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VOLUNTEER HANDBOOK

Boys & Girls Clubs of Silicon Valley Corporate Office
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CLUBHOUSE LOCATIONS

Alpha Jose Hernandez

1601 Cunningham Ave.
San Jose, CA 95122
Site Director: Christian Garcia
(408) 780-0831

Alviso Clubhouse

5040 North 1st St
San Jose, CA 95002
Unit Director: Albert Estrada
(408) 423 - 1726

DCP Alum Rock Clubhouse

2888 Ocala Ave.
San Jose, CA 95148
Site Director: Chantalle Sapien
(408) 942-7000

Edenvale Clubhouse

285 Azucar Ave
San Jose, CA 95111
Site Director: Crystal Cortes
(408) 362 - 0564

Levin Clubhouse

4955 Edenvue Dr
San Jose, CA 95111
Unit Director: Anna Ho
(408) 224 - 7997

Smythe Clubhouse

2195 Cunningham Ave
San Jose, CA 95122
Unit Director: Adam Hernandez
(408) 258 - 7227

Alum Rock Clubhouse

137 N. White Rd
San Jose, CA 95127
Unit Director: Jessica Carrillo
(408) 251-5757

Christopher Clubhouse

565 Coyote Rd
San Jose, CA 95111
Unit Director: Michele' Davis
(408) 227 - 8550 x311328

DCP El Camino Clubhouse

1402 Monterey Hwy
San Jose, CA 95110
Unit Director: Jesus Murillo
(408) 384 - 4040

Hayes Clubhouse

5035 Poston Dr.
San Jose, CA 95136
Site Director: Denny Reyes
(408) 227-0424

Morgan Hill Clubhouse

17666 Crest Ave
Morgan Hill, CA 95035
Unit Director: Alban Diaz
(408) 779 - 6002

Stipe Clubhouse

5000 Lyng Dr
San Jose, CA 95111
Unit Director: Kelly Flores
(408) 227 - 7332 x323329

WELCOME TO BOYS & GIRLS CLUBS OF SILICON VALLEY

Dear Volunteer,

Welcome and thank you for volunteering with Boys & Girls Clubs of the Silicon Valley (BGCSV). Your commitment and service is highly valued. The experience, skills, and enthusiasm you bring will add a valuable dimension to this organization. Your 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 your volunteer experience touches your heart and changes your life. Volunteering with BGCSV is an excellent way to develop your skills and build lasting bonds. We are confident you will find fulfillment through your work at Boys & Girls Clubs of the Silicon Valley.

The purpose of this manual is to outline BGCSV's expectations for volunteers and to provide you with some basic youth development information so that you can begin your volunteer commitment feeling confident and prepared. Keep the manual on file in case issues arise during your service commitment. If you have any questions about any of the topics covered in this manual, or if any questions arise during your service, feel free to contact the Volunteer Coordinator at any time.

Thank you again for your commitment to improving the lives of youth throughout the Silicon Valley!

Sincerely,



Alethia Ruiz
Volunteer Coordinator
Alethia@bgclub.org

ABOUT OUR ORGANIZATION

OUR MISSION

To inspire and empower all young people, especially those who need us most, to realize their full potential as productive, responsible and caring adults.

