

Module Title: **Volunteers Matter: Building Connection, Purpose, and Impact at ElderKind**

Target Audience: This group is made up of individuals who are directly or indirectly involved in volunteer engagement at ElderKind, including paid staff, long-term dedicated volunteers, and members of the board. While not all have formal backgrounds in the nonprofit sector, many bring a deep personal connection to ElderKind's mission, often influenced by personal experience or a strong emotional investment in its purpose.

Learning Objectives:

Terminal LOs:

1. Deliver clear, supportive feedback that reinforces volunteer contributions and builds confidence.
2. Apply motivation-based engagement strategies to sustain commitment and strengthen a values driven volunteer team.
3. Use proactive strategies to address concerns, re-engage volunteers, and improve retention.

Enabling LOs:

1. Practice communication techniques that promote connection and trust.
2. Demonstrate how to set clear expectations.
3. Recognize common feedback pitfalls that can discourage volunteers.
4. Identify common volunteer motivations.
5. Use recognition and feedback strategies to reinforce engagement. Recognize early signs of volunteer disengagement.
6. Identify key moments when proactive communication can support a volunteer's experience (check-ins).

Seat Time: 20 Minutes

Outline:

- Welcome / Navigation
- Teddy's Message
- What Did we Miss?
- Why this Matters
- Learning Objectives
- Feedback and Feedforward
- Knowledge Check 1
- When Conversations Get Tough
- Volunteer Motivations
- When Motivations Fade
- Early Signs of Disconnect
- Knowledge Check 2
- From Noticing to Acting
- Key Moments
- What Happened with Teddy?
- Possible Outcomes
- Learning Review
- Final Quiz
- Congratulations

Font: Articulate (body), 16pt & Articulate Extrabold (titles, headings), 28 pt

Color Palette:

#38A58E	#60C9B3	#AEECDF	#A5384F	#C96076	#DC99A7
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Directions: Review the slide content, narration script, visuals, and overall flow. Use the Notes section beneath each slide to leave feedback. To ensure a smooth and efficient revision process, please:

- Use track changes for any edits to text or script.
- Add comments for questions or suggestions (e.g., visuals, tone, clarity).
- Provide actionable feedback (e.g., “Reword for clarity,” “Add visual to support this concept,” or “Simplify language for beginner learners”).
- Keep feedback constructive and specific, general comments like “*I don’t like this*” are difficult to implement without context.

Deadline: Please complete your review within two weeks of the date received to help us stay aligned with our development timeline.

If you have any questions during your review, feel free to reach out. Thank you!

Global Comments:

- Slide dimensions are 16:9 ratio with slide size (1280:720)
- Uses Modern Player in Storyline
- Text in brackets [] does not appear on slides
- Text-to-speech voices native to Articulate Storyline are used to bring characters to life. Teddy is voiced using the Gregory voice, Liz uses the Liz voice, and the narrator is assigned the Matthew voice.
- Seekbar is visible and controllable for the learner on all slides and layers
- Ability to adjust playback speed is available on all slides
- Slide numbers with letters (ex. 1.10a) indicates layers for the corresponding slide number
- All slides and layers show a top and bottom border using color C96076.
- The title bar set is at the top left of the slide, offset, and overlaps the custom top border. Its color is 38a58E.
- Correct answers are indicated by bold text.

Slide [1.1] / Menu Title: Building Connection, Purpose, and Impact at ElderKind			
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
A short, silent video plays in the background with the ElderKind logo positioned at the top right of the screen.  On the left side, the course title appears inside an opaque, rounded-rectangle text box overlaying the video. Below the title, custom 'Start Course' and 'Navigation' buttons are displayed for user interaction.	[Slide Title] Volunteers Matter: Building Connection, Purpose and Impact at ElderKind	[Narrator] Welcome to ElderKind's Volunteers Matter training. If you'd like a quick tour, click Navigation. Ready to dive in? Click Start Course.	The navigation and start buttons have animation emphasis timed with the voiceover. The Navigation button will jump to the next slide 1.2 The Start button will jump to slide 1.3 The previous and next buttons are hidden.
Notes:			

Slide [1.2] / Menu Title: Navigation			
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
The player menu is displayed on the left side of the screen. A background image (from slide 1.6) occupies approximately three-quarters of the screen.	[Slide Title] Navigation [Text Boxes w/ pointers] Next Previous Full Screen Playback Speed Closed Captions Volume	[Narrator] Before you begin, let's review how to navigate this course. To go backward or forward, use the previous and next buttons on the lower right of your screen. Click here to view the course in full screen mode. You can slow down or speed up course play back speed, by clicking this control option. To turn on closed	Text boxes with arrows highlight key player features, appearing in sync with the voiceover for guided instruction.

