



# **How to Train Homework Club Volunteers To Support Ontario's Student Success Strategy**

**Frontier College**

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As part of the Ontario Homework Club Institutes project, Frontier College has also developed the following resources to support Ontario's student success strategy:

- A Student Success Leader's Resource – Homework Clubs: How to Set Them Up/ How to Run Them
- A Tutor's Guide for Supporting Ontario's Student Success Strategy: Reading and Writing with Youth
- Working with Teens to Build Student Success
- Final Research Report – The Keys to Success for Setting Up an Effective Homework Club

Frontier College was commissioned by the Ontario Ministry of Education to develop these resources.

### **How to Train Homework Club Volunteers to Support Ontario's Student Success Strategy**

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## PREFACE

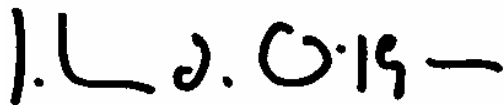
Volunteer tutors can have a significant positive impact on student learning and growth. Thank you for involving volunteers in the lives of your students. Through setting up a homework club, you are actively demonstrating that everyone can learn and everyone can help others to learn.

There is an important role for all of us. Parents, teachers, volunteers from the community as well as high school and university students are all getting involved by spending time with younger students and providing them with tutoring support, encouragement and lots of praise.

Frontier College instructors and volunteer tutors have been providing people with this kind of support for learning for 107 years – since 1899.

The training materials in this guide are based on our experience in programs that we have run in every part of Ontario. We know that, as an educator, you bring a lot of experience to the table and we hope that you will find these workshop units useful. Adapt these units to reflect the needs and strengths of your students, your volunteers and your school community.

Thank you for being part of this great project – mobilizing volunteers to support student success for all. Together, we are achieving wonderful things for the lives of Ontario students and the future of our province.



John D. O'Leary  
President  
Frontier College

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## INTRODUCTION

Congratulations! You have decided to train tutors to help students succeed in school through homework clubs.

This resource manual is for both new and experienced trainers. It will give you ideas and tips to develop a thorough and effective training workshop. It contains information on designing and facilitating workshops; effective tutoring techniques; scenarios to explore with tutors; and further reading. Each unit also includes some reading theory to explain when and why to use certain tutoring techniques.

Throughout this manual, there are references to *A Tutor's Guide for Supporting Ontario's Student Success Strategy: Reading and Writing with Youth* (also called the *Tutor's Guide*). This guide (along with other homework club resources that have been developed by Frontier College) is available from the Ministry of Education.

Enjoy your tutor training!

Before tutors are trained, they should:

- Complete a volunteer form, which includes making a written commitment to your program
- Attend a short orientation session, including information such as the location, time and structure of the homework club
- Complete a screening process. Frontier College's screening process includes an orientation, an interview, a police check (for tutors over 18 years of age) and two character references.

*Note: for more information on volunteer management and homework club design, please see How to Set Up and Run Homework Clubs: A Student Success Leader's Resource. This document is available from the Ministry of Education.*

(Note: Throughout this guide, students and tutors are called he or she interchangeably.)

## DESIGNING YOUR TRAINING AGENDA

The goals of tutor training are:

- To ensure that volunteers feel comfortable in their roles as tutors
- To describe the approach for the homework club
- To give tutors the opportunity to learn and practice tutoring techniques
- To help volunteers learn how to deal with challenging situations

With these goals in mind, here are some tips for designing a training agenda.

1. The tutoring techniques you present will depend on students needs:

- For programs serving students who have not yet mastered the mechanics of reading, use the units for working with beginning readers – the “learning to read” phase.
- In many homework clubs, the students are not beginning readers. Instead, they are struggling readers: although they have basic reading skills, they have difficulty with fluency, comprehension or the “thinking process”. Use the units that help tutors understand the “reading to learn” phase.

Please feel free to choose techniques from both sections. Other than specific tutoring techniques, tutor training workshops are the same for volunteers working with both groups of students.

2. The schedule of the workshop depends on the learning needs and interests of your volunteers. This includes:

- The amount of follow-up support you can provide to your volunteers. If you will be seeing your volunteers regularly, it is not necessary to cover everything in the agenda. You can plan to have additional mini-discussions in the future.
- The age and maturity of tutors as well as the amount of time tutors have available for training. Most workshops are 2 – 3 hours long and are held either in the late afternoon, in the evening or on a weekend morning. If your volunteers are high school students, you may wish to have a shorter training and provide more on-going volunteer support.

There is a sample training agenda on page 4. Please feel free to customize this agenda to reflect the needs and interests of both students and tutors.

3. Other points to keep in mind when designing your agenda:

- Ensure that you include a mixture of interactive activities (large-group discussion, small-group discussion and role-playing), lectures and demonstrations.
- Design your workshop to invite contribution from tutors. Provide opportunities for tutors to learn from each other.
- Invite a few returning tutors to share their knowledge and experience with new tutors.
- If appropriate, bring in experts to discuss specialized topics
- Provide handouts that include other reading materials or lists of good websites.
- Plan a 10-minute break after 60 to 75 minutes of discussion.

When you are facilitating your workshop:

- Encourage volunteers to come up with their own approaches to situations.
- Refer to your own experiences as a teacher.
- Mention appropriate pages in the *Tutor's Guide* and any handouts you distribute. This will make tutors more likely to look at these resources later.
- Remind tutors that the workshop will not cover every issue related to tutoring. Present your workshop as the first part of their "apprenticeship" in tutoring.

## SAMPLE TRAINING AGENDA

This guide includes workshop units for all of the topics listed below. Please choose from these units to develop an agenda based on the needs and strengths of students and tutors.

### Your School Homework Club Training Date

### Agenda

- Welcome and Introductions
- Program Description and Volunteer Responsibilities
- Tutoring Techniques (*select from these lists to meet the needs of your students*)

#### Learning to Read

- Language Experience
- Word-Attack Skills
- Reading Aloud Together
- Homework Strategies

#### Reading to Learn

- 4 R's of Reading
- The Writing Process
- Homework Strategies

- Scenarios
- Other Learning Activities
- Evaluation and Next Steps

## WELCOME AND INTRODUCTIONS

### **Purpose of Unit**

- To help tutors get to know each another
- To find out what tutors want to learn from the workshop

**Time:** 15 minutes

**Materials:** Name Tags  
Flipchart paper with title "Burning Questions"  
Flipchart paper with title "Parking Lot"  
Agenda, written out on flipchart paper  
Markers

### **Step One – Prepare the Environment**

Arrange the chairs in a circle or semi-circle so that everyone can see each other. Check all the equipment to make sure it works. Put a couple of words up on flipchart paper to give some context. Have a handout on the chairs for early arrivals to read. If you are using books, display them attractively and accessibly. Greet the tutors as they arrive and give them a name tag.