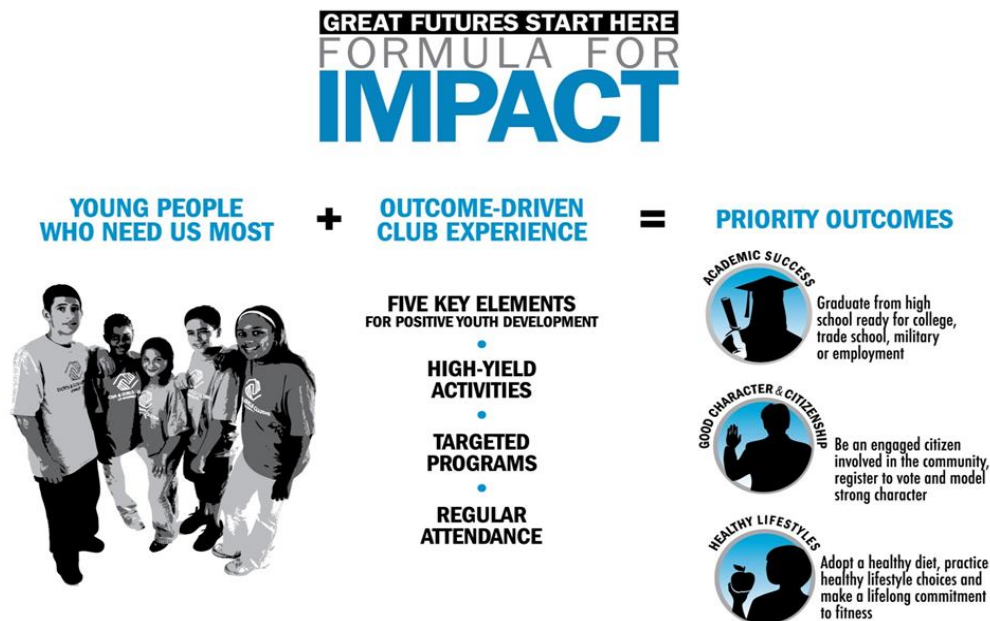
OUR VISION

To provide a world-class Club experience that assures success is within reach of every young person who walks through our doors, with all members on track to graduate high school with a plan for the future, demonstrating good character and citizenship, and living a healthy lifestyle.

OUR LOGIC MODEL

To make sure that all of our members have great futures, our organization has adopted the Formula for Impact, a research-based theory of change that describes how individual Clubs and the Movement as a whole can increase our impact – exponentially – on the young people of America.

Our Formula begins with the young people in our Clubs – especially those who need us most. It calls for us to consistently provide the most powerful Club Experience possible – by implementing the Five Key Elements for Positive Youth Development, offering high-yield activities and providing targeted programs – all of which help youth achieve priority outcomes. Then, because we also know that attending the Club more frequently and over a greater length of time makes young people more likely to achieve positive outcomes, Clubs must pursue strategies to increase attendance, program participation and member retention.



KEY ELEMENTS

Boys & Girls Clubs of Silicon Valley believes in Five Key Elements for positive youth development that are essential to our mission. Youth must have:

1) **A Safe, Positive Environment to Learn and Grow**

The Club is a safe haven where members feel physically and emotionally secure at all times.

2) **Fun**

Offer high-yield learning activities and programs that develop members' creativity, their critical thinking, communication, collaboration and computer literacy skills.

3) **Supportive Relationships**

The Club ensures that every young person feels connected to one or more adults and has friendships with peers.

4) **Opportunities and Expectations**

Club staff and programs consistently communicate the expectation that every child has the potential to excel, be productive and succeed at the Club, in school and in life.

5) **Recognition**

The Club takes every opportunity to recognize and validate Club members' achievements and accomplishments.

Committed to our principles, we incorporate a youth development strategy that recognizes Four Elements that are critical for young people in an effective out-of-school environment:

- 1) **Extended practice time with school-related skills and information**
- 2) **An environment that provides continuity between home and school**
- 3) **An environment that cultivates innate ability and stimulates independent learning**
- 4) **An environment that values and honors academic success**

CORE ENRICHMENT AREAS

BGCSV takes a holistic approach to creating well-rounded, confident, and healthy youth and aims to provide targeted programs and services that speak to all aspects of a child's development, assuring that members are 1) on track to graduate from high school with a plan for the future; 2) demonstrating good character and citizenship; and 3) living a healthy lifestyle.

To achieve these priority outcomes, programs are provided within the following Core Enrichment Areas that address the academic, cognitive growth and social-emotional needs of youth:

- **Character and Leadership Development** – programs that empower young people to support and influence their Club and community; identify and apply learning to everyday situations and develop values as pertains to civic, community and personal responsibility through group decision-making and collaborative projects.

- **Education and Career Development** – programs that enable youth to strengthen critical thinking and digital literacy skills; and deepen proficiencies in basic educational disciplines (English-language arts, math, science) enabling youth to set goals, explore careers and prepare them for postsecondary education and/or employment.
- **Arts and Cultural Enrichment** – programs that develop members’ creativity, awareness and appreciation of cultural diversity through the visual, written and performing arts; hands-on exploration of a variety of mediums emphasizing historical context and cultural significance.
- **Health and Life Skills** – programs that help young people resist alcohol, tobacco, drugs and early sexuality; develop members’ self-concept, interpersonal communication and conflict resolution abilities; set personal goals and live successfully as self-sufficient adults.
- **Sports, Fitness and Social Recreation** – programs that help members meet State physical fitness standards and address social-emotional development by building cooperation and team skills through structured activities.

OUR HISTORY

Boys & Girls Clubs of Silicon Valley’s (BGCSV) mission is *to inspire and empower all young people, especially those who need us most, to realize their full potential as productive, responsible and caring adults*. Serving approximately 3,000 youth annually, ages 6-18, we provide outcome- and needs-based programs that develop the 21st Century skills our members need to be successful in school, a career and life: Critical Thinking, Creativity, Collaboration, Communication and Citizenship.