	Replay Play / Pause Button Seek Bar Menu	captions, click here. To adjust the volume, click the volume icon. To replay the course, click the replay button here. Click the play/pause button on the bottom left of the screen to pause and resume play of the player. You can move through the course using the seek bar too. Use the menu here in the upper left of the screen to see your progress in the course or to revisit a slide. When you're ready, click the next button on the bottom right of your screen to continue.	
Notes:			

Slide [1.3] / Menu Title: Welcome			
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Liz, the Executive Director avatar, welcomes and addresses the learner directly. Her image appears on the left side of the screen, overlaid on a background of a conference table with chairs arranged on one side. The ElderKind logo is displayed prominently in the upper right corner.	[Slide Title] Welcome [Slide Text] Welcome, we're so glad you're here! My name is Liz, and I am the Executive Director of ElderKind. As a Volunteer Coordinator, you're stepping into one of the most important roles we have, because volunteers are the heart of ElderKind. Without their time, care and energy, we simply	[Liz] Welcome, we're so glad you're here! My name is Liz, and I am the Executive Director of ElderKind. As a volunteer coordinator, you're stepping into one of the most important roles we have, because volunteers are the heart of ElderKind. Without their time, care and energy, we simply couldn't do what we do. That's why your role matters so	Progressive speaking bubbles, their appearance is synced to the voice over.

	couldn't do what we do. That's why your role matters so much. Keeping volunteers happy, supported, and engaged isn't just a "nice to have", it is essential to our mission! Let's take a look, Click on the phone to hear the message.	much. Keeping volunteers happy, supported, and engaged isn't just a "nice to have", it is essential to our mission.	
Notes:			

Slide [1.3a] / Menu Title: Welcome [hidden from menu]			
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Liz is shown in the same setting, now holding a phone. Her expression shifts from upset to worried, reflecting a growing concern as she processes the conversation.	[Slide Title] Welcome [Slide Text] A long-time volunteer suddenly quits with no warning. What happened?! Click on the phone to hear the message.	[Narrator] Liz's phone rings. Now imagine this: a long-time volunteer calls — and suddenly quits, with no warning and no explanation. What happened?! Let's take a closer look. Click on the phone to hear the message.	A smart phone appears on the screen, displaying an incoming call from Teddy. The phone image itself functions as the button for navigation. When the layer opens, the slide text is visible. Liz's expression updates in sync with the phrase <i>"no warning, no explanation."</i> The next button is disabled on this slide.
Notes:			

Slide [1.4] / Menu Title: Teddy's Message			
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
The slide prominently features an	[Slide Title]	[Teddy]	A phone screen shows an active

image of a phone displaying an active call screen with the caller ID “Teddy.” This phone image is overlaid on a background showing a conference table with chairs. The ElderKind logo is visible in the upper right corner of the screen, reinforcing the brand identity.	Teddy's Message [Slide Text] Hi, Liz, this is Teddy. I've decided to step back from volunteering with ElderKind. It's been meaningful, but lately ... I just don't feel like I'm making much of a difference. I hope you understand.	Hi, Liz, this is Teddy. I've decided to step back from volunteering with ElderKind. It's been meaningful, but lately ... I just don't feel like I'm making much of a difference. I hope you understand.	call in progress with “Teddy.” The voicemail message plays automatically.
Notes:			

Slide [1.5] / Menu Title: Oh No! [hidden from menu]			
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Liz appears distraught after just getting off the phone. Her expression and posture convey concern and emotional distress.	[Slide Title] Oh No! [Slide Text] Oh no! I didn't realize Teddy felt this way. What did I miss?	[Liz] Oh no! I didn't realize Teddy felt this way. What did I miss?	
Notes:			

Slide [1.6] / Menu Title: Why This Matters			
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
On the left side of the slide, a man sits with his hands clasped in front of him, his expression sad or anxious.. A white shape partially overlays the left side of the screen, providing a clean space for text.	[Slide Title] Why This Matters [Slide Text] At ElderKind, volunteers are essential, and a sudden departure affects more than just their role.	[Narrator] At ElderKind, volunteers are a big part of what makes things work. So when someone suddenly leaves, it affects more than just their role.	The text boxes fades in, timed with the voiceover.

	In this training you'll get practical tools to support and retain volunteers.	In this training, you'll get some practical tools to help keep volunteers supported and connected. We'll also check back in with Liz and Teddy to see how one honest conversation can lead to real reconnection, and a stronger team.	
Notes:			

Slide [1.7] / Menu Title: Learning Objectives			
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
This slide features a clean design with only a top and bottom border and a title at the top. The learning objectives are presented clearly in a bulleted list below the title.	[Slide Title] In This Course, You Will Learn To [Slide Text] Give clear, supportive feedback that shows volunteers their work matters and boosts their confidence. Apply motivation-based strategies to keep volunteers engaged and even help them rediscover their sense of purpose. Address concerns and have meaningful conversations, no matter the outcome.	[Narrator] In this course, you will learn how to Give clear, supportive feedback that shows volunteers their work matters and builds their confidence, Apply motivation-based strategies to keep volunteers engaged and even help them rediscover their sense of purpose, and Address concerns and have meaningful conversations, no matter the outcome.	Learning objectives fade in one at a time with the voiceover as they are introduced.
Notes:			

Slide [1.8] / Menu Title: Feedback + Feedforward			LO: 1
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
On the left side of the slide, a young man sits at a table, gesturing as he speaks to a woman whose back is to the viewer — suggesting a moment of conversation or coaching. A white shape partially overlays the left side of the screen, providing a clean space for text.	[Slide Title] Feedback + Feedforward [Text] Feedback helps people understand what's working and what could be better. Feedforward offers encouragement and ideas for what's next.	[Narrator] Feedback and feedforward are key to keeping volunteers engaged. Feedback builds trust by helping people understand what's working and what could be better Feedforward offers encouragement and ideas for what's next. Together, they build trust, boost motivation, and deepen connection. Used thoughtfully, they can turn a good experience into a great one	First, the definition of feedback fades in, followed by the definition of feedforward, each timed to align with the voiceover.
Notes:			