### **Step Two – Use Icebreakers**

Start your introductions by thanking everyone for volunteering their time. Highlight the goals and the vision of your homework club. Use an icebreaker to allow tutors to introduce themselves. An icebreaker will also help you find out about tutors' questions. In addition, it will ensure that each person has the opportunity to speak (this means they will be more likely to contribute in later discussions). A few examples of icebreakers:

- Ask tutors to state their name, why they want to volunteer and any questions they have about tutoring or training.
- Divide your volunteers into pairs. Ask each person to interview his partner (including finding out the other person's questions about training) and introduce his partner to the group.
- Ask tutors to introduce themselves and state the name of the book they are currently reading (or the name of their favourite book) and any questions they have about tutoring or training.

Record names and questions as tutors introduce themselves. At the end of your

workshop, revisit the questions to ensure that they have all been answered. On a second flipchart page, entitled “Parking Lot”, write down any questions that are raised during the workshop that are important but off-topic. At the end of your workshop, you can deal with these questions.

### **Step Three – Discuss Logistics**

Review the agenda, including when there will be breaks and refreshments. Explain the purpose of the training. Let tutors know about the location of washrooms and telephones.

## PROGRAM DESCRIPTION & VOLUNTEER RESPONSIBILITIES

### Purpose of Unit

- To help tutors understand the structure of your program
- To help tutors understand their roles and responsibilities

**Time:** 15 minutes

**Materials:** *Tutor's Guide* (pages 1 and 6)  
Flipchart paper with title "Student-centred individualized learning" (or the name of the learning approach used in your program)

### Step One – Discuss the Structure of your Program

You should have already discussed the structure of your program during the orientation session and/or interview with tutors. However, giving a brief overview of your program structure during the tutor training as well ensures that tutors all have a common understanding.

Give a brief overview of the program. Discuss the program's location, schedule, matching process, supervision structure, resources, etc. You can either do this yourself or ask a returning volunteer to provide the information. Ask tutors if they have questions.

### Step Two – Ensure that Tutors are Aware of their Responsibilities

You can help tutors understand their roles and responsibilities by:

- Summarizing them yourself
- Asking a returning tutor to list them
- Dividing tutors into groups of 3 or 4 people and asking them to brainstorm their roles and responsibilities. After they have had several minutes to discuss this, ask each group to describe one role/responsibility until all of the roles/responsibilities have been raised
- Referring to page 6 of the *Tutor's Guide*

### Step Three – Discuss your Program's Learning Approach

A learning approach guides tutors in their work with students. Learning approaches can be based on values such as inclusion, anti-racism or empowering others through knowledge. It is useful for every homework club to have a learning approach. The approach that Frontier College uses is called "Student-Centred Individualized Learning", or S.C.I.L.

### Principles of S.C.I.L.

- Everyone can learn.
- Students bring a wealth of life experience to a learning situation.
- Learning is based on students' strengths rather than their deficits.
- Students and tutors create a curriculum based on what students want to learn.
- Students and tutors are equal partners in the learning relationship.

Using SCIL, tutors are encouraged to:

- Build strong relationship with their students
- Focus on their students' strengths, goals, and needs
- Build respect, trust, and a sense of equality
- Create a comfortable, secure environment
- Use a common-sense approach
- Practice the philosophy that everyone can learn
- Encourage voluntary participation in the learning process

(Refer tutors to page 1 of the *Tutor's Guide* for more information on SCIL.)

Methods for presenting your program's learning approach:

#### Alternative One – Brainstorm

Write "Student-Centred Individualized Learning" (or the name of your program's learning approach) on a piece of flipchart paper. Ask your volunteers to tell you what they think it means. For S.C.I.L., answers may include: one-to-one; personalized; focussing on learning not teaching; taking learning styles into account; or tutoring. Write the brainstormed answers under the title.

#### Alternative Two – "My Favourite Teacher"

Ask tutors to come up with a word or phrase to describe their favourite teacher (this person could be a parent, family member, coach or classroom teacher). Tutors will talk about personal connections they have had with teachers. Explain how your program's learning approach will help them develop a positive relationship with their students.

**WORKSHOP UNITS:  
TUTORING TECHNIQUES – FOR STUDENTS WHO ARE LEARNING  
TO READ**

## LANGUAGE EXPERIENCE APPROACH

**Purpose of Unit:**

- To help tutors identify beginning readers
- To help tutors understand and practice using the Language Experience Approach

**Time:** 30 minutes

**Materials:** *Tutor's Guide* (pages 16 – 17)  
Flipchart paper and markers

**Step One – Identify the Skills of Beginning Readers**

Explain to tutors that a beginning reader may:

- Have a lot of difficulty spelling
- Read slowly, with many pauses
- Tell you that he has trouble reading and writing
- Only read words that he has memorized (i.e. a student can read words like “fox” and “glove” but cannot sound out made-up words like “glox” or “flove”)

**Step Two – Explain the Theory**

The Language Experience Approach is a method for creating relevant reading materials for students. It gives beginning readers the opportunity to read successfully. It is especially useful for developing reading materials for older students. (Although children’s books have simple vocabulary, their content is usually inappropriate for high school students.)

To use the Language Experience Approach, the tutor asks the student what she would like to write about – a general topic for a journal or a specific assignment for school. The tutor could start with a question: “What did you do on the weekend?” or “What did you learn in History today?” The tutor writes the words exactly as the student says them. This creates reading materials that the student understands completely. The student can then focus on reading, without simultaneously trying to learn new words. (Refer tutors to pages 16 and 17 in the *Tutor's Guide* for more information on the Language Experience Approach.)

**Step Three – Demonstrate the Theory**

- A. Invite a tutor to pretend to be a grade 8 student who has a lot of trouble reading and writing. Ask the tutor “What did you do this past weekend?” As the tutor

speaks, print her words on a piece of flipchart paper. Repeat each word as you write it down.

Example:

On Saturday, I went to the mall with my friends. At night, I watched the hockey game. It was the Toronto Maple Leafs against the Edmonton Oilers. I can't believe it. The Leafs actually won! On Sunday, I did nothing. Just stayed at home all day and played on the computer. I should have went back to the mall.

