger immediate supports and the ability to assess for additional support as needed.

### SCENARIO 3

While volunteering in the Games room (or any other room in the Club), you hear a young girl ask another member "what's wrong with you?" She uses a very loud voice and seems to be trying to bring attention to the member (as opposed to helping or noticing the child feels sad). This is then followed by telling other members "Don't be her friend. She peed herself." How do you handle this?

**BEST PRACTICES:** Sometimes the best way is to reflect for the children how you might feel if someone said that about you. It is ok to say, "WOW! That was kinda harsh." Or "That sounds like you are trying to embarrass her."

Having a conversation with members about how to treat people is a significant part of what youth development is about. We want to help members understand the impact of their actions and inaction. If there are kids on the periphery who laugh or don't say anything, we want to encourage them to tell their peer that they acted meanly and that they don't think it is funny to be so mean to someone. This peer feedback can be super helpful in changing youth behaviors.

Some youth with disabilities have difficulties cleansing themselves after using the restroom, others will occasionally have accidents. In the event a child is not able to use the restroom independently, they will be here with an aide (although we have aides in the building for a number of reasons/supports to youth with disabilities). If a child appears to have wet themselves, please notify a staff member so we may contact the family for dry clothes.

### SCENARIO 4

You are sitting at a table with members helping with homework when a member sees your Smartphone on the table and asks to look at it. As they are looking at it, you notice they are opening folders, apps, etc.

**BEST PRACTICES:** It is best practice to keep all valuables on your person at all times or to ask staff to lock them away. Phones, wallets, bags, etc. should all be kept under your control. Even better alternative is to not bring valuables to the Club. This minimizes the risk of becoming a target in the community (on your way to/from a Clubhouse) and minimizes a number of in-Club violations.

If a child does pick up your Smartphone, please ask for it back. Some approaches ranging from gentle to more aggressive include: "Thank you! I almost forgot!" or "OH, can I see that? I forgot to put that away." Or if they ask how to do something "here, let me show you" (putting the phone back in your control) or





humor “how is my phone related to homework?” or “Uh oh! I don’t think I can afford your cell bill!” You can also be direct and say, “May I have that?”

## SCENARIO 5

You see a member who appears to have a disability. He is getting louder and more agitated. Walking quickly, yelling and saying things that you cannot understand. He seems to be becoming more agitated and there are other kids in the room. You are concerned he seems to be yelling in the direction of one specific child and you are not sure what is about to happen.

**BEST PRACTICES:** We are a hands-free facility. We do not grab kids or restrain them. If you are trying to re-direct a child from a potentially escalating situation, then you may offer to hold out your hand and ask the child to walk with you to another part of the Club. By holding your hand there is some physical contact but if the child pulls away, we allow it. While first instincts are often to try to calm the child and perhaps restrain him/her that often escalates the situation further and can add to the child’s anxiety and ultimately cause a larger disturbance.

While trying to calm the child, we want to provide concise and clear instructions, using the child’s name when possible.

“Erica, I need you to walk to the hall with me.” Or “Erica, I need you to stop.”

By keeping the instructions short, the child is more likely to hear the request. It is important that we do not provide too much stimulus during this time. If we move too much, talk too much or change our message we risk overwhelming the child further. Allow 15 – 20 seconds between each request and provide no more than 3 requests when in an elevated state.

If the child is in an extreme state, won’t follow directions and is picking up things and throwing them or other behaviors that put other members, visitors, volunteers, etc. in danger, then we ask the other members to leave the room immediately. As calmly as possible, we ask the other youth to go to a specific room and send a staff member back. At that point we allow some physical distance between the child and ourselves and try not to talk except to reiterate that we want them to be safe. “Erica, I need you to be safe.”

## SCENARIO 6

You have been tutoring a pre-teen (10-12 years old) weekly for 8 months. This week, she asks “are you married? And who do you live with?” How do you answer?