Slide [1.9] / Menu Title: Feedback [hidden from menu]			LO: 1
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
This slide features a clean, text-only layout with a simple bulleted list that highlights key information. A custom button (below) appears with 7 seconds remaining on the slide, prompting the learner to take action.	[Slide Title] Effective Feedback Essentials [Text] Be Specific – highlight what was done well or what needs improvement. Be Timely – give feedback soon after the task or behavior.	[Narrator] When giving feedback, focus on being clear and concrete and let people know exactly what worked and what could be improved. Timing also matters. Feedback has the most impact when it's shared soon after the event. It	The next button is disabled on the base layer.

Try the SBI Model: Situation • Behavior • Impact	Be Routine – make feedback a regular and expected part of daily interactions. Be Consistent – offer feedback in both positive and challenging situations. [Custom Button] Try the SBI Model: Situation Behavior Impact	shouldn't be a rare occurrence, make it part of the everyday routine, something people come to expect. And remember, feedback isn't just for when things go wrong, consistently recognizing what's going well is just as important.. Try using the “SBI” model to put these tips into action, it keeps feedback focused and constructive. Click the button to learn more.	
Notes:			

Slide [1.9a] / Menu Title: Feedback – Look back with purpose [hidden from menu]			LO: 1
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
The slide shows 3 evenly spaced, rectangular tiles arranged horizontally across the screen.	[Slide Title] Situation, Behavior, Impact Model [Text] The SBI model helps you give clear, specific, and supportive feedback, reducing defensiveness and encouraging open, respectful dialogue. Click each tile below to learn more. S(ituation): Describe the specific time and place the behavior occurred. This grounds your feedback in a shared context. B(ehavior): Focus on observable actions, not assumptions nor intentions. Stick to what the person said or did.	[Narrator] The SBI model (Situation, Behavior, Impact) is a simple but powerful framework. It encourages you to focus on what actually happened, describe the behavior you observed, and explain the effect it had. This approach reduces defensiveness and opens the door to honest, respectful dialogue. Click each tile below to explore how each part of the model works.	Each “click to reveal” tile functions like a card, with the back side providing additional context or detailed information when revealed. S(ituation) B(ehavior) I(m pact)

	I(m) pact): Share the effect the behavior had-on you, the team, or the outcome. This helps them understand why it matters.		
Notes:			

Slide [1.10] / Menu Title: Feedforward [hidden from menu]			LO: 1
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
On the left side of the slide, a woman stands in front of a whiteboard, holding documents and gesturing as she speaks to an unseen group — suggesting leadership, instruction, or collaboration. A white shape overlays part of the left side of the screen, providing a clean space for text. Key points are presented as a bulleted list, offering a clear and organized layout for the viewer.	[Slide Title] Why use Feedforward? [Text] Future Focused – it looks ahead, guides improvement based on what's next Strengths Based – builds on what's working to create momentum Action Oriented – gives specific, constructive steps for moving forward Growth Mindset – keeps the tone positive and focused on potential Up next: a quick knowledge check to test your understanding.	[Narrator] Feedforward encourages learning, builds confidence, and helps volunteers stay engaged and connected. Feedforward looks ahead - offering practical, positive suggestions to help someone grow and succeed. It encourages learning, builds confidence, and helps volunteers stay engaged and connected.	Text fades in one at a time with the voiceover as they are introduced.
Notes:			

Slide [1.11] / Menu Title: Knowledge Check			LO: 1
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
The slide presents a single question prominently at the top or of the screen. Below the question, multiple answer options are displayed with clickable buttons. Each option is clearly separated by spacing, making them easy to distinguish. When the learner selects an answer and clicks "Submit," immediate visual feedback appears: a green checkmark confirms a correct choice, while a red "X" signals an incorrect answer and encourages the user to try again.	[Slide Title] Knowledge Check [slide text] You're coaching a volunteer, Sam, who has been missing small but important steps during event prep. What should you say? A) "Sam, you keep forgetting steps. Maybe this role isn't right for you." B) "Sam, I really appreciate all the effort you bring. Moving forward, double-checking the checklist before events might help make sure everything's covered. Let's work together on it." C) "Sam, I'll need to start double-checking your work if this keeps happening." D) "Sam, mistakes like this make it really hard for the team. Please be more careful." Correct Answer: B Great job! This response supports Sam, encourages growth, and offers a clear, blame-free next step. Distractor Rationale: This response feels critical and may make Sam feel judged. Instead, offer support, encourage growth, and give a clear, blame-free next step.	[Narrator] Time for a quick knowledge check to help solidify what we've covered. You're coaching a volunteer, Sam, who has been missing small but important steps during event prep. You want to encourage improvement without discouraging them. What should you say?	The knowledge check allows learners two attempts to answer correctly. Custom feedback is provided on three layers: one for correct answers, one for incorrect answers, and one prompting the learner to try again after their first incorrect attempt.