- B. Read the passage back to the tutor (who is still in the role-play). Then ask the tutor to read it aloud to you. Congratulate the tutor on reading it successfully.
- C. Ask all the tutors if they believe that a beginning reader could read this passage. Explain that a beginning reader will likely be successful reading a clearly printed short piece immediately after it has been transcribed. The beginning reader is successful because the piece is in her "language" (i.e. the words she uses all the time) and is based on her experience.
- D. Explain that the Language Experience Approach also helps tutors and students to discuss other aspects of language:
- The differences between spoken and written English.
  - Grammar and standard English (*should have went* – Ask: "does this sound right?")
  - The writing process (*just stayed at home all day and did nothing* – Say: "let's edit this!")
- E. Ask the tutors to work in pairs to role-play a tutor and a student involved in the Language Experience Approach. This role-play will ensure that tutors understand and remember this approach.
- F. Explain to the tutors that they can use this piece of writing as the basis for additional activities with students. For example, tutors can:
- Cut up the piece into sentences and ask the students to put these sentences back in order.
  - Rewrite the passage, omitting some of the words, and ask the students to fill in the blanks. (This is also called a "cloze exercise". Refer tutors to page 22 of the *Tutor's Guide* for more information on cloze exercises.)
  - Edit the passage with students.
  - Encourage students to write more.

- G. Put a date at the top of the piece. Then, ask tutors if they think a beginning reader could read the same piece a month later. Explain that a beginning reader would likely be able to read many – but not all – of the words. At this point, the Language Experience Approach text can be used to help students develop and strengthen their “word-attack skills” (the phonics, word-structure, spelling and sight-word skills that students need in order to be able to read fluently. See the next unit for more information on word-attack skills.)

## WORD-ATTACK SKILLS

### Purpose of Unit

- To help tutors identify – and understand the importance of – word-attack skills for beginning readers
- To teach tutors age-appropriate activities to strengthen students’ word-attack skills

**Time:** 30 minutes

**Materials:** *Tutor’s Guide* (pages 10 – 15)

A short, simple piece of writing – either the text developed in the Language Experience Approach unit (see page 8) or a passage from a controlled-vocabulary text

Flipchart paper and markers

### Step One – Explain the Theory

Explain that beginning readers need to develop word-attack skills so they can decode unfamiliar words. Word-attack skills include:

- **Phonics:** the relationship between letter groups and sounds. This is the first step in learning how to read.
- **Word Structure:** how words are put together and the relationships among words. This helps students break down words and put them back together.
- **Spelling:** this reinforces letter-sound relationships.
- **Sight Words:** words which students can read without having to sound them out. The number of sight words a student knows determines how fluently the student can read.

(Refer tutors to pages 10 – 15 in the *Tutor’s Guide* for more information on word-attack skills.)

### Step Two – Demonstrate the Theory

1. Give tutors a short, simple piece of writing – either a Language Experience Approach piece (see page 8) or a simple passage from a controlled-vocabulary text. This example uses the piece developed in the unit about the Language Experience Approach.

November 18<sup>th</sup>, 2006

On Saturday, I went to the mall with my friends. Then, I went home and watched the hockey game. It was the Toronto Maple Leafs against the Edmonton Oilers. I can't believe it. The Leafs actually won! On Sunday, I did nothing. Just stayed at my friend's apartment all day and played on the computer. I should have went back to the mall.

2. Ask tutors to identify difficult words in the piece and to discuss how they would use word-attack strategies to help a beginning reader decode the passage.

Word-attack skill		Example words from the text
Phonics	Consonants at the beginning of words	<u>b</u> elieve, <u>c</u> omputer
	Consonants at the end of words	went <u>t</u>
Word structure	Smaller words in larger words	<u>Sat</u> -ur-day, a- <u>part</u> -ment
	Word endings	watch- <u>ed</u> , stay- <u>ed</u>
	Contractions	can't
Word families	Words that rhyme	Play, stay, may

3. Ask tutors what they think the most important sight words are in English. Then ask tutors to look at the Most Common Words table (page 15 of the *Tutor's Guide*). Have tutors circle all the words from the passage that they find on the list. In this passage, two-thirds of the words are from the Most Common Words list. This is often true for simpler pieces of writing. Discuss with tutors how they can use this list of words with students.

## READING ALOUD TOGETHER

### **Purpose of Unit:**

- To help tutors learn how and why they should read aloud with beginning readers
- To help tutors identify appropriate reading materials for beginning readers

**Time:** 20 minutes

**Materials:** *Tutor's Guide* (pages 18 – 21 and 27)  
Resources (books, magazines, newspapers, etc.) that are appropriate for older students who are beginning readers. (Ask your school librarian for assistance in finding these resources.)

### **Step One – Explain the Theory**

Explain to students that:

- Reading aloud with a beginning reader is one of the best ways to help her practice her word-attack skills.
- Because many high-school-age beginning readers find reading frustrating, they read very little.
- Tutors should help students practice reading. They should do this using interesting and relevant materials.

### **Step Two – Discuss Reading Materials**

Have tutors brainstorm the types of reading materials that would be interesting and relevant to a high-school-age beginning reader. If possible, show tutors the books, magazines and other reading materials available in your school library for these types of readers. (Refer tutors to pages 20, 21 and 27 of the *Tutor's Guide* for more information on materials for beginning readers.)

### **Step Three – Discuss Reading Aloud**

Ask tutors to brainstorm strategies they can use when reading aloud with a beginning reader. (This ties in to the Four R's of Reading unit on page 15 of this guide. Also refer tutors to pages 18 – 19 of the *Tutor's Guide* for strategies to use with students before, during and after reading.)

## HOMEWORK STRATEGIES – BEGINNING READERS

**Purpose of Unit:**

- To teach tutors how to help beginning readers complete their homework
- To help tutors identify tutoring techniques to use with beginning readers

**Time:** 30 minutes

**Materials:** Homework activities, photocopied – one per small group. Choose exercises that are appropriate for the age group that tutors will be working with. Include a reading and writing activity, a math activity and, for older students, a history or science activity. (If you have access to a school, photocopy pages from a textbook. Otherwise, buy workbooks at a bookstore or teacher’s store.)

*Tutor’s Guide* (pages 18 – 21)

Flipchart paper with questions from #3 (below) written out

Additional flipchart paper and markers

**Step One – Draw on Experience**

Refer tutors to pages 18 – 21 of the *Tutor’s Guide* (the “Learning to Read” section). Ask tutors if they have used any of these techniques before and, if so, in what context.

**Step Two – Brainstorm Strategies**

1. Tell students that you will be distributing a reading, writing or math activity. Ask them to think about how to help a beginning reader complete the activity. Explain that they can refer to the *Tutor’s Guide*. Encourage tutors to consider:
  - What challenges will a beginning reader face with this activity?
  - What will you do before starting the assignment to ensure that a beginning reader understands what to do?
  - What steps will you take to help a beginning reader complete this activity?
  - How will you help a beginning reader remember what he has learned?
2. Divide tutors into small groups. Give each group a homework activity. Allow groups to discuss the questions for approximately 10 minutes.
3. Ask each small group to present their activity along with their strategies. Elicit additional strategies from other groups. Write general suggestions down on flipchart paper.