By providing youth with accessible out-of-school enrichment programs, assistance and mentorship, we are part of the solution to close the opportunity gap to achieve greater economic, political and social equality among youth and the communities in which they live, ensuring that members are proactive about their education, their life and their future.

What began 75 years ago as a club serving boys who needed a positive alternative to the streets, has now expanded, comprising 14 clubhouses throughout Santa Clara County—12 sites in San Jose, 2 sites in Morgan Hill and 1 site in Gilroy that serves both homeless and migrant families.

OTHER INFORMATION

Member Demographics: 53% Male; 47% Female; 79% Hispanic; 10% Asian; 4% Multi-Racial; 3% African American; 3% Caucasian; and 1% Other. 98% of families served are low-income, with 89% having an annual household income of less than \$50,000.

2019-2020 Annual Operating Budget: \$4.8 Million

Income Sources: Grants/Contracts 57%; Individuals/Corporations 17%; Special Events 11%; Facilities & Programs 13%; Miscellaneous 2%.

BGCSV VOLUNTEER POLICIES AND PROCEDURES

VOLUNTEER COMMITMENT

Relationship building is a core component of the work we do at BGCSV, we ask that long term, non-project-based volunteers commit to at least *one full trimester of service (17 weeks during the academic year and 7 weeks during the summer)*. Part of what we offer at the club is emotional as well as physical safety for our youth. Emotional safety includes providing a place where our youth can develop healthy, consistent and stable relationships. We also understand that people's lives and plans change. Therefore, you have the right to terminate your volunteer commitment at any time—without any reason. BGCSV reserves the same right.

If you cannot come in on a particular day, due to illness of some other reason, please contact the staff onsite and/or the Volunteer Coordinator. If you decide to end your service earlier than planned, please inform your site supervisor and the Volunteer Coordinator.

You may be asked to fill out an exit survey/evaluation at the end of your service commitment so we can learn and grow from your experience AND PERSPECTIVE.

YOUR ROLE AS A VOLUNTEER

BGCSV personnel, as trained professionals, have the ultimate authority regarding BGCSV policies and procedures. They officially represent BGCSV and are held legally accountable for matters affecting the safety and welfare of club members.

Volunteers are never responsible for contacting parents, schools, medical professionals or others on behalf of BGCSV, unless specifically directed by appropriate clubhouse personnel. If you suspect that an interaction is necessary between BGCSV and a parent, doctor, educator, etc., you should notify the appropriate clubhouse personnel of your concerns.

DRIVING POLICY

Volunteers are **NEVER** allowed to provide transportation to club members in their own vehicles or in club vehicles, unless they have submitted the proper paperwork and have been approved through the BGCSV administrative office.

CLOSINGS AND CHANGES IN HOURS OF OPERATIONS

Please make yourself aware of flyers, site calendars or posted announcements regarding any events that might excuse you from your commitment on a given day. BGCSV personnel make their best efforts to notify or remind volunteers of any impending dates of club closures or changes in operating hours. Your attention to this detail will ensure that you do not arrive at the club to find the doors locked!

BGCSV sites are closed on the following holidays:

New Year's Day	Labor Day
Martin Luther King Jr. Day	Thanksgiving Day
Presidents' Day	Day after Thanksgiving
Memorial Day	Christmas Eve
Independence Day	Christmas Day

Sites may close or alter their operating hours at other times for staff in-services, field trips and other occasions.

DISCRIMINATION AND HARASSMENT

BGCSV is committed to diversity in our 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. If you feel you are being harassed or discriminated against by a staff member, please report it to the Volunteer Coordinator immediately.

MUTUAL RESPECT AND DISCLOSURE

BGCSV 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 respect to you, a club member or staff member is being compromised please take advantage of the support of BGCSV staff onsite and/or contact the Volunteer Program Coordinator immediately.

CLUBHOUSE RULES

Each site has a specific set of rules regarding conduct and attire (i.e. no gum chewing, no swearing, no baseball caps worn inside the clubhouses, etc.). Volunteers are expected to follow all clubhouse rules. Your role as a volunteer does not include being a disciplinarian. Staff is required to handle issues regarding emotional or behavioral problem, but it would be very helpful and beneficial for our youth if you could help remind them of the rules they should follow. Please take the time to familiarize yourself with the member Codes of Conduct. Volunteers, staff and club members, alike, are expected to follow these rules at all times.