	Try Again: Take another look. What approach might encourage growth and trust instead?		
Notes:			

Slide [1.12] / Menu Title: When Conversations Get Tough			LO: 3
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Five buttons are arranged in a single row, with no spacing between them. They are positioned beneath and left-aligned with the title bar, extending across the width of the slide and overlaying a silent video playing in the background. When the learner clicks one of the buttons, related information appears below it. The buttons remain visible and unobstructed by the content on the layer, allowing the learner to click between them freely. The video shows two people talking over coffee in an intimate, close-up shot where their features are indistinct, creating a subtle and unobtrusive backdrop that keeps the focus on the tabs.	[Slide Title] When Conversations Get Tough [slide text] Thoughtful feedback helps volunteers feel valued. Click each tab above to learn more. Tab1 - Prepare with Purpose Tab 2 – Start with Gratitude Tab 3 – Be Direct and Kind Tab 4 – Listen Fully Tab 5 – Work Toward a Solution	[Narrator] Thoughtful feedback helps volunteers feel valued, even when the conversation is challenging.	This is a five-tab interaction, designed so that learners must visit all tabs before progressing. Tab states are enabled to visually indicate when a tab has been selected and visited, helping learners track their progress through the content. The “Next” button remains disabled until every tab has been viewed. The tabs start with a red color matching the header, change to grey once visited, and turn green when currently selected, providing clear visual cues about progress and focus.
Notes:			

Slide [1.12a] / Menu Title: When Conversations Get Tough			LO: 3
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
The tabs from the base layer remain visible on this layer, with states enabled to indicate when a tab has been selected or visited. Between two lines of text, a green-outlined speech bubble appears, a visual cue drawing attention to the important communication moment being highlighted.	[Slide Title] When Conversations Get Tough [slide text] Tab 1 - Prepare with Purpose Are you hoping to change a behavior or build understanding? Focus on facts. [Speech bubble] "I noticed you've been late for two shifts this month." Lead with empathy, volunteers give their time freely, so respond with care and positivity.	[Narrator] Before you give feedback, pause and prepare. Start by clarifying your goal. Are you hoping to change a behavior, or build understanding? Focus on facts to anchor the conversation for example, "I noticed you've been late two shifts this month Lead with empathy, volunteers give their time freely, so a caring approach helps keep the conversation positive.	The interaction on this layer uses the same tab colors and button states as the base layer.
Notes:			

Slide [1.12b] / Menu Title: When Conversations Get Tough [hidden from menu]			LO: 3
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
The tabs from the base layer remain visible on this layer, with states enabled to indicate when a tab has been selected or visited. Between two lines of text, side speech bubbles fade in with the voice over. A red-outlined speech bubble and then a green outlined bubble - visual cues drawing attention to the important communication	[Slide Title] When Conversations Get Tough [slide text] Tab 2 – Start with Gratitude Starting with genuine, specific appreciation helps create a positive tone. This shows that you value their contribution and care about the relationship.	[Narrator] Starting with sincere, specific appreciation sets the tone for a positive conversation. It shows you see their efforts and care about the relationship, making it easier to bring up tougher topics if needed. Instead of a general 'Thanks for your help,' try something more personal, like, 'Thanks for stepping up to cover extra hours	The interaction on this layer uses the same tab colors and button states as the base layer. A red X overlays the text in the left hand speech bubble, synced with the voice over.

moment being highlighted.	[Speech bubble 1] “Thanks for your help” [Speech bubble 2] “Thanks for stepping up to cover extra hours last week. That really made a difference.”	last week. That really made a difference.' A little specificity goes a long way.	
Notes:			

Slide [1.12c] / Menu Title: When Conversations Get Tough [hidden from menu]			LO: 3
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
The tabs from the base layer are visible on this layer, states are enabled on each layer to show when the tab has been selected and when it's been visited. Between two lines of text, side speech bubbles fade in with the voice over. One is outlined in red, the other in green - visual cues drawing attention to the important communication moment being highlighted.	[Slide Title] When Conversations Get Tough [slide text] Tab 3 – Be Direct and Kind Clear communication shows respect, and being direct doesn't mean being harsh. When someone feels respected, they're more likely to listen with openness. [Speech bubble 1] “You always miss deadlines.” [Speech bubble 2] “I noticed the reports were late last week.”	[Narrator] Clear communication is a sign of respect and being direct doesn't have to mean being harsh. When someone feels respected, they're more open to hearing what you have to say. It helps to keep your tone calm and kind. So instead of saying, 'You always miss deadlines,' try something like, 'I noticed the reports were late last week.' It keeps the focus on the facts, not the blame.	The interaction on this layer uses the same tab colors and button states as the base layer.
Notes:			