### **Helping Beginning Readers with High School Curriculum**

It can be very frustrating for beginning readers to try to complete high school homework. For these students, reading even one paragraph can be extremely difficult.

How should tutors help beginning readers with their homework?

- Help students with their thinking processes. This will help students understand the concepts and information in the assignment.
- Do not focus on helping students decode the words. Tutors may even read the homework assignments to students.
- Help students to practice their reading using other materials that are interesting and less frustrating for them.

For other strategies to help more advanced students focus on comprehension and critical thinking skills, see the “Homework Strategies – Struggling Readers ” unit on page 17 of this guide.

**WORKSHOP UNITS:  
TUTORING TECHNIQUES – FOR STUDENTS WHO ARE READING  
TO LEARN**

## THE FOUR R's OF READING

### Purpose of Unit:

- To give tutors strategies to help struggling readers (a) improve their reading skills and (b) remember what they have read

**Time:** 30 minutes

**Materials:** *Tutor's Guide* (pages 8 and 24 – 26)  
Stages of Reading Development (Appendix C)  
The Four R's of Reading (Appendix E), photocopied – one per tutor  
A short, interesting narrative text

### Step One – Explain the Theory

1. Ask tutors about their earliest memories of learning to read. How did they learn to read? What were their favourite children's books?
2. Discuss the stages of reading development (found in Appendix C of this guide and on page 8 of the *Tutor's Guide*). Present the main stages of reading as a way to help tutors understand when to use certain techniques. At each stage, ask tutors what they think their role should be.
3. Give each tutor a copy of "The Four R's of Reading" handout. Discuss reading strategies with tutors, particularly how tutors can use these strategies to help students:
  - **Before reading:** build prior knowledge, provide context clues
  - **While reading:** use context to predict meaning
  - **After reading:** use the four R's – retelling, reflecting, relating, rewriting

(Note: The Four R's of Reading approach reinforces the information covered in the "Homework Strategies – Struggling Readers" unit on pages 17 – 18 of this guide.)

### Step Two - Demonstrate the Theory

1. Choose a text. Either tell a well-known story (for example "The Three Little Pigs") or ask tutors to read a short, interesting text.
2. Ask tutors to use the Four R's of Reading to help them understand the story or text. Divide tutors into four groups. Assign one category (one of the "R's") to each group. Ask each group to answer the questions in one of the categories on the handout.

## THE WRITING PROCESS

**Purpose of Unit:**

- To help tutors guide struggling readers through the writing process

**Time:** 20 minutes

**Materials:** A piece of student writing, for example an essay or a journal entry

**Step One – Explain the Theory**

Explain that when students are asked to write an essay or an assignment, they often don't know where to start. Inexperienced writers start writing without using the writing process. A tutor can help students figure out an effective way to start writing. The tutor can also help students organize their thoughts using an outline or a map.

**Step Two – Demonstrate the Theory**

1. To help tutors understand the writing process, ask them:

- What are the steps you take to write an assignment or report?
- What are the most common mistakes that people make when writing an essay?
- Which writing tips will you share with students?
- What will your role be with students?
- What are the challenges in helping students with writing assignments?

2. Give tutors a writing topic (for example “What makes a good parent?”) and ask them to brainstorm an outline either in small groups or with the whole group. When tutors are brainstorming, ask them to use the strategies and resources that they would teach to their students.

## HOMEWORK STRATEGIES – STRUGGLING READERS

### **Purpose of Unit**

- To teach tutors how to help struggling readers complete their homework
- To give tutors strategies to help struggling readers with the thinking process
- To help tutors understand the importance of prior knowledge

**Time:** 45 minutes

**Materials:** *Tutor's Guide* (pages 8, 26 – 28 and 30 – 34)  
Stages of Reading Development (Appendix C)  
Poem Handout (one of the poems in Appendix D) – photocopied, one per tutor  
Homework activities – photocopied, one per small group. Choose exercises that are appropriate for the age group that tutors will be working with. Include a reading and writing activity, a math activity and, for older students, a history or science activity. (If you have access to a school, photocopy pages from a textbook. Otherwise, buy workbooks at a bookstore or teacher's store.)  
Flipchart paper with questions from #1 in Step 3 (below) written out  
Additional flipchart paper and markers

### **Step One – Explain the Theory**

Explain that most students in senior elementary school and high school know how to read i.e., they have learned the mechanics of reading. However, many students have difficulty with reading comprehension: these students can decode words but can't understand or think critically about what they read.

For these students, the role of the tutor is:

- To help students with the thinking process
- To help students understand what they are reading
- To help students develop abilities and strategies to do their homework independently

Refer tutors to the Stages of Reading Development (Appendix C or page 8 of the *Tutor's Guide*).

**Step Two – Demonstrate the Theory**

1. Choose one of the poems from Appendix D. Ask a volunteer to read the poem. Then ask tutors:
  - What is this poem about? What are the main ideas? (Poem 1, which was developed to demonstrate the effects of comprehension on retention of prose, discusses Christopher Columbus. Poem 2 is *Jabberwocky*, by Lewis Carroll.)
  - What kinds of clues did you use to identify what the poem was about?
  - Why was it difficult to understand the poem? (sophisticated words, use of metaphors, incomplete sentences, no context – i.e., no title)
2. Discuss context and “prior knowledge” (background knowledge that students need in order to understand reading passages and develop their reading skills). Ask tutors:
  - Why it is important to consider context?
  - For which groups is context a more serious issue? (Newcomers to Canada, people from different cultural backgrounds – including class differences)
3. Explain that in order to learn new ideas, students must be able to connect new concepts to their existing knowledge. By working with students to make these connections, tutors can help them understand what they are reading.

**Step Three – Brainstorm Strategies**

1. Tell students that you will be distributing a homework activity. Tell them not to complete the assignment themselves but to think about the strategies they could use when working with students. Explain that they can refer to pages 32 – 34 of the *Tutor's Guide*. Ask tutors to consider how they will help students:
  - Understand the information and concepts in the activity
  - Complete the activity
  - Remember the information and concepts in the activity

Put up the flipchart paper with these questions so that tutors can refer to it during the next step of the exercise.