MEMBER CODE OF CONDUCT

BGCSV members will be expected to follow the BGC Code of Conduct:

Have Fun!
Respect yourself
Play fairly and be honest
Applaud the efforts of others
Avoid inappropriate language
Dress appropriately at all times
Running is reserved for athletics
Say only good things about others
Be respectful of Boys & Girls Clubs staff
Resolve disagreements in a positive way
Listen during appropriate times and assemblies
Be respectful of other members and their property
Participate only in activity areas open to your assigned group
Take care of your Boys & Girls Clubs facilities, grounds, and equipment
Tobacco, drugs, alcohol, weapons, & gang colors/logos/gestures are prohibited

PERSONAL SAFETY AND INJURY

Please be aware of personal safety while volunteering at BGCSV. Use reasonable judgment when lifting heavy objects, operating machinery or participating in any activity that may involve physical injury. **If you get injured while volunteering, inform BGCSV staff onsite immediately and contact the Volunteer Coordinator to follow up on proper procedures.** BGCSV is not responsible for personal items that are lost or stolen. Please do not bring valuables to the clubhouse

REACTING PHYSICALLY

Use of force as a response to violent behavior should be the last choice of action for Employees and Volunteers. There are only three times when a staff may physically restrain a child (gently but firmly):

1. If a child is endangering himself physically (e.g. banging head against a wall, etc.)
2. If a child is endangering another child or staff member physically (e.g. fighting, throwing objects, etc.)
3. If a child is damaging property which may endanger another child (e.g. throwing a computer, pushing over a cabinet, breaking a window).

Do not hit, push, slap or take physical action against a child. Doing so will result in immediate termination and possible legal action. Again, if a weapon is involved, the recommended action for anyone is to remove themselves and others from the area within range of the weapon and notify staff if possible so they can contact the authorities.

DRESS CODE

We ask that you please wear comfortable and appropriate clothing while volunteering.

1. No Flip-flops or open toed shoes.
2. No Spandex, leggings, low cut shirts, low cut blouses, gym shorts, or cut-offs shorts.
3. No gang affiliated attire, including red and blue clothing.

Shoes

Tennis shoes are recommended for program activities. If wearing dress shoes or heels make sure they have an enclosed toe. Heels should be less than 2 inches. "Flip-flop" shoes are not allowed. For health/safety reasons, socks must be worn with open-toe sandals and tennis shoes.

Jewelry

All jewelry should be conducive to a professional work setting. Jewelry cannot be worn during physical activities for your own safety and that of the members.

BOUNDARIES FOR VOLUNTEERS

Boundary violations are often a result of good intentions; however, they may foster situations that are not in the best interest of our members. A 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 (e.g. “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. If you do become aware of financial or basic needs, please notify Club staff.
2. **Avoid having 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 can say: “How about if you sit beside me instead?” If a child reaches in for a hug you should practice side hugs- one arm around shoulder-. We want to avoid having youth or observers misinterpret your actions/intent. A helpful rule to remember is the “two-second rule of touch” in which you refrain from touching any Club member for more than two 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 and suggest responding by saying, “I don’t care to answer that question,” or, “I don’t feel comfortable with your question,” 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.” BGCSV has strict policies against volunteers transporting youth in personal vehicles. As stated previously, clubs are equipped to handle situations of need so please notify staff if a Club member has asked you for a ride.
8. **Relationships with youth are only acceptable within BGCSV 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 BGCSV, 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.



CHILD ABUSE AND NEGLECT

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

The following information is a general reference for volunteers to familiarize themselves with the indicators of abuse and neglect. Due to individual differences in how children cope with maltreatment, 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 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, but the injury is not accidental. If a child is the victim of physical abuse, other forms of abuse are likely to have occurred; emotional abuse is nearly always present when another form of abuse has been substantiated.
- **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 bizarre 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. This can include sexual exploitation, which usually refers to forms of sexual abuse involving child prostitution or child pornography.

Signs of Abuse

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 normal childhood injuries and may include the following:

Unexplained bruises and welts:

- on face, lips, or mouth
- on torso, abdomen, back, neck, buttocks, or thighs
- on upper arms (where tightly gripped)
- in various stages of healing (of different colors)
- that appear clustered, forming regular patterns that reflect the shape of the article used to inflict pain, or damage
- for example: electric cord, belt buckle, hand or fist)
- on several different surface areas (regularly appearing after absences or vacation)

Unexplained burns:

- cigar or cigarette burns, especially on soles, palms, back, or buttocks
- burns from being immersed in hot liquid (sock-like, glove-like or doughnut shaped burns on buttocks or genitals)
- patterned like an electric burner, iron, radiator grate, or some other object
- rope burns on arms, legs, neck, or torso

Unexplained fractures:

- to skull, nose or facial structure
- in various stages of healing
- multiple or repetitive fractures
- spiral fractures, from forcefully jerking or twisting the arms
- swollen or tender limbs

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 signs of abuse, but it is your responsibility to notify adult staff before leaving the building for the day.