Slide [1.12d] / Menu Title: When Conversations Get Tough [hidden from menu]			LO: 3
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
The tabs from the base layer are visible on this layer, states are enabled on each layer to show when the tab has been selected and when it's been visited. Two side-by-side speech bubbles are centered in the bottom third of the slide, each outlined in green, helping to draw the learner's focus to the dialogue being presented.	[Slide Title] When Conversations Get Tough [slide text] Tab 4 – Listen Fully After you've shared your perspective, pause to create space for theirs. It's okay to see things differently. What matters is listening with care and building trust. [Speech bubble 1] "How do you see it?" [Speech bubble 2] "I want to understand your experience."	[Narrator] Once you've shared your perspective, take a moment to pause and make space for theirs. You don't have to agree with everything they say, but listening with genuine interest builds trust. Simple questions like, 'How do you see it?' or 'I want to understand your experience,' can open the door to a more honest and helpful conversation. You might even discover insights or solutions you hadn't thought of.	The interaction on this layer uses the same tab colors and button states as the base layer.
Notes:			

Slide [1.12e] / Menu Title: When Conversations Get Tough [hidden from menu]			LO: 3
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
The tabs from the base layer are visible on this layer, states are enabled on each layer to show when the tab has been selected and when it's been visited. A single speech bubble is centered in the bottom third of the slide and outlined in green.	[Slide Title] When Conversations Get Tough [slide text] Tab 5 – Work Toward a Solution Treat the conversation as part of building a strong, ongoing relationship. Ask thoughtful questions to show	[Narrator] Conversations like this are just part of building strong, ongoing relationships. Stay open and curious, asking something like, 'What would make this easier for you going forward?' shows you're listening and keeps things collaborative.	The interaction on this layer uses the same tab colors and button states as the base layer.

	you're listening and open to input. [Speech bubble] “What would make this easier for you going forward?” And if it turns out the role isn't the right fit, it's okay to end the relationship with respect and care	And if the role isn't the right fit, that's okay. You can still wrap things up in a way that feels respectful and positive for everyone.	
Notes:			

Slide [1.13] / Menu Title: When Motivations Fades: Understanding Volunteer Disengagement			LO: 2
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Three custom photo buttons are centered between two lines of text on the screen. Each button features an image paired with a caption that represents a category of volunteer motivation. Image 1 – “Mission Driven”: A multigenerational family reading together, symbolizing purpose and shared values. Image 2 – “Connection & Belonging”: A grandfather with his arm around a daughter or granddaughter/volunteer, seated together at a table, reflecting relationships and emotional connection. Image 3 – “Growth & Fulfillment”: A volunteer offering a crate of groceries while a senior selects an item, illustrating personal	[Slide Title] Volunteer Motivations [Slide Text] Tough conversations get easier when we understand what drives each volunteer, recognizing their motivation guides empathy and support. [3 captioned pictures] Click each picture to learn about three common motivation types.	[Narrator] Tough conversations get easier when we understand what motivates each volunteer. Recognizing their “why” helps us respond with empathy and support. No matter the motivation every volunteer deserves respect and to know their work matters. Click each picture to explore three common motivation types.	3 custom photo buttons, the first ‘Mission Driven”, takes the learner to slide 1.14. The second “Connection & Belonging” takes the learner to slide 1.15 and the third, “Growth & Personal Fulfillment” takes the learner to slide 1.16. This slide includes variables and states to grey out a picture once it has been visited and to prevent the learner from continuing until all three pictures have been selected. When the learner ‘clicks to close’ (a custom button on slides, 1.14 - 1.16) they are returned to this slide. When all three buttons on this slide have been clicked the next button will show and be active. When the user clicks the next button on this slide they'll

development and meaningful contribution.			move to slide 1.17.
Notes:			

Slide [1.14] / Menu Title: Mission Driven [hidden from menu]			LO:2
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
This slide features a 5-image horizontal carousel. Each image includes a header and caption placed inside a text box that matches the color scheme of the slide's header and footer for visual consistency. Image 1: An elderly gentleman receiving assistance from a grocery store clerk. Image 2: A smiling senior couple standing in a side embrace. Image 3: A multigenerational family reading together — this image is deliberately repeated from slide 1.13. Image 4: A collage of sepia-toned photographs, suggesting memories or history. Image 5: Two seniors (a male and a female) facing the camera while hugging two younger individuals whose backs are to the viewer.	[Slide Title] Mission Driven [Slide Text] [image 1] Why they volunteer: They're motivated by a deep belief in what ElderKind stands for and a desire to create meaningful change. [image 2] What to look for: They say things like “<i>Seniors really matter to me</i>” or ask thoughtful questions about impact. They gravitate toward roles that clearly support the cause. [image 3] How to engage: Help them see how their efforts directly support our mission. Share stories that show real impact. [image 4] How to engage (cont): Invite them to mentor, record their memories or share their experiences with others. [Image 5] Reflect their influence: with messages like, “The work you're doing now is planting	[Narrator] Mission-driven volunteers believe in our purpose You'll often hear them express passion for the cause, ask thoughtful questions about impact. To keep that connection strong, show them how their work makes a difference. Invite them to contribute in meaningful ways, like mentoring others or sharing their own journey. Remind them: the care they give now is planting seeds for a legacy that will grow well into the future.	A horizontal carousel displays five images that move along a right-to-left motion path. As the current photo exits the screen to the left, the next photo enters from the right, creating a smooth sliding transition. Initially, only the right navigation arrow is visible. Once the learner advances to the second image, the left arrow fades in, activating both navigation options. When the user reaches the final image, the right arrow fades out, indicating there are no additional images to view.