2. Divide tutors into small groups. Give each group a homework activity. More than one group can work on the same activity. Allow groups to discuss the questions outlined above for approximately 10 minutes.
3. Ask each group to present their homework activity and their strategies. (If more

than one group worked on an assignment, you can ask each group for one suggestion until all points are raised.) Elicit additional suggestions from other groups. Write strategies on flipchart paper, grouped in these categories:

- Before starting the assignment (strategies to verify comprehension and provide context)
- While working on the assignment (strategies to ensure completion)
- After finishing the assignment (strategies to help students remember what they have learned)

## SCENARIOS

### **Purpose of Unit**

- To give tutors practice in dealing with tutoring challenges

**Time:** 30 minutes (assuming 6 scenarios)

**Materials:** Scenarios handout (Appendix F), photocopied and cut up – at least one scenario per small group

### **Background:**

These scenarios are situations that have happened in other homework clubs. We recommend that you eventually write scenarios based on your own experiences to ensure that your training reflects your homework club. When you write your own scenarios, it is extremely important that the tutors cannot identify the people involved.

### **Step One – Choose Appropriate Situations**

Select five or six scenarios that apply to your program. Always include Scenario Three, which covers child safety. Photocopy and cut up the Scenarios handout (Appendix F). Only distribute the description of each situation. The notes that follow each scenario are for you to use during the debriefing. Do not give these to tutors!

### **Step Two – Brainstorm Strategies**

1. Divide tutors into small groups. Give each group a Scenario. Ask each group to discuss challenges that are described in the scenario and to come up with three strategies to deal with this situation. Give the groups five to ten minutes.  
(Note: If you are running out of time, you can do this activity in a large group. In this case, ask one of the tutors to read out a scenario, and then have the whole group brainstorm solutions).
2. Ask each group to present their scenario (as a role-play or a discussion) along with their strategies. (Note: Scenario Three is the most daunting for tutors. Do not ask the group working on Scenario Three to go first.)
3. Elicit additional strategies from other groups. Add information based your experiences and on the debriefing notes in Appendix F. Ensure that all of the key strategies listed in the handout are covered. Reinforce that tutors should inform you (or the homework club supervisor) about any difficulties they have while they are tutoring. This will allow problems to be solved before they become critical.

## OTHER LEARNING ACTIVITIES

### Purpose of Unit

- To give tutors additional resources to use with students

**Time:** 15 minutes

**Materials:** *Tutor's Guide* (pages 20 – 22)  
Magazines, books, games, etc. that are appropriate for the ages and levels of students in the homework club  
Flipchart paper and markers

### Step One – Brainstorm Resources

1. Explain that students sometimes do not bring any homework to the homework club. In some cases, students “forget” their homework because they think they will be able to just chat with their tutors. Stress to tutors that they must not allow the homework club to become a place for students to socialize. (Once this happens, it is very difficult to change the focus back to learning and homework.). Emphasize that tutors should remind students to bring homework to the homework club.
2. Brainstorm (either in the large group or in small groups) suggestions for activities that tutors can do when students do not bring homework. *Tip - Scenario Seven in Appendix F provides a perfect lead-in to this activity!* Write the suggestions on a piece of flipchart paper. Activities should be related to students’ interests and can include:
  - Word games and board games (refer tutors to pages 20 – 21 of the *Tutor's Guide*)
  - Cloze exercises (Tutors remove some words from a piece of writing. Students then have to figure out where to place these words in the text. Refer tutors to page 22 of the *Tutor's Guide* for more information about cloze exercises.)
  - Educational computer games
  - Reading good books. (Brainstorm with tutors the characteristics of good books. Refer to page 27 of the *Tutor's Guide* to guide this discussion.)
  - Finding information in the library or on the computer

### Step Two – Show Resources

Briefly show tutors the resources (magazines, books, games, etc.) that belong to the homework club. Tutors can use these resources if students do not bring any homework or for additional activities.

**Step Three – Demonstrate Written Conversation**

In a written conversation, tutors and students have a conversation through writing. During this exercise, there is no talking.

1. Group tutors into pairs. Invite one tutor to pretend to be a student; the other person can role-play being a tutor. Ask participants to write notes to one another without speaking (like passing notes in class!). Allow 5 minutes for tutors to complete the exercise.
2. Ask tutors what they liked about written conversations. Tell tutors that written conversations:
  - Help students to see writing as a form of communication, just like speaking.
  - Can be done between several students and a tutor as well as one-to-one.
  - Should focus on meaning and not spelling; otherwise students may become “stuck” and unable to write.

Refer tutors to page 21 of the *Tutor’s Guide* for more information on written conversation.

## EVALUATION AND NEXT STEPS

### Purpose of Unit

- To ensure that tutors' questions have been answered
- To help tutors feel ready to start tutoring
- To improve subsequent training workshops

**Time:** 15 minutes

**Materials:** Evaluation Form (Appendix G)  
Agenda from the "Welcome and Introductions" unit (page 5)  
"Burning Questions" sheet from the "Welcome and Introductions" unit (page 5)  
"Parking Lot" sheet from the "Welcome and Introductions" unit (page 5)  
Markers

### Step One - Review

1. Review the agenda to remind tutors what was covered. Review the "burning questions" to ensure that all questions were answered. Ask tutors if they have any remaining questions or suggestions to share with the group. Check whether the questions in the "parking lot" were answered (some of these questions may need to be addressed later).
2. Review the *Tutor's Guide*. Make special reference to the parts of the table of contents containing information that is particularly relevant to your program. This will make tutors more likely to refer to the *Tutor's Guide* in the future.

### Step Two – Discuss Next Steps

Review the next steps for your program. Point out the dates for important homework club events, for example the launch of your program or additional training sessions. Remind tutors about the steps in the volunteer screening process.

### Step Four – Wrap Up

Thank tutors for their participation. Ask each tutor to complete an evaluation form. Tell them that this will help you to improve the workshop for the next time.

## FOLLOW-UP TRAINING

### **Purpose of Unit**

- To provide tutors with the opportunity to share resources
- To help tutors discuss what is working/not working and to brainstorm solutions

**Time:** 60 – 90 minutes (depending upon your agenda)

**Materials:** Resources (books, articles, websites, etc.) based on the issues to be addressed

Agenda, written on flipchart paper

Additional flipchart paper and markers

### **Background:**

Tutors learn to tutor by tutoring. Once they have been working with students for some time, tutors often have questions that they could not have anticipated during their initial training. A follow-up training session helps to address these issues. The follow-up session should be held about halfway through the program. Set a date that works for most of the tutors; 60 – 70% turnout is typical.

### **Step One – Plan your Agenda**

Before the follow-up training, ask your volunteers if they have any questions or topics they would like to discuss. Base the workshop agenda on tutors' feedback. Deal with difficult issues before the follow-up training so that these concerns do not take over the training session.