**BEST PRACTICES:** Self-disclosure is both a personal and an organizational decision. Organizationally, we understand that our youth sometimes want to know what we know about the community, about their life, etc. By having shared geographical knowledge, the youth often feel more connected to adults (similar to if we listen to the same music or like the same movies). However, we also support a degree of privacy and the understanding that sharing a zip code does not mean we have the same experiences in the community.

We encourage volunteers to acknowledge personal relationships to the level they are comfortable with the caveat that we are always molding young people’s minds. We want to encourage our members to explore their feelings and decision-making processes and recognize that they sometimes misunderstand our choices as encouragement for their behaviors.

It is acceptable to acknowledge being married, having a partner or living with roommates/friends.

However, it is most beneficial when we can get young people talking about their thoughts and decision-

making. Asking them are they hoping to get married? Do they have a current relationship? How would they decide who or when to commit in a relationship? These open ended questions continue to build rapport and help our young people explore their thoughts and feelings without being told what to think or feel. However, as youth developers, we strive to delay first experiences.

## SCENARIO 7

You have been tutoring a member for a few weeks now. She has started telling you each week that she is hungry and wants pizza. You know another volunteer occasionally brings pizza to his “tutees.”

**BEST PRACTICES:** We discourage giving money, gifts, treats, etc. It creates an unfair expectation for members and volunteers and also confuses youth around healthy boundaries and what to expect from people willing to volunteer or work with them.

If you believe your tutee has earned something special, please talk to the Education Director or Clubhouse Director to discuss appropriate incentives that can be Club-sponsored. This ensures the child receives their recognition and you keep your money!

All Clubhouses have a daily snack program that is free. You may want to see if the child is getting snack when they arrive. (Some children start having fun right away and forget to eat until they get hungry). If a child is legitimately hungry, every Club has snack and the member can ask staff for snack.

Because of the unbalanced approach or concerns of fairness with members, you may want to explore a shared pizza party for all tutors and tutees, as opposed to one tutor.

**In closing, please remember that regardless of the scenarios or encounters you may experience as a volunteer that you have trained staff available to you for support and/or as consultants on how to best handle relationships or interactions with youth.**

## III. TUTORING

### I. INTRODUCTION

**Welcome to the tutoring program of Boys & Girls Clubs of San Francisco!** And thank you for your commitment to tutor a Club member. Tutoring is a fantastic opportunity to help a student in your community realize her/his academic potential. Given the considerably high hourly rate that private, one-on-one tutors charge, you are also providing a valuable service that the families of our Club members cannot easily afford. But beyond the concrete, skill-building role that you will undertake, you are also providing something less quantifiable, but equally important: a one-on-one relationship with a Club member that will have a profound and lasting impact on his or her life.

This handbook is intended to give you the tools that you may need in order to enter your tutoring relationship feeling confident and prepared. But please do not consider these materials to be your only resource. The Education Director at the Clubhouse where you will be tutoring is always available to provide you with any support that you may need. So never hesitate to go to him or her with questions or concerns.





## II. **LEARNING STYLES**

Educational research has shown that people learn in different ways. After a few weeks of tutoring, you may be able to discern the learning style or combination of styles that work best for your student. The three basic learning styles are listed below to give you a general idea of the methods a student may use to learn.

**Visual** - learning through seeing. These students learn best by observing and should be encouraged to use visual cues such as pictures, word pictures, or graphics when trying to learn.

**Auditory** - learning through hearing. Auditory learners may move their lips or read aloud to themselves. These students may benefit from talking out material and having instructions read aloud or by teaching you.

**Kinesthetic** - learning through touching. Kinesthetic learners learn best when they are actively involved and allowed flexibility of movement. Manipulative materials are helpful for kinesthetic learners.

To find your student's learning style, **OBSERVE**. Everyone is different and can exhibit tendencies from all three learning styles.