NEGLECT DEFINED

Child neglect is the failure to provide for the basic needs of the child when resources are available. 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.

Signs of Neglect

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
- 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
- antisocial or destructive behavior (e.g. damaging property, deliberately breaking equipment or toys, etc.)
- 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:** (e.g. *“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, or a combination of these reasons.

What to do: Gently encourage him/her 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:** (e.g. *“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.” It is probable that the youth will eventually tell you whom s/he is talking about.

- **Disclosure with strings attached:** (e.g. *“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 her/him, and that the law requires you tell a staff member if any child discloses abuse. Assure the youth that you will respect her/his 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.

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



VOLUNTEERING WITH KIDS: A YOUTH DEVELOPMENT APPROACH

As a new Boys & Girls Clubs of Silicon Valley 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.

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. Therefore, some developmental characteristics may not be observed at the same age or at the same stage of development in different children.

EARLY CHILDHOOD (AGES 6 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.
- Kids in this stage need and seek approval from adults.
- They enjoy group play. However, by the end of this stage, they begin to prefer same-gender activities.
- Though they are beginning to experience empathy for other people, they can be very egocentric especially in the early years.
- They often cannot view the world from a perspective other than their own, which can lead to conflicts with their peers.
- They may not be aware that they have hurt someone’s feelings nor understand why whatever they may have said or did was wrong.
- Kids in early childhood are naturally curious and very eager to learn, but they have short attention spans.
- When it comes to activities, they are more interested in the process, rather than the outcome.
- They often make up their own rules to games.
- They have a difficult time differentiating between fantasy and reality. Their thinking is very concrete.
- They learn better when their senses are engaged through demonstration, rather than verbal instruction alone.
- They are sensitive to criticism and failure. If a child does act up, avoid asking this age group “why” s/he did something. In this stage of development, the child honestly does not know.

When working with kids in this age group, remember that they have limited abilities, when it comes to attention span and reasoning. Follow these tips:

- Youth in this age group respond well to a brief introduction to the activity and behaviors you expect before starting. This increases their ability to be successful and creates more enjoyment for all involved!
- Demonstrate whatever you are trying to teach, rather than just talking about it.
- Let them follow their curiosity and to be creative in their play.
- Let them work on projects that they can complete successfully –but emphasize the process rather than the end result.
- Be prepared to move on to something else, when a child gets restless.
- Small group activities will give them a chance to practice their social skills, while providing an opportunity for one-on-one attention. But don’t emphasize competition and failure. Instead, promote cooperation and provide positive feedback.

MIDDLE CHILDHOOD (AGES 9 TO 12)

- Kids in this age group seem to have endless energy.
- At this point in their lives, girls are maturing faster than boys.
- They still enjoy group activities. But they prefer same-gender peer relationships.
- They are impressed by older role models and are learning their behavior from those role models, as well as their parents.
- Kids in middle childhood have ever-changing interests.
- Their thinking is becoming increasingly logical and they are beginning to use more generalizations. But they still need specific examples in order to grasp more complex ideas.
- Children in this age group have a wide range of individual academic abilities and reasoning skills.
- They are easily motivated by praise and recognition. But their confidence is easily eroded, when they are negatively compared to other youth.
- They often need one-on-one guidance to perform at their best capacity.
- Remember that kids in the older range of this age group may look physically mature –but may still be emotionally immature at times.



When working with kids in this age group provide active, hands-on learning experiences. Follow these tips:

- When appropriate, use cooperative learning groups of the same gender.
- If possible, enlist an older youth to help you work with them.
- Make sure that the tasks that you give a child are appropriate for his/her abilities.
- Compare results of a child's work to that same child's previous work –not to the results of other children.
- Males in this age group become more physical and have a difficult time sitting still. If working on academics, it is helpful to have objects the youth can hold, touch and manipulate, that relate to the learning.
- Girls in this age group begin to isolate from one another and bully through words.
 - When working with the girls, beware of name-calling (no matter how subtle) and plans of ending a friendship (“I won't be your friend anymore”).
 - While we know it passes, these threats feel very real for the child being ostracized and it is helpful for them to feel supported.
- Be patient and remember that they are still learning social skills.
- Provide constructive feedback on behavior and emphasize decision-making and problem solving.