### **Step Two – Welcome and Introductions**

Ask all tutors to introduce themselves and to describe one thing that has surprised them in their meetings with students. Remind tutors of the importance of keeping all information discussed during the meeting confidential; this is particularly important if the tutors are high school students from the same school as the students they are tutoring.

### **Step Three – Discuss Successes and Challenges**

1. Ask tutors to share ideas, strategies and resources they have used that have worked well. Write these on a piece of flipchart paper.
2. Ask tutors to describe challenges they are facing. Write these on a piece of flipchart paper. Often, these challenges fall into two categories: human dynamics and

tutoring strategies. You may wish to group the challenges and deal with them in order of priority. Ask tutors to brainstorm solutions.

#### **Step Four – Discuss Enrichment Activities**

Ask tutors if they would like to plan an activity to enrich the club. These activities should take place during the homework club time. Activities could include field trips, book clubs, games or a writing club.

#### **Step Five – Discuss Areas of Interest**

Present information about topics that tutors have requested. These may include additional training about learning disabilities; anti-oppression, math tutoring or English as a Second Language tutoring. Depending on the topics to be discussed, you may want to include one of the units from this resource manual that you did not cover during the initial training. You may also want to invite a guest speaker.

#### **Step Six – Remind Tutors about Important Dates**

Discuss important dates, including holidays, dates the program will not be running and the last session.

#### **Step Seven – Follow Up**

After the meeting, take care of tutors' requests and concerns as soon as possible. Put together a summary of the discussions and any decisions made during the meeting. Send this to all the tutors, especially those who were not able to attend the follow-up session. Decide on an enrichment activity (or two) for students and tutors that will be rewarding, inexpensive and easy to accomplish. Begin planning this activity with tutors.

**APPENDICES**

## APPENDIX A – SUGGESTED RESOURCES

These books have helped Frontier College trainers improve their understanding of reading difficulties and effective tutoring. We hope you will find these resources useful.

Chall, J. (1983). Stages of Reading Development. New York: McGraw-Hill.

Cunningham, P. (1995). Phonics They Use: Words for Reading and Writing. New York: HarperCollins College Publishers.

Jones, D. (1994). Tutoring: One to One – Reading, Writing and Relating. Peterborough, ON: Paedagogus Publishing Inc.

Rosner, J. (1993). Helping Children Overcome Learning Difficulties. Markham, ON: Thomas Allen and Son Ltd.

Tarasoff, M. (1994). Reading Instruction that Makes Sense. Victoria, BC: Active Learning Institute.

Tarasoff, M. (1994). Spelling Strategies You Can Teach. Victoria, BC: Active Learning Institute.

## APPENDIX B - CHECKLIST OF MATERIALS AND SUPPLIES

The Frontier College manual *A Tutor's Guide for Supporting Ontario's Student Success Strategy: Reading and Writing with Youth* is required for the units in this manual. The *Tutor's Guide* is available from the Ministry of Education.

### **Materials for Volunteers**

(Before the workshop, put these items into a folder to give to each participant.)

- Name tag
- *Tutor's Guide*
- Additional handouts (lists of useful websites, etc.)
- Information sheet about your organization/homework club (including contact details)
- Your business card
- Workshop evaluation form
- Blank lined paper
- Pen

### **Workshop Materials**

- Resources (books, textbooks, magazines, newspapers, games, etc.) that are appropriate for the ages of students in the homework club
- Homework activities that are appropriate for the age of students in the homework club
- Short, simple pieces of writing, for example passages from controlled-vocabulary texts
- Student writing pieces, for example essays or journal entries
- Handouts, for example: the Stages of Reading Development/ the Four R's of Reading/ Scenarios/ Poem

### **Training Supplies**

- Flipchart paper, stand and markers (or blackboard and chalk)
- Masking tape, scissors

### **Refreshments**

- Food and drinks that are appropriate for the length and time of day of the workshop and the cultures of tutors – for example: juice, coffee, tea, bagels, cookies, samosas or pizza. Limit high-sugar or high-fat foods; otherwise, tutors will feel sluggish.

## APPENDIX C – STAGES OF READING DEVELOPMENT

The Stages of Reading Development framework helps tutors decide when and why to use various tutoring techniques and strategies, based on students' strengths and learning needs.

**Chall's six stages of reading development are:**

Stage	Approximate grade level	What readers learn at this stage	
0	Pre-school	<ul style="list-style-type: none"> <li>• Acquiring language skills</li> <li>• Learning about books and stories</li> </ul>	<i>"Reading Readiness"</i>
1	Kindergarten – Grade 2	<ul style="list-style-type: none"> <li>• Translating written symbols into sounds and words ("decoding")</li> </ul>	<i>"Learning to Read"</i>
2	Grade 3 – 4	<ul style="list-style-type: none"> <li>• Improving speed and accuracy in reading ("fluency")</li> </ul>	
3	Grade 4 – 8	<ul style="list-style-type: none"> <li>• Expanding vocabulary</li> <li>• Reading for specific purposes: finding facts, determining main points, etc.</li> <li>• Selecting and activating pre-, during- and post-reading strategies</li> </ul>	<i>"Reading to Learn"</i>
4	High school	<ul style="list-style-type: none"> <li>• Understanding multiple perspectives</li> <li>• Making judgments by weighing evidence and evaluating arguments</li> </ul>	
5	Post-secondary	<ul style="list-style-type: none"> <li>• Managing their own learning: choosing reading material to learn in areas of interest</li> <li>• Constructing abstract knowledge</li> <li>• Creating truth by synthesizing perspectives</li> </ul>	

Chall, J. (1983). Stages of Reading Development. New York: McGraw-Hill.

<b>APPENDIX D – POEMS</b>
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Poem I

With hocked gems financing him  
Our hero bravely defied all scornful laughter  
That tried to prevent his scheme

Your eyes deceive he had said  
An egg not a table  
Correctly typifies this unexplored planet

Now three sturdy sisters sought proof  
Forging along sometimes through calm vastness  
Yet more often through turbulent peaks and valleys

Days became weeks  
As many doubters spread  
Fearful rumours about the edge

At last from nowhere  
Welcoming winged creatures appeared  
Signifying momentous success

Dooling and Lachman (1971). *Journal of Experimental Psychology* (88)2: 216-22.

**Poem II**

'Twas brillig, and the slithy toves  
 Did gyre and gimble in the wabe:  
 All mimsy were the borogoves,  
 And the mome raths outgrabe.

“Beware the Jabberwock, my son!  
 The jaws that bite, the claws that catch!  
 Beware the Jubjub bird, and shun  
 The frumious Bandersnatch!”

He took his vorpal sword in hand:  
 Long time the manxome foe he sought-  
 So rested he by the Tumtum tree,  
 And stood awhile in thought.