## III. **CHARACTERISTICS OF YOUTH DEVELOPMENT & LEARNING**

Research by child development theorists such as Jean Piaget and Erik Erikson has shown that all children go through specific stages of cognitive and emotional development. A brief explanation of these stages may help you understand what drives the actions, thoughts, and learning abilities of a child or youth. However, keep in mind that many external forces influence a child's development as well. **REFER BACK TO THE DEVELOPMENT SECTION STARTING ON PAGE 14.**

## IV. **BREAKING THE ICE & SETTING GOALS (Pre, Mid, and Post Activities)**

Use part or all of your first session together as a getting-to-know-you time. Let your student know that you will be at your tutoring sessions every time, on time, and that s/he will have your undivided attention for the length of your tutoring session. Learning is an interactive process. By allowing your student to have a voice in charting her/his own academic goals, s/he is more likely to remain motivated and committed to your tutoring relationship.

### **Pre-Activities**

1. *Review* your student's interests and his/her academic goals.
2. *Think* about goal setting and achievement. How do you set your goals, measure your progress, and work to achieve your goals.
3. *Brainstorm*. Discuss goal setting and write down possible goals.
4. *Identify* the one or two most important goals to the student.

5. *Discuss* what work your student will need to do to achieve each goal. Establish concrete steps to work toward your goal.
6. Use the Goal Setting and Achievement form to create an adjustable timeline to track your student's progress. See step five to help you set achievement dates for your student's "go for it" goals.

### **Post-Activities**

1. *Congratulate* your student on her achievement.
2. *Plot* your student's achievement. It is an excellent visual reminder of the work they've done.
3. *Talk* about issues that affected the outcome. What worked, what didn't work? What was useful, what wasn't useful? This is a learning tool to keep your student achieving.
4. *Brainstorm* ideas for your next goal!!!

## **V.      **HOMWORK HELP****

The focus of the Tutoring Program is to help students with their homework through helping them master fundamental academic skills. The following are some strategies to help your student with homework.

***Assist your student in developing ways to approach her/his homework.*** Emphasize reading and comprehending instructions.

***Product vs. Process.*** Your student should learn to connect the process they used with the question format. The importance of problem-solving skills will be reinforced for your student. For wrong answers, listen to their logic to pick out where the mistake was made and offer an alternative approach.

***Tutoring is about help.*** Do not do the student's work for them, but rather demonstrate concepts in the homework so they can be successful on their own later.

## **VI.     **ORGANIZE FOR SUCCESS****

***Foster good study and organization skills.*** Develop a system to track their work (assignment sheet, calendar, or homework note pad). If a student learns positive organization and study skills early in their academic career, they will learn how to approach their work with confidence. When a student is confident in their abilities, they will take risks, like asking questions and thinking about the material independently of the classroom.

***One of the greatest skills you can help your student with is organization.*** Help your student organize backpacks and homework. Feel free to ask your Director for a folder if your student needs one.





## TIPS FOR ORGANIZATION



Improving organization and accountability is one of the fastest and easiest ways to raise a student's grades and self-confidence. Here's how:

### Backpack

This is often where important papers go to die. Take everything out of the bag and separate the papers into classes. These should get hole-punched (if they're not) and filed in the binder. The basic rule is no loose papers in the backpack. Make a backpack check part of your tutoring routine (a good way to start the session). It's amazing what you'll turn up – study guides, missing homework, etc.

### Binder(s)

For most students in elementary or middle school, one binder is sufficient – maybe two. High schoolers often need one binder per class, or maybe one binder for every two classes. For multi-subject, 5-tab binder tabs should be labeled with the classes (Science, English, Spanish, etc.). For single subject, 5-tab binder tabs should read "Homework, Notes, Handouts, Quizzes/Tests, Paper" unless specified differently by the teacher. Multi-subject binders can be 1 or 1.5-inch; single-subject should be .5 or 1-inch. No 2-inch binders – they're too big and clumsy.

Check your student's binders every session. All papers in the binder should be 3-hole punched and filed correctly. If papers need their holes reinforced, use either the Avery hole-reinforcers or scotch tape and a 3-hole punch. Refill lined paper if it's low. Binders should have front and back pockets, but don't let these overflow – file all papers that aren't about to be turned in. When the binder becomes broken, replace. Archive old/unnecessary papers in the archive binder.