	seeds for the future, that legacy will continue to grow."		
Notes:			

Slide [1.15] / Menu Title: Connection & Belonging [hidden from menu]			LO: 2
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
This slide features a 5-image horizontal carousel. Each image includes a header and caption placed inside a text box that matches the color scheme of the slide's header and footer for visual consistency. Image 1: A young man reaching out to shake hands with someone whose back is to the viewer. Image 2: A close-up of a man and a woman standing close together, each holding a cup of coffee. The woman is visible from the chin down; the man's face is not shown, suggesting a casual, friendly interaction. Image 3: A grandfather with his arm around a daughter or granddaughter / volunteer, seated together at a table. This image is deliberately repeated from slide 1.13. Image 4: Two older men playing chess in a park. Image 5: A business-casual man sitting with two seniors, smiling	[Slide Title] Connection & Belonging [Slide Text] [image 1] Why they volunteer: They value relationships, being part of a team, being seen and valued and feeling connected to something bigger than themselves. [image 2] Why they volunteer (cont): It can be a powerful antidote to isolation, offering meaningful interactions, shared experiences, and a sense of belonging. [image 3] What to look for: They say, "I love the people here," or, "It feels like a family." They often stay for the community as much as the cause. [image 4] How to engage: Foster a welcoming environment and encourage social bonds. Say things like "You're an important part of this community." [Image 5] Reflect their influence: Affirm their efforts with warmth and sincerity "You're turning your	[Narrator] Some volunteers show up for the mission, but stay for the people. They love being part of a team, feeling valued, and having a place where they truly belong. You'll hear them talk about how much they love the community or how it feels like family. For them, volunteering is a way to feel less alone and more connected. So keep it personal, let them know they belong and that what they bring really matters.	A horizontal carousel displays five images that move along a right-to-left motion path. As the current photo exits the screen to the left, the next photo enters from the right, creating a smooth sliding transition. Initially, only the right navigation arrow is visible. Once the learner advances to the second image, the left arrow fades in, activating both navigation options. When the user reaches the final image, the right arrow fades out, indicating there are no additional images to view.

as he shows them a report. An open laptop is on the coffee table in front of them.	story into support for others, and that's powerful."		
Notes:			

Slide [1.16] / Menu Title: Growth & Personal Fulfillment [hidden from menu]			LO: 2
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
This slide features a 5-image horizontal carousel. Each image includes a header and caption placed inside a text box that matches the color scheme of the slide's header and footer for visual consistency. Image 1: A young man and a young woman folding clothes at a donation center, representing teamwork and community involvement. Image 2: A volunteer (identified by the word "Volunteer" on his T-shirt, seen from behind) helps clean a senior's stove while the senior stands nearby. Image 3: A volunteer offering a crate of groceries while a senior selects an item, illustrating personal development and meaningful contribution. This image is deliberately repeated from slide 1.13. Image 4: An older woman seated at a desk with an open journal, pausing in thought — capturing a quiet moment of reflection.	[Slide Title] Growth & Personal Fulfillment [Slide Text] [image 1] Why they volunteer: Some volunteers are here to build skills or gain experience and others are here because it's required through a court program or a legal process. [image 2] Why they volunteer (cont): Volunteering with us supports skill development, career exploration, and confidence-building in a supportive environment. [image 3] How to engage: Foster skill-building by offering clear tasks and supportive feedback, without judgment. This can spark curiosity and open new perspectives. [image 4] What to look for: They might say "I'm here to learn," or "I need this for a program." They often appreciate specific goals, structure, and reflection.	[Narrator] Some volunteers join us to gain skills or experience. For others, it may be a required part of a court mandate or a condition of parole. Students and those re-entering the workforce often find confidence and direction here. Meeting them with support, not judgment, can turn obligation into opportunity.	A horizontal carousel displays five images that move along a right-to-left motion path. As the current photo exits the screen to the left, the next photo enters from the right, creating a smooth sliding transition. Initially, only the right navigation arrow is visible. Once the learner advances to the second image, the left arrow fades in, activating both navigation options. When the user reaches the final image, the right arrow fades out, indicating there are no additional images to view.

Image 5: Two seniors holding yoga mats, appearing serene and composed.	[Image 5] Reflect their influence: “You’re learning, contributing, and making a real difference.		
Notes:			

Slide [1.17] / Menu Title: Understanding Disengagement [hidden from menu]			LO: 2
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
On the left side of the slide, a man sits in front of a table covered with work — his posture and expression suggest he’s feeling overwhelmed or discouraged. A white-background parallelogram is overlaid on the image, creating a clean, open space for text while still allowing the emotional tone of the image to come through.	[Slide Title] Understanding Disengagement [Slide Text] You’ve explored how to support and engage volunteers, now let’s look at what happens when that connection starts to slip. While every story is different, signs of disengagement often follow a familiar pattern.	[Narrator] You’ve just explored feedback and feed forward and how to keep volunteers motivated and engaged. Now, let’s take a look at the other side: what happens when that connection starts to fade? Every volunteer’s story is unique, but the signs of disengagement often look familiar.	Text fades in one at a time with the voiceover as they are introduced.
Notes:			

