Session Plan 5

Program Name::	[redacted] **Pathways Planning for Employment**		
Session title:	**Session 5 - Volunteering as a stepping stone**	Total time:	2 hours
Unit of Competency:	FSKLRG07 - Use strategies to identify job opportunities		
Learner Outcomes:	By the end of the session the learner will have: ▪ More knowledge of their strengths, abilities and values ▪ Increased skills needed to research possible employment, volunteering and study pathways ▪ Increased self-confidence and awareness of…. ▪ Developed an elevator pitch that could be used when contacting potential employers to offer their unique set of skills and abilities ▪ An emerging belief about their ability to use a range of techniques and strategies to find about possibilities considered worthy of pursuit.		
Resources:	**E.g**. resources may include: • Handouts and activities on building self-awareness – based on theories about multiple intelligences, learning styles, etc. • White board and white board markers (or butchers paper and permanent markers)		
Learner needs	The target participants for this ACE delivery include but are not limited to those who have some of the following: • Low self-esteem • Limited or no recent workplace experience • Low levels of Language Literacy and Numeracy • Negative previous educational experiences • Limited concept of a future direction in their life • Possible social isolation • Limited or no network of friends, family and support		
Time	Activities		Resources
15 mins	**Review:** Session 4 Allow a few minutes for small groups to meet to discuss what was covered in the first session, what was most interesting, least interesting etc. Tutor to listen to comments and clarify any areas that were unclear. **Tutor recaps** last session - mentions what was covered, most important messages etc.		Whiteboard /markers Pens

Session Plan 5

30 min	Tutor explains learning outcomes: This session covers: **Volunteer work** *What is volunteering *Benefits of volunteering – and possible difficulties that some people may encounter *How and where to find volunteering roles **Guest Speaker** Invite a guest speaker from Volunteering SA, local Council Volunteer Coordinator, community charity that run opportunity shops, such as Salvation Army, Red Cross, Anglicare community cinema, hospital or aged care centre etc. to come and talk to the group about volunteering opportunities within South Australia and the local area. Or, if unable invite a local centre customer who has held one or (preferably) a variety of volunteering roles.	
15 mins	**Tutor says:** Today's session will focus on ***planning*** **to find possible volunteering roles.** **Tutor pre-work:** Investigation of employment opportunities in or around the local area e.g. by reading local newspapers, discussion with contacts that they might have in local businesses, staff of Centrelink,	Butchers paper and marker pens) or post-it notes
10 mins	**Tutor breaks group into small groups and asks them to complete the activity – Current and emerging job vacancies and volunteering opportunities** in or around this area at the moment? Where might there be emerging opportunities (e.g. new industry being built, or an existing one expanding, Where are volunteering roles? Where might there be emerging opportunities in other parts of South Australia or elsewhere? **Notes to tutor:** This could be done as a whole group brainstorm activity –especially if small groups seem to be struggling to come up with ideas. However, as a crucial aspect of the program. It also could be done as an individual exercise if the group is able to, firstly and then shared with others. • Rates of pay • How and where job vacancies are advertised • What on the job training is provided, possible career paths etc. **Tutor note:** If able to arrange a speaker or speakers, you need to explain the purpose of inviting them and allow them adequate time to prepare a presentation, and set an approximate time limit for presentation and questions. If no speakers are available, the tutor needs to undertake their own research	**Note:** Pre-work required to print sheet 1 and cut up into "cards" – enough so that pairs or small groups have enough to work on**.**

	Tutor resource: https://www.volunteeringsa-nt.org.au/training-and-events/training/ Tutor breaks group into smaller groups (and gives butchers paper and marker pens) or post-it notes to discuss these questions: ***What experience/s do you have as a volunteer?** (if any) Where, what duties did you undertake etc. (If no experience, discuss what you ***think*** they might be?) ***List the positive outcomes and any negative aspects.** Re-group for a big group discussion. Tutor tells group that in some areas it is harder to find volunteering opportunities than in others and reinforce the benefits of volunteering: • Opportunity to learn new skills • Opportunity to expand network of people who are aware that you are a job-seeker • A network of potential recent referees who can provide a reference about your work ethic, punctuality, reliability, customer service skills and other job related skills that could transfer to a paid position Often tangible benefits such as: • Access to training **that is transferable** – Responsible Service of Alcohol, First Aid Certificate, Manual Handling, Safe Food Handling, Fire Safety etc. • Volunteer **role specific training** that can lead to paid employment • Invitations to volunteer recognition events • In some cases free movie or theatre attendance, or access to goods and services provided by the host organisation. **Tutor says**: After our tea break we will start to look in more depth at a range of possible volunteering roles.	
10 - 15 mins	Tea Break	
30 mins	**Volunteering roles – benefits and possible difficulties**. **Tutor explains card sort exercise** – In pairs or small groups consider these eight volunteering roles. Consider each of them in terms of possible benefits and list them on the small card (or on butchers' paper). Also, consider any possible difficulties that they might pose ***for some people.*** **Notes to Tutor:** 1. You can also just use Page 1 as an activity for participants to complete alone or in pairs or small groups. 2. As some participants may have difficulties in obtaining a Police or other type of Clearance, or may have a disability or personal issue that they don't wish to raise in a group setting it is useful to say "for some people" rather than you as this allows the discussion to be more general in nature.	**Volunteering roles – benefits and possible difficulties** Card sort exercise (or handout for completion by individuals, pairs or small groups– as

	3. Page Two of the handout provides you with some examples of possible benefits and difficulties. If those examples are not relevant, use the concept to design your own activity. **Volunteering roles – benefits and possible difficulties**. **Card sort exercise** – Choose two or three to consider. Each pair or small group then choose one or two volunteer roles and explains to the group what they saw as possible benefits and possible restrictions or drawbacks.	preferred by tutor)
10 min	**Tutor says:** In a previous session, we spent some time looking at future possibilities for you to target for employment, volunteering or future training, We looked at your own strengths, values and interests and you developed a short pre-prepared "elevator speech" that help you to overcome any jitters. Today, we have looked in much more depth at volunteering as a real pathway to employment. **Lesson wrap up: Tutor says:** **Tutor leads discussion and summarises** the benefits of volunteering can be enormous – increased knowledge and skills, increased self-esteem, new social connection, recent referees etc. Next session focus on: • Where am I now • Dealing with rejection	
10 mins	**Review session – Tutor says:** spend a few minutes in small groups or pairs to discuss what was covered today and what was most useful to you and what you plan to do between now and next week. Think about what you are grateful for. Quick discussion in big group.	
2 mins	**Homework tasks: 1**. Make a list of possible people to contact about volunteering roles and start to gather telephone numbers or email addresses of people that you could approach**. 2.** Start to make contact with people or organisations if you feel confident.	