### Archive Binder

This is a 2-inch binder (ideally) where old assignments/papers go to retire. Chances are the student will never need them again, but saving them is a good habit to engrain, and clears out the school binder so that it's more usable. If the student sees a tutor regularly, it'd be great to keep this on-site.

### Homework Logs

Ask your student to use the homework logs every weekday. These get done before homework – it's a project management tool that will help your student develop strong time management skills and a realistic expectation of workload. They should take 2-4 minutes to fill out per day, and no student enjoys doing them – but they're incredibly helpful. Check these at the top of your session for the past week. Since it'll be a new habit, it's helpful to enlist parents to remind your student on the days that you don't see him or her. If there's no homework on a given day, the student should write "No Homework" on the sheet. One sheet per weekday.

### Planner Use and Homework Wiki

Most students have a planner, and many don't use it. Ask that they do, and check in to see if they are. Also, many schools have an online wiki where assignments are listed. This is a backup system, not the method of getting assignments (which many students erroneously believe). Check the wiki to see what's been assigned, as well as to check in about long-term assignments and any other expectations.

## VII. TEST PREPARATION



Before you and your student prepare for a test, discuss these test preparation strategies:

**What information will be on the test?** Once you know the source of the test material you can decide how to approach studying for the test. Find out what your student thinks is important to know for the test. By giving your student the opportunity to share with you what they know, you can focus your attention on the specific areas where they may need extra help.

**Practice.** Encourage your student to study a little every day. Cramming is not the answer. Develop a plan where your student saves the last two days before a test to review the material and focus on areas of difficulty. This also allows sufficient time for sleep before the test.

## VII. WRITING ASSIGNMENTS



Writing assignments can take many forms, including plays, book reports, and poems. Remember that every individual has a unique way of approaching the writing process. Before your student can begin writing, he/she needs to know what elements go into a written assignment. The components of a written assignment may have been discussed in class, ask your student what they know. For all writing assignments, a few steps are ESSENTIAL:

- 1) *Planning*: What will the story be about?
- 2) *Drafting*: Get those ideas down on paper.
- 3) *Revising*: Check that paper follows instructions and has a focus.
- 4) *Editing*: Spend this time going over spelling, style, and a review of the content.
- 5) *Publishing*: Check with your student about what her teacher wants her paper to look like.

## VIII. READING A BOOK WITH A CHILD



Reading comprehension is extremely important. It is an active process that develops a variety of skills needed to succeed in school. You must guide the reader, not simply read to him/her!





Reading materials should be challenging, but not overly so. Ask the child to read a sample paragraph to gauge their level. Try to choose a book where the child knows most, but not all of the words, so as to challenge but not frustrate them.

**Guided Reading Tips:** *Talk* about the book, *spot* difficult words and use them in your speech, *encourage* participation, and *discuss* the book after you are finished.

**Word Recognition Tips:** Go slowly, make sure the meaning of the word is understood, and add words to a vocabulary list to practice later.

## IX. TIPS FOR MATH TUTORS

Each subject area of math is different and the basic skills needed to be successful in each area are often applied differently. The ability to do math is not the same as being able to read; yet both are essential life skills. The following are general ways to help students apply math skills appropriately.

- 1) Review past concepts before learning new ones.
- 2) Make sure that the student has read through the textbook lesson and tried the examples. The examples should be understood fully before the problems are tackled.
- 3) The answers should be used only to check if completed calculations are correct, not to set a target answer for calculations. Method and answer are equally important.
- 4) Ask the student to explain orally what they are doing step by step to pinpoint trouble areas.
- 5) Make sure that all written calculations are shown in order to pick out where an error occurred.
- 6) Relate math skills to real life situations.
- 7) Don't bluff if you are unsure of the answer. The textbook is for you too!
- 8) Don't do your student's homework

## TIPS FOR TUTORING IN MATH

### Math: A Solid Foundation from a Deck of Cards

There are certain fundamentals that your student should know. A complex math problem becomes frustrating if the student is not able to perform quick calculations. Drill these fundamentals with a deck of cards. Remove the face cards. Aces are 1s.