Slide [1.18] / Menu Title: Early Signs of Disconnection [hidden from menu]			LO: 2
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
A simple, clean table is displayed on the slide with two columns. The left column is headed “Signs” and the right column is headed “What They May Look Like.” The layout is minimal and easy to read.	[Slide Title] Early Signs of Disconnection [Slide Text] Reduced Availability - missing shifts, arriving late, or last minute cancellations Low Energy - seeming distracted,	[Narrator] It’s often the quiet cues that tell us the most. When someone begins to disconnect, whether from the mission or their role, it often shows in subtle behaviors, even if they haven’t said a word.	Text fades in one at a time with the voiceover as they are introduced.

	withdrawn, or disengaged Less Communication - not replying to emails or skipping check-ins Decreased Initiative - avoiding new tasks or offering fewer ideas Frustration - expressing dissatisfaction, even subtly	Look for signs like reduced availability, low energy, or a noticeable drop in communication. A lack of initiative or quiet signs of frustration may also point to disengagement. These changes might seem small at first, but they often point to a deeper need for support, or connection?	
Notes:			

Slide [1.19] / Menu Title: Knowledge Check			LO: 2
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
The slide presents a single true / false question prominently at the top of the screen. Below the question, options are displayed with clickable buttons, they're clearly separated by spacing, making them easy to distinguish. When the learner selects an answer and clicks "Submit," immediate visual feedback appears: a green checkmark confirms a correct choice, while a red "X" signals an incorrect answer.	[Slide Title] Knowledge Check [slide text] Time for a quick check! Volunteers often leave because their motivational needs are unmet, but they rarely directly communicate their dissatisfaction. A) True B) False Correct Answer: True That's right, being attentive to volunteers' unspoken needs helps keep them engaged and prevents quiet disengagement. Distractor Rationale:	[Narrator] Before we move on, let's do a quick check-in. Just one question to help you reflect on what we've talked about. True or False: Volunteers often leave because their motivational needs are unmet, but they rarely directly communicate their dissatisfaction.	This knowledge check allows learners one attempt to answer correctly. Custom feedback is provided on both the correct and incorrect layers.

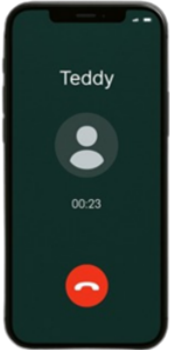
	Most volunteers won't speak up, they quietly drift away. Spotting and meeting their unspoken needs helps keep them engaged.		
Notes:			

Slide [1.20] / Menu Title: From Noticing to Acting			LO: 3
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
On the left side of the slide, two women are seated at a table engaged in conversation. One woman faces the learner with an expression that suggests she is focused and actively listening. The other woman has her back to the viewer. A white-background parallelogram is overlaid on the image, creating a clean, open space for text while still allowing the emotional tone of the image to come through.	[Slide Title] From Noticing to Acting [Slide Text] Recognizing disengagement is a first step. A simple, genuine check-in can re-open the lines of communication. And really listening can make all the difference.	[Narrator] Noticing disengagement is only the beginning. A quick check-in can be enough to re-open the lines of communication. These conversations don't have to be formal, just sincere. A simple "How are things going?" or asking "Is there anything you want to talk about?" paired with really listening and showing you care can make all the difference.	Text fades in one at a time with the voiceover as they are introduced.
Notes:			

Slide [1.21] / Key Moments			LO: 3
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
A full-screen image shows three men laughing and engaging directly with the camera, creating a warm, approachable atmosphere. Three markers, each	[Slide Title] Key Moments [Slide Text] [left marker]	[Narrator] Check-ins work best when they're timely and thoughtful. Let's look at some key times	The markers are animated, drawing attention to each individual.

placed over one of the men, match the color of the slide header, visually tying the image to the overall design.	After their first event or assignment That first real experience can either energize or overwhelm a new volunteer. [middle marker] When they hit a milestone. Recognizing milestones shows volunteers that their time and commitment are seen and appreciated. [right marker] If you notice a change If a volunteer starts missing shifts or seems less engaged, it's worth checking in gently and privately.	when a simple conversation can make the biggest impact. Click each icon to learn more.	
Notes:			

Slide [1.22] / Menu Title: What Happened with Teddy?			
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
This slide features a clean, text-only layout with a custom button. 	[Slide Title] What Happened with Teddy? [Slide Text] Liz is ready to reach out to Teddy, the volunteer who recently shared they might leave ElderKind. This conversation could make all the difference.	[Narrator] Now that you've explored feedback, feedforward, and motivation, let's rejoin Liz as she prepares to reconnect with Teddy, the volunteer who left a message and expressed doubts about continuing with ElderKind.	The next button is disabled on the base layer.
Notes:			