TEENS (AGES 13-18)

- Teenagers go through rapid physical changes; especially in their early teens as their sexuality is emerging.
- Teens are often uncomfortable with their changing bodies; this is an awkward time for them.
- Hormonal changes can cause mood swings. This awkwardness tends to fade as they reach their later teen years.
- Body image often continues to be an important issue for them.
- Teens are often troubled by thoughts of inferiority and self-doubt –especially in their early teens.
- Early adolescents may be more dramatic and their feelings may seem more extreme.
- Teens require more food and more sleep than in previous stages; they will often complain of feeling tired.
- As they get older, teens become less dependent upon their parents for emotional support/acceptance and are increasingly concerned about their status among their peers.
- Teens want to be part of a group. But they also want to be recognized as unique individuals.
- They often seek adult leadership roles.
- They become more interested in co-educational activities and dating becomes an important part of their social life.
- Teens are much better able to think of concepts in abstract terms. They are able to use deductive reasoning and to consider hypothetical situations.
- Teens are also increasingly able to see the world through someone else’s eyes.
 - They are beginning to realize that other people’s thoughts may not be the same as their own and that neither view may reflect the true reality of a situation.
 - They are beginning to develop a sense of community and concern for the well-being of others.

When working with kids in this age group remember that working with teens has its own unique set of challenges. Consider these tips:

- Be careful not to embarrass or criticize. Whenever possible, address problematic behavior privately.
- Topics regarding sexuality and puberty may arise. These are sensitive matters to teens and adults alike.
- Be willing to offer honest information without judgment or trivialization.
- But don’t feel like you must go outside of your comfort level. If, at any time, you feel uncomfortable providing information, do not hesitate to refer the issue or question to a BGCSV staff member.
- Teens will maintain respect for you if you are honest, even if you do not answer their original question. You may wish to respond by stating, “I prefer not to discuss/answer that.”
- Allow teens to plan activities and set their own goals, as much as possible. But always include some type of outcome evaluation.
- Allow them to explore their own personal philosophies about life through learning experiences related to self-discovery and interpersonal growth.
- Offer opportunities for them to practice their problem-solving skills. But provide supervision with little interference.
- Try to recognize those competencies in which they excel and give them plenty of opportunities to achieve.

- Help them improve their sense of self-worth by placing an emphasis on personal development, rather than peer competition.
- Lastly, give teens responsibilities and set expectations for follow-through.
- Allow them to explore their identities, values, and beliefs.
- If applicable, encourage community service projects that offer an opportunity to be of service to others.

EFFECTIVE BEHAVIOR MANAGEMENT & TECHNIQUES TO HANDLE CONFLICT

Boys & Girls Clubs of Silicon Valley 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.
- 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.
- Finally the child **may not be interested** in the activity that is going on or may feel it is too easy or too difficult. Finding an alternative task for the child may remedy the situation.

WHAT IS THE BEST WAY TO 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.

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 that a physical fight occurs, you should 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.
- **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 ...")
- **Soliciting intervention** occurs when you ask someone who isn't involved in the conflict to help find a solution.
- **Postponing the discussion** is often a good strategy for letting emotions settle down before addressing the conflict.

- **Distraction** is a good way to deal with insignificant conflicts among younger kids with short attention spans. You simply turn their attention to some other interesting activity.
- **Humor** is often a good way to diffuse an emotional situation, before attempting to find resolution.
- **Chance.** Make the final decision by flipping a coin or drawing straws.

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.

SCENARIOS: "WHAT DO I DO WHEN?"

- ***Child is acting out, is hostile, or treats you disrespectfully.***

Take the child aside and speak to him/her out of earshot of other youth. Make it clear that the behavior is unacceptable. If the child is angry, let him/her express the anger, in an appropriate way. If he/she is hostile towards you, express displeasure about the manner in which he/she is speaking. Finally, offer solutions to the problem. If the child's behavior is still a problem notify a staff member immediately.

- ***The child just does not like me!***

As is the case with adults, some people just don't gravitate to other people. Don't take it personally. Their negative attitude is most likely more of an indication of their needs than the nature of your personality. And remember, kids sometimes must challenge authority, in order to grow as individuals. Unfortunately, from time to time, you may be that authority figure!

- ***Child swears or uses inappropriate language.***

Evaluate the situation. How old is the youth? For a teen, it might be appropriate just to address with a quick word, like "watch your language please," or "not in the Club please," or "remember, there are little kids here." For younger kids, it is appropriate to speak to them sternly, explain the disrespect involved in saying bad words. If you don't feel comfortable with this, defer to staff.

- ***Youth is bullying or picking on other kids.***

Talk to the youth. Tell a story about being picked on when you were a kid, to teach empathy. It is important to listen to this child because bullies often have no other way to express themselves. Ask them why they are doing this; spend a little extra time with this person if you can.