### Simple Addition

**OBJECTIVE:** find the sum of any two single-digit numbers in one second or less. This will take time and practice.

- Place two cards down at a time and have the student add them. Go through the deck. Later, when proficiency is achieved, try three or four cards.
- Segregate the deck into low (Ace – 5) and high (6 – 10). To build confidence, do the low deck; then, to build the harder skills, do the high. Alternate.

### **Simple Subtraction**

**OBJECTIVE:** find the difference of any two single-digit numbers in one second or less. Again, this will take time and practice.

- Place two cards on the table. The smaller gets subtracted from the larger (finding the difference). This answer will always be positive.

### **Advanced Addition**

- Explain that red cards are negative and black cards are positive. Place two cards down and have the student add them. When proficiency is achieved, use up to four cards.

### **Advanced Subtraction**

- Again, red cards are negative and black are positive. The card on the student's right is subtracted from the card on the student's left. **THIS WILL BE CHALLENGING.** If they are both black (positive), the answer still may be negative. If the card on the right is red (negative), the student will be subtracting a negative, and thus adding a positive. This is a fantastic drill for adding and subtracting negative integers.
- Put down two cards (using positive and negative designations) and have the student find the **DIFFERENCE**, or the distance between the two numbers on a number line. Distance is always positive, so the answer will be as well.

### **Multiplication**

- Place two cards down and have the student multiply them. The ideal is 45 seconds for the trimmed-down, 40-card deck. Chances are your student won't be there yet – that's relatively fast.
- Segregate the deck again. Ace–5, 6–10. Most students struggle with the 7s and 8s, so a confidence building low round followed by a harder high round is great practice. Dump the aces and tens for more challenge.
- If the student has multiplied negatives, designate the red cards negative, the black positive, and repeat the above.
- Scatter the deck face-up. Ask your student to "make" you a number using the cards, such as "48" (6x8) or "36" (4x9 or 6x6). Multiplication only – no adding. Obviously, don't choose a number that can't be made with the available cards, like 55.

### **Prime Factoring**

Remove aces and scatter deck face-up. Ask student to make you a number, like above, and then ask them to do it again, but using more cards. Ex:  $36=6 \times 6$ , or two cards. Do it with three cards –  $6 \times 3 \times 2$  – and then four cards ( $2 \times 3 \times 2 \times 3$ ). After a few, tell student that all numbers need to be "made" with the most amount of cards as possible. After a few rounds, ask them which cards





they will never use, and why, and get rid of them (4s, 6s, 8s, 9s, 10s because they are all composite numbers – only primes remain). Make sure, when you choose a number, that the prime factoring is doable with 2s, 3s, 5s, and 7s (55 is still ineligible).

### **Mixed Numbers and Improper Fractions**

Place two cards on top of one another, fraction-like. The larger should be the “numerator.” Have the student convert into a mixed number. Occasionally throw in whole numbers ( $8/4$ ) and proper fractions that don’t need “mixing” ( $3/5$ ) to keep them on their game. Exclude aces for this drill.

### **Converting Fractions to Decimals**

Lay out a 2, 4, 5, 8, and 10 face-up. Put a card above one of them, creating a fraction. Ask the student to convert that number into a decimal. Ex: 7 above a 4 is  $7/4$ . That’s 1.75. Use an ace as a 1 to teach/remind the student the decimal intervals (.5, .25, .2, .125, .1 for the above).

### **Difference/Sum/Product**

Place two cards on the table. The student should tell you the difference (always positive – distance on a number line), the sum, and the product (multiplication). Have them just give you the numbers – no need to say “difference, sum” etc. This is a good drill for mind elasticity, and also as a primer for factoring trinomials ( $x^2+5x-4$ ).