Slide [1.22a] / Menu Title: What Happened with Teddy? [hidden from menu]			
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
We return to the same visual style as slide 1.3. Liz, the Executive Director avatar, appears on the left side of the screen, overlaid on a background image of a conference table with chairs arranged on one side. The ElderKind logo is prominently displayed in the upper right corner. Liz is holding a phone, and her facial expressions shift throughout the call in sync with the voiceover from Teddy, whose voice is heard through the phone. The phone screen displays an active call with “Teddy.” Her emotional progression is shown through a series of avatar states: Avatar 1: Liz looks concerned as the call begins. Avatar 2: She becomes visibly unhappy, holding her head in one hand and looking down, expressing frustration or disappointment. Avatar 3: Still holding her head, Liz now looks up—still concerned. This pose aligns with Teddy’s second line of dialogue; she does not speak in this moment.	[Slide Title] Liz’s Call with Teddy [Slide Text] [Liz, avatar 1] Hi Teddy, thanks for your message. I wanted to check in before anything is final. You’ve been such an important part of ElderKind. Would you be open to talking for a minute? [Liz, avatar 2] I’d really like to understand what’s on your mind. [Teddy] Sure...I guess I’ve been feeling disconnected lately. I am not sure I matter that much anymore. [Liz, avatar 2 continues] I’m truly sorry you’ve felt that way. You’ve made a real difference, especially with mentoring new volunteers. Can I ask, what would have helped you feel more connected or supported? [Teddy] Maybe just knowing where I fit in. I don’t need a parade, but a little feedback once in a while, good or bad, would help me stay on track. [Liz, avatar 4 - see note, right] That makes a lot of sense. I’d like us to figure that out together.	[Liz] Hi Teddy, thanks for your message. I wanted to check in before anything is final. You’ve been such an important part of ElderKind. Would you be open to talking for a minute? I’d really like to understand what’s on your mind. [Teddy] Sure...I guess I’ve been feeling disconnected lately. I am not sure I matter that much anymore. [Liz] I’m truly sorry you’ve felt that way. You’ve made a real difference, especially with mentoring new volunteers. Can I ask, what would have helped you feel more connected or supported? [Teddy] Maybe just knowing where I fit in. I don’t need a parade, but a little feedback once in a while, good or bad, would help me stay on track. [Liz] That makes a lot of sense. I’d like us to figure that out together. Would it help to set clearer expectations? Or find a different role that is a better fit? [Narrator]	Liz’s speech bubbles are green and Teddy’s are red. They fade in and out in time with the voiceover as they are introduced. His text bubbles point the smart phone on the right side of the slide. 

Avatar 4: Liz gradually smiles, indicating reassurance or understanding as the call progresses. Avatar 5: Once the call ends, Liz stands confidently with her arms crossed, signaling resolution and regained confidence. Once the call ends, she stands confidently with her arms crossed (avatar 5), signaling resolution and renewed assurance.	Would it help to set clearer expectations? Or find a different role that is a better fit? This conversation could wrap up in different ways. Click next to explore possible endings.	Conversations like this can wrap up in different ways. Let's explore three examples together. Click Next to continue	
Notes:			

Slide [1.23] / Menu Title: Possible Outcomes			LO: 3
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
This is a horizontally oriented accordion interaction divided into three stacked sections: Top: Teddy Reconnects Middle: Teddy Pauses Bottom: Teddy Leaves	[Slide Title] Possible Outcomes [Slide Text] Now that we've heard the conversation, let's take a step back and reflect: what could happen next? Accordion header Text: Teddy reconnects and finds new purpose Teddy pauses, with room to return Teddy leaves, feeling appreciated	[Narrator] Now that we've heard their conversation, let's take a step back and reflect: What could happen next? Not every situation unfolds the same way—and that's okay. Let's explore how things might have played out for Liz and Teddy. Click on each possible outcome to learn more.	Each section header remains visible at all times. Clicking on a header expands its associated content below while collapsing the other sections. This expanding effect is simulated using layers, without any motion paths or animations. Only one section can be expanded at a time to maintain focus and clarity. States are employed to visually indicate which tab is active or has been visited. Learners can freely click between tabs to explore the content in any order. The "Next" button remains hidden until all layers have been

			visited, ensuring learners review all content before progressing.
Notes:			

Slide [1.23a] / Menu Title: Possible Outcomes [hidden from menu]			LO: 3
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
This is a horizontally oriented accordion interaction divided into three stacked sections: Top: Teddy Reconnects [slide text] Middle: Teddy Pauses Bottom: Teddy Leaves	[Slide Title] Possible Outcomes [Slide Text] After the conversation with Liz, Teddy opens up about feeling unsure of their impact. Liz listens and helps them explore a new volunteer role that fits better with their interests. Involving Teddy in shaping that new path shows respect and builds trust, setting the stage for renewed engagement.	[Narrator] Teddy and Liz reconnect Sometimes, a simple shift makes all the difference. After talking with Liz, Teddy shares some doubts about the difference they're making. Liz listens with care and helps Teddy discover a new volunteer role that better matches their passions. By including Teddy in shaping this new direction, Liz shows genuine respect, and that trust lays the foundation for Teddy's renewed motivation and commitment.	Each section header is always visible, and clicking on a header expands its content while keeping the others collapsed.
Notes:			

Slide [1.23b] / Menu Title: Possible Outcomes [hidden from menu]			LO: 3
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
This is a horizontally oriented accordion interaction divided into three stacked sections:	[Slide Title] Possible Outcomes [Slide Text]	[Narrator] Teddy lets Liz know they need to take a break.	Each section header is always visible, and clicking on a header expands its content while keeping the others collapsed.

Top: Teddy Reconnects Middle: Teddy Pauses [slide text] Bottom: Teddy Leaves