- ***Youth is "bored."***

This is where volunteers are especially helpful. A "bored" kid is someone who usually needs a little one-on-one attention. This is a chance to really ask questions like, "what school do you go to?" "How many brothers and sisters do you have?" Time will pass quickly for a child when he or she feels cared for.

- ***The Tattletale: "He's bugging me!" or "She said the b-word!"***

This is hard because we encourage kids to tell staff about their problems with each other before they get out of hand. But we also want them to learn how to resolve the little things themselves. Some kids DO get out of hand with “telling.” Always acknowledge what the kid has told you. Assess the situation. Is it something like an imminent fight that needs intervention? Or is it something smaller? If it’s a small thing, engage the child in a conversation that causes him/her to think about the situation critically. (*i.e* “That’s terrible! Why did they do that? Can you tell me how that made you feel? Have you tried talking to them about it?”) This makes your job easier and lets the young person learn a bit about how to solve his or her own problems. Use your own judgment. But, as always, if you’re not sure, ask a staff member.

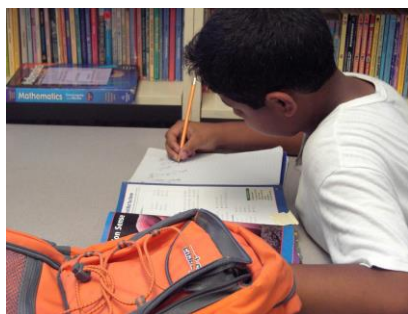
TIPS FOR TUTORING

Power Hour is comprehensive homework assistance and tutoring program designed to raise the academic proficiency of Club members. The philosophy underlying Power Hour is that the benefits of homework are threefold: academic, behavioral and social. By working on homework after school, members reinforce skills and concepts learned that day which impacts long-term improvements in members’ grades and test scores. All members participate in Power Hour daily.

STRATEGIES FOR HOMEWORK ASSISTANCE

Have the student re-read the question at hand.

It’s important to resist the urge to read directions to students and rather allow them to do it, as this gives them the best chance of fully understanding what is being asked of them. Once they have read the directions, ask questions to ensure that they understand what is expected. Then allow them to begin. Help them read any words that they do not understand.



Ask guiding questions.

Enable the student to learn the thinking process necessary to solve the problem or learn the content at hand. Avoid giving answers to a student--instead, probe to find out what the student already knows about the problem or content. Then ask guiding questions that will help the student learn how to solve the problem. Afterward, ask the student to complete another similar problem using the same steps on his/her own.

You may need to guide the student in how to solve the problem more than once before he/she is equipped to do it alone.

Explain two or three times.

Not everyone learns the same way. When teaching content or skills, you may need to try more than one explanation of something before the student will understand what you mean. Think creatively and give

examples from real life to help the student picture the content—whether it’s math or something being read in a book. If after you have explained something two or three times and the student still does not understand, see if another person is around who can help. Otherwise, take a break from that content and work on something else to avoid having the mood turn negative and the student get frustrated.

Check for understanding.

It is keenly important to make sure that students understand what they are reading and writing. To build students’ ability to analyze what they read, have them read directions and passages aloud. After every sentence or two, ask them questions that require them to say in their own words what they just read.

Have students develop strategies they can use on their own.

With younger students who have trouble sounding words out, teach them strategies such as using their thumbs or pieces of paper to reveal only some letters at a time so that they can see each element of the word on its own, sound each one out, and then put it all together. With students learning long division, have them draw the appropriate number of a certain shape (such as star or circle) and then circle groupings of the size identified in a problem. After teaching such strategies, explain that the student can do this on his/her own as well as with you.

Do not confine the student to paper.

Often, when working on homework, students feel a sense of pressure to get it all done. The goal of tutoring is not to complete homework but to tackle the most challenging aspects of it; thus it can help to free the student from working on the homework assignment itself. Rewrite homework problems or passages on the board and have students work on them there. Once they have completed the work on the board, they can copy it onto their homework.

Bring up the real world to help student see the relevance of their work.

Students may not care about their work because they do not know why it’s relevant to their lives. Helping students see that being good at math can help ensure that they get the right change back at a store gives them a personal reason to care about it. Helping students see that being able to write clearly means being able to communicate clearly, which could help them get something they want or prevent something they don’t want, makes learning to write well seem empowering. As often as possible, communicate the value of the task at hand to broader living.



Encourage the student.

Keep a positive attitude throughout the tutoring session. Make comments like, “You really seem to have mastered this type of problem! I love seeing that this is so easy for you now.” Or “Don’t worry if you don’t get it right the first time. Figuring out how to do the problem will help you remember it for a long time.”

WHAT TO EXPECT ON YOUR FIRST DAY!