### **Games to play on break that secretly teach math**

You’ve got the deck of cards out – play some games sometimes so that your student doesn’t always associate cards with math.

- 21, a.k.a. blackjack. Every now and then, if you’d like, ask what the “ideal” card would be (“You’re showing 14....what do you want?”)
- War. Split the deck, bigger card beats smaller card. But have whoever wins say how much they won by. And you can use the full deck: make jacks 11, queens 12, kings 13, and aces 14. This has you doing math too – nice role modeling.
- Cribbage. Make sure you know this one solidly before you teach it – it’s complex, but awesome. Only use for students you’ll see regularly. Great for all kinds of thinking.

### **Non-Card Math**

#### **Advanced Addition and Subtraction**

Many students struggle with adding and subtracting two-digit numbers, such as  $45+37$  or  $84-38$ , in their heads. Practice these aloud – give your student two numbers, but start easy:  $40+37$  is easier than  $45+37$  because there’s no carrying involved. When they’ve got that down, amp it up. Likewise,  $84-30$  is easier than  $80-38$ , which is easier than  $84-38$ . A helpful technique on the harder ones is to find an intermediary ( $45+37$  becomes  $45+30+7$ , and then  $75+7$ ). The addition drilling from above should have tightened the skills needed for the last step.

#### **Advanced Multiplication**

All students are capable of multiplying any two-digit number by any single digit number using mental math (without paper/calculator). Eventually,  $86 \times 7$  should be easy. Start with  $17 \times 6$ , or

any number between 11-19 and any single digit number. Explain that 17 is really just 10+7, so  $17 \times 6$  is actually  $10 \times 6 + 7 \times 6$ , both calculations that you have already drilled into your student. That becomes  $60 + 42$ , or 102. In the beginning, just give the two-digit number and have your student break it down (13 is 10+3, 18 is 10+8). This should be easy and quick. Next, give them a double-digit number like 16 and have them break it down and then multiply each part by a single digit number, like 8. So they say "16 is 10 plus 6. 10 times 8 is 80. 6 times 8 is 48. So it's 80 plus 48. 128." As they get better, ask for "what plus what?" – in the previous example, that'd be "80 plus 48." Expand outside of the teens and get into  $26 \times 7$ ,  $38 \times 5$ , etc. The same principle applies – break the single digit off and multiply the ten ( $20 + 6$ , or  $30 + 8$  in above). Eventually, have your student do the entire operation mentally and just give you the answer.

### Using Khan Academy ([www.khanacademy.org](http://www.khanacademy.org))

This is one of the best tools out there. As a tutor/coach, you'll need to create an account. Coaches and students can log in via facebook or google. If your student doesn't have one of those accounts, you, as the administrator, can create one. There is an entire universe of math modules for the student to practice, along with videos in most academic areas, however the practice modules are where it's at. Find a module that the student struggles with (i.e., multiplying fractions) and work with them on it. Careful not to do too much – the student gets "signed off" when they're proficient, so letting them make mistakes is crucial to their long-term understanding. If they have access to internet at home or school, create goals for them (on the site) as homework. Most students enjoy using this site and earning points.

## X. TIPS FOR PRAISE

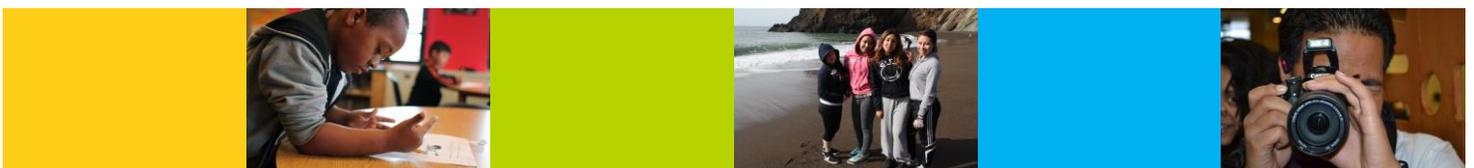


The student should be praised on specific and well-defined acts. If your student has successfully repeated her/his multiplication tables after weeks of difficult study and practice, you can say, "I noticed all the effort you put into memorizing your tables. You were having a hard time with your nines and you were able to memorize them, great job." This way the student knows exactly why s/he is being praised. Try to not use the word "wrong." Instead, say "incorrect."

### Additional examples of praise...

- I like the way you handled that
- I like the way you tackle a problem
- You know, I am sure you will do fine
- Look at the progress you've made (Tell them about your observation.)
- Thanks; that helped a lot
- It was thoughtful of you to \_\_\_\_\_
- Thanks, I really appreciate \_\_\_\_\_, because it makes my job easier
- You dedicated yourself & look what you accomplished. I'm proud of you.

For additional support tips on how to work with kids, feel free to touch base with BGCSF staff.





### III. VOLUNTEERING IN A DROP-IN CENTER SETTING

All BGCSF Clubhouses operate as drop-in centers. This format allows Club members the freedom to choose fun activities that interest them most, while hopefully exposing them to other special programs designed to prepare them for the future. This is the most effective way for us to attract at-risk youth who might otherwise spend their free time on the streets; however, it can present special challenges for volunteers, who sometimes expect more rigid, school-style attendance requirements.

- Not all of our Club members come to the Club every day that it is open.
- Club members, for the most part, are free to come and go as they please, when they are in the Club.
- The number of kids that you work with may vary each time you come in. If you are running or co-facilitating a specific program this may cause some frustration and, perhaps, even make you question how much you are needed.
- Think of your impact in terms of quality, rather than quantity.
- If you end up working with only one or two youth each time you come in, those kids are receiving the kind of individual attention that staff members are often too busy to provide.
- If your role as a volunteer involves presenting a new program or activity to a group of kids, you may need to be somewhat flexible with your expectations and plan of approach. There may only be a little interest at first. Or the kids who are involved may not attend consistently. With the involvement of a key Club staff member, however, you should be able to come up with strategies to get more kids involved and/or increase consistency of attendance.
- If your role as a volunteer involves working one-on-one with a Club member, the challenges of our drop-in center format will be less apparent. But they may still exist. We do our best to make certain that Club members (and, when applicable, their guardians) understand that working one-on-one with a volunteer involves a greater commitment to consistency on their part.
- If the occasion arises that you do arrive at the Club and find that the youth is not there, ask a staff member how else you can be of help that day.

Finally, as previously mentioned, Club staff members are there to provide you with needed support, when it comes to these challenges. Don't feel you have to suffer in silence or flounder on your own, when it comes to issues like consistency of attendance. We want your volunteer experience to be a positive one. And we want you to feel that you serve a vital role. If problems with inconsistencies of attendance do become a serious issue or if you need any other guidance, don't hesitate to speak to the Volunteer Manager, Clubhouse Director, Program Manager, or the staff member with whom you work.

## WEB RESOURCES FOR VOLUNTEERS

*If you are interested in learning more about youth development, children's issues, and other related information, the following web sites may be of interest.*

**Boys & Girls Clubs of San Francisco** offers a website with up-to-date information about our programs, special events, and our community partners. Website: [www.kidsclub.org](http://www.kidsclub.org)

**Boys & Girls Clubs of America** has excellent information about the Boys & Girls Clubs movement on a national level and its impact on the youth of America. Website: [www.bgca.org](http://www.bgca.org)

**The San Francisco Department of Children Youth & Their Families (DCYF)** is an excellent resource for information about issues that affect youth locally. Dedicated solely to the well-being of young people, DCYF is one of only a few such city agencies in the country. Website: [www.dcyf.org](http://www.dcyf.org)

**The Search Institute** is an excellent resource with information about what helps youth develop into caring and productive citizens, regardless of their environment or family circumstances. The research through the Search Institute on Developmental Assets helps highlight the value you offer to our members as a volunteer. Website: [search-institute.org](http://search-institute.org)