And, as in uffish thought he stood,  
 The Jabberwock, with eyes of flame,  
 Came whiffing through the tugey wood,  
 And burbled as it came!

One, two! One, two! And through and through  
 The vorpal blade went snicker-snack!  
 He left it dead, and with its head  
 He went galumphing back.

“And hast thou slain the Jaberwock?  
 Come to my arms, my beamish boy!  
 O frabjous day! Callooh! Callay!”  
 He chortled in his joy.

'Twas brillig, and the slithy toves  
 Did grye and gimble in the wabe:  
 All mimsy were the borogoves,  
 And the mome raths outgrabe.

By Lewis Carroll

## APPENDIX E – THE FOUR R’S OF READING

After you have read with a student, always discuss what you have read together. This will help the student to understand and think critically about the text.

Your discussion should include

### **Retelling**

- What were the sequence of events, the main ideas and the characters of the story?
- Ask the student the “6 W’s” -- who, what, where, when, how & why.

### **Reflecting**

- Why was a particular decision made in the story?
- Who was the true villain?
- Interpret the text together.

### **Relating**

- How do the information or the characters in the story relate to you or to the student?
- Are they similar to your ideas or experiences?

### **Rewriting**

- How could the story be changed?
- What might happen next?
- How could the story have been written more clearly?

**Adapted from *Retelling, Relating and Reflecting: Beyond the 3 Rs* by Susan Schwartz & Maxine Bone**

## APPENDIX F – SCENARIOS

**Situation One** – You are meeting your students for the first time. What are you going to say to them? What are you going to take with you?

- The first meeting is often mainly social. You may not be tutoring during this time. It is a chance for you and the students to get to know each other. Bring something to show the students – a book, a picture of a pet or something that you always carry.
  - Ask the students what they would like to get out of your sessions together and why they have decided to come to a homework club. Tell them why you are there, i.e. to help someone else do well in school.
- 

**Situation Two** – You are tutoring Jose. He is very talkative and is constantly moving and tapping his fingers. He always seems disorganized and wants to rush through his work without checking it over. It is very difficult to keep him focused on his work during your sessions.

- Structure each session. Establish a routine and stick to it. One hour can seem like a long time: divide it into sections.
  - Find somewhere quiet to sit.
  - Compromise with Jose. Since he loves to be active, put aside a short time at the end of each session to play literacy games or other educational games that he chooses.
  - Talk with him about some strategies that you use to stay focused.
  - Try using “written conversations” (See page 21 in the *Tutor’s Guide*).
- 

**Situation Three** – You are tutoring Sheena, who is a quiet girl. Sheena mentions that she doesn’t like gym because her legs are ugly. She usually has her arms and legs covered. One day, you notice that her arms are all bruised. When you mention the bruises, she asks if you can keep a secret.

- Because of your role as a tutor and mentor, students may tell you about abuse or other dangerous situations. As a volunteer – and indeed as a citizen – your role includes looking out for the safety of students. If, in your honest judgment, you believe that a teen may not be safe, you must report it to the Children’s Aid Society.

- Tell Sheena that you will keep the secret, but if someone is hurting her (or someone she knows), you will have to tell someone in charge. Being honest and upfront is the best option. The student can then decide whether to tell you, understanding that if the secret is more serious, you will take action (reporting it to the homework club supervisor, contacting the Children's Aid Society, etc.).
- Instruct your tutors to refer to page 7 of the Tutor's Guide which outlines what to do in this situation.

If your student discloses an abusive situation to you:

- Listen without detailed questioning.
- When she is finished talking, tell her that you have to tell someone else about what she said AND that you will try to help her.
- Remember that you cannot counsel your student. Leave this to trained professionals.
- Offer assurance to your student that you believe her.
- After she has left, write down everything she has told you.
- Speak to the staff supervisor of the homework club.
- Contact the Children's Aid Society or Family and Children's Services in your area immediately and ask them what you should do next. They are available 24 hours a day, 7 days a week. These services will guide you through the next steps of the reporting process.
- Even if you cannot contact Children's Aid immediately, let your student go home, unless you believe she is in immediate danger.

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**Situation Four** – You are tutoring Mat, who is very focused on getting his homework done. When you work on a homework assignment with him, he gets impatient unless you tell him the answers. You wonder if he is learning anything from your tutoring sessions.

- Talk with Mat about your role and his role as partners in the homework club. Your role is to support Mat in doing his own homework so he can learn to complete it independently.
- Compromise. If he really works at doing most of the questions and you are running out of time, supply the answers to the last few questions so that he can complete his homework.

**Situation Five** – You are working with Josh. Josh’s mother is very critical of him. In front of him, Josh’s mother tells you that he is slow and that he reads below his grade level. She asks you to concentrate only on helping Josh with his homework.

- Compliment Josh and give him a lot of positive feedback.
- Talk to Josh’s mother about her son’s strengths – how hard he works, the types of books he reads or how kind he is to other students. His mother may not hear many positive comments about him. Part of your job is to report good news to her. Be sincere.
- Do not engage Josh’s mother in battle. You cannot solve Josh’s problems with his mother. Although she may be difficult, Josh’s mother will always be a part of his life, so you need to work with her. In addition, some parents who feel they are being criticized pull their children out of tutoring programs; this would not help Josh.
- Inform the staff supervisor of any difficulties that you have with parents. Staff supervisors often have long-term relationships with parents, so they are able to discuss contentious issues more easily.

**Situation Six** – You are tutoring 4 thirteen-year-olds. Three of the students are focused and work well. The fourth student, Amy, always distracts the other students. You want to help Amy, but her needs are overshadowing the needs of the other three students.

- Ask the group how they can work together more effectively.
- Ask Amy what you can do to help her settle down.
- Amy may be frustrated (or bored) because she is less (or more) advanced than the group. Try to work with her individually to understand her strengths and weaknesses.
- If you have tried several strategies without success, speak to the staff supervisor of the homework club. Amy may not be the best fit for the homework club.

**Situation Seven** – You have been meeting with Crystal and four other students for three months. At the beginning, Crystal was an enthusiastic student. However, she hasn’t brought anything to work on for the last three sessions and doesn't seem motivated to do anything. Her lack of motivation is starting to affect the other students.

- Talk to Crystal about the situation. Ask her if she thinks she is learning.
- Sometimes students start with a “bang” and then lose motivation. Remind Crystal about your role in the tutoring sessions. Ask her to recommit.