Before You Arrive

You will be directed ahead of time where to go and who to report to once you arrive. The Volunteer Coordinator will send you an email at least 48 hours in advance of your first session.

Parking

You can park in front of the school/clubhouse where you volunteer or on the side streets. Please read posted signs.

When You Arrive

Check-in with the site director and introduce yourself.

Be sure to log into the computer to track your hours.

All volunteers will receive a log in number and all volunteer hours must be tracked.

Spend time on your first day asking questions about the program you are working in, and how you can best serve the staff and youth. Ask what the rules and proper procedures are for the school or clubhouse.



Your First Session

Spend your first session as a “get to know you”. Spend time asking questions and sharing a little bit about yourself with the youth you are working with. The more time you spend with the kids the more comfortable you will feel. Allow yourself time to adapt and be acclimated to the club culture. Most kids are very inviting and love to spend time with volunteers.

The staff is there to support you! Staff will be wearing a BGCSV STAFF shirt.

OTHER WAYS TO GET INVOLVED

MAKE A DONATION

Your support helps to create and sustain a sense of community within the Club that allows our members to find both the nurturing and structured support they need to grow and thrive. Working together, we can equip our members with the tools they need to succeed in school, lead healthy lives and embrace their role as agents of change.

To make a secure donation online, visit our website at www.bgclub.org/donate.

To donate by mail, please make your check payable to:

Boys & Girls Clubs of Silicon Valley
518 Valley Way
Milpitas, CA 95035

WORKPLACE GIVING CAMPAIGNS & MATCHING GIFT PROGRAMS

Annual workplace giving campaigns present opportunities for employees to contribute to an organization or cause that is personally meaningful to them. Many companies have programs in place to help their employees facilitate their gift. You can designate Boys & Girls Clubs of Silicon Valley as the beneficiary of your contribution through an automatic payroll deduction or through your local United Way workplace campaign.

Companies have a strong interest in supporting causes that are important to their employees. Through your company's Matching Gift Program, any gift you pledge to BGCSV will be matched equally by your employer, doubling your gift's impact. Contact your company's human resources, community relations, publicity or marketing department for more information.

IN-KIND DONATIONS

In-kind contributions of equipment, supplies, product, services, tickets to museums, performances and sporting events, and other resources are yet another way to support BGCSV. Every fall critical items our members need include new school supplies. Support our Holiday Gift Drive by donating a new, unwrapped gift and/or gift-cards for boys and girls ages 6-18. Supplies and services to support our special events are always welcome. In-kind services include administrative and IT support, consulting, facilities maintenance and upgrades.

To find out what is on our wish list or make an in-kind donation, please email info@bgclub.org or call us at **408-957-9685**.

SPONSORSHIPS

Through event sponsorships and program underwriting, your company can enhance its visibility by putting your company's name in front of our constituents. Communicate your company's values by sponsoring our annual Golf Tournament and Recognition Luncheon. Express your company's commitment to community by underwriting one of our programs. Your sponsorship may include recognition in Boys & Girls Clubs of Silicon Valley's annual report, event programs, newsletter, donor marquee or signage, website and/or other media.

For more information, please email info@bgclub.org or call us at **408-957-9685**.

PLANNED GIVING

Boys & Girls Clubs of Silicon Valley encourages you to think about your legacy by including our organization as a beneficiary in your estate. Ask your tax professional about the advantages you may incur through charitable remainder trusts, bequests, retirement plans, real property, stocks and bonds, insurance and residence as a gift to our endowment fund.

By planning ahead to assure your heirs the best possible tax advantages, you might discover an opportunity to make a meaningful difference in the lives of our members today while ensuring that we continue to meet the needs of our members for generations to come.

For more information, please email info@bgclub.org or call us at **408-957-9685**.

RECEIPT AND ACKNOWLEDGMENT OF VOLUNTEER POLICIES

I acknowledge that I have received a copy of the Boys & Girls Clubs of Silicon Valley Volunteer Handbook. I understand that the policies and procedures contained in this Handbook may be modified at any time with prior COO approval. I agree to read this document and to follow the policies and procedures described herein.

I understand that my volunteerism with BGCSV is at-will and that I may be terminated at any time for any reason whatsoever, with or without cause, and with or without notice. I understand that any violation of a BGCSV policy or procedure may subject me to disciplinary action up to and including termination.

Nothing in this Volunteer Handbook or BGCSV's volunteer policies, practices, or procedures is intended to create a contract for volunteerism, express or implied, nor a guarantee of continued volunteerism for a specific duration.

If I have questions concerning the contents of this Handbook, I will contact the Volunteer Coordinator.

NAME _____ DATE _____

SIGNATURE _____