- Make sure that the learning activities you do with Crystal are interesting to her. Bring in written materials and activities that suit her interests. (*Note: this scenario leads in well to a discussion about “Other Learning Activities” – see page 20.*)
- 

**Situation Eight** – You are working with Miriam, who is in grade eight. Miriam likes her teacher but she finds it difficult to complete all of her homework. She frequently gets overwhelmed and becomes very upset when she can’t finish it. You are worried that she is starting to dislike school. How will you deal with the situation?

- Help Miriam to plan her time and set priorities, for example:
    - Start with homework that she is comfortable with and then switch to something more challenging.
    - Set time limits for completing the homework.
    - Create a list and check off items as they are completed.
  - Ask her why she finds it difficult to finish her homework. For example, could she complete more homework during school time?
  - Ask Miriam and the homework club supervisor if you can write a note to Miriam’s teacher explaining the situation.
- 

**Situation Nine** – You are tutoring Nigel, who is 16 years old. He meets with you every week but shows no motivation and never brings anything to work on. It seems like he is just putting in time. You wonder if he is learning anything. When you ask him why he wants to have a tutor, he says he was trying to get his teachers to stop bugging him about getting a tutor. What do you do?

- Try to engage Nigel in learning. Talk to him about his interests and bring in literacy activities that focus on those interests.
  - If you have tried everything and Nigel is still not interested, talk with the homework club supervisor. Nigel may not be the best fit for the homework club.
- 

**Situation Ten** – You are tutoring Mohammed, who is in grade 8. He asks for your email address because he wants to send you a special note. ♥

- For your own protection, DO NOT date your students. There is an unequal power dynamic between you and your students. Dating can lead to serious problems.
-

- Try to determine if Mohammed is sincere. Perhaps this is a dare created by his friends. If you are in a quiet corner where others can't hear, he may be serious. If others are around, it is likely a joke designed to test you.
  - Let him down gently (whether or not it is a joke). Tell him that your role is to be a tutor and that tutors and students are not allowed to meet outside of the homework club.
  - If Mohammed is persistent, ask the teacher or homework club supervisor to be placed with another student. The supervisor should talk to him about the rules of the homework club.
- 

**Situation Eleven** – You tutor at a homework club where a lot of the students are recent immigrants. One of your students is Binh, a 13-year old girl who was born in Vietnam and is new to Canada. You notice that Binh has difficulty speaking and understanding English. How can you help her?

- Learning a new language happens gradually. Listening comes first, then speaking, reading and writing. Set aside five to ten minutes every time you meet with Binh to focus on speaking.
  - Create flashcards of words she finds difficult. Help Binh practice these words using the flashcards.
  - Help Binh create a “word bank” of difficult words. Review these words with her.
- 

**Situation Twelve** – Your student, Craig, is 16 years old. People tell you that he reads at a grade three level. They say that he has ADD and that he will be a very challenging student. When you meet Craig, you see that he is a nice, shy kid who does not show any real enthusiasm about school. You are discouraged by other people's attitude towards Craig. What will you do?

- Don't let other people influence your opinion about a student; form your own opinions.
  - Don't label students. Everyone learns differently, but everyone can learn!
  - It is not your role to diagnose or be an expert about Craig's learning disability. An effective tutor will help any student learn.
  - Be a good tutor. Help Craig's organize his work. Explain step-by-step what he needs to do. Give a lot of positive reinforcement and take frequent short breaks.
-

**Situation Thirteen** - You are tutoring Manuel, who is 18 years old. He has a lot of difficulty reading and writing basic sentences. In the past 2 months, he has only shown up 3 times for your sessions. He is withdrawn and passive during your sessions. You learn from his teacher that he has a very difficult home life and that everyone is concerned about his drug use.

- Decide what your role will be. Do you want to help a marginalized student or a motivated student?
  - Think about your time commitment. If you can only tutor for a few months to tutor, ask to be placed with another student.
  - If you can tutor for longer, you need to make a commitment to Manuel and prove to him that you want to help him be successful in school. Your relationship could make a big difference to him.
  - Find out what Manuel is interested in. Plan your sessions around his interests.
-

## APPENDIX G – WORKSHOP EVALUATION FORM

### Homework Club Tutor Training Workshop Evaluation

Date: \_\_\_\_\_

>> Please complete BOTH sides of this evaluation. <<

For each question, please CIRCLE one of the answers.

1. How was the organization of the workshop?



*Hats Off*



*Thumbs Up*



*So So*



*Thumbs Down*



*Blah*

2. How effective was/were the facilitator(s)?



*Hats Off*



*Thumbs Up*



*So So*



*Thumbs Down*



*Blah*

3. How were the materials and ideas?



*Hats Off*



*Thumbs Up*



*So So*



*Thumbs Down*



*Blah*

4. Overall, how would you rate this workshop?



*Hats Off*



*Thumbs Up*



*So So*



*Thumbs Down*



*Blah*

## Homework Club Tutor Training Workshop Evaluation

Page 2

What were two things you particularly liked about the workshop?

What ideas/techniques from this workshop will help you be a better tutor?

How could we improve the tutor training? Please give us two specific ideas.

What other information or resources would be helpful?

Would you recommend this training to other people? Why or why not?

**Thank you for completing this evaluation!!**

## APPENDIX H - TESTIMONIALS

The tutor training material that we received from Frontier College was invaluable in helping us to establish a Peer Literacy and Numeracy Tutoring Program at our school. The manual included activities to use for a tutor training workshop, literacy and numeracy strategies, and tutor scenarios. Frontier College helped us build a successful and popular tutoring program.

Heather Moynagh - June 23, 2006  
Teacher - Thornhill ON

As a program coordinator for the Toronto Public Library's Leading to Reading and Homework Club programs, I have found Frontier College to be an invaluable source of information for training program volunteers. This manual provides a wealth of training techniques and session content to support trainers of all experience levels. Literacy is a key component of homework help, so it's wonderful to see that the manual provides a clear focus on this area. The approach is practical, clearly outlined and easily applied. Directions and examples given in the manual are well organized, comprehensive and well detailed. Volunteer training and support is critical to the success of any homework help program. This manual will serve as an excellent guideline to those helping their volunteers strive for that success.

David Kondo – May 18, 2006  
Program Coordinator  
Toronto Public Library

As an agency that runs a growing number of homework clubs, Frontier College is a key partner in our success. Our staff and volunteers have benefited from Frontier College's on-site training, tutoring workshops and helpful manuals. Through an interactive, adult education approach to training, homework club tutors leave a Frontier College session empowered with numerous ideas how to make learning fun and effective. While literacy remains a major focus, Frontier College's work in explaining both reading and math skills makes them an invaluable resource for training staff and volunteers.

Jo-Anne Robertson – June 16, 2006  
The Macaulay Child Development Centre  
Toronto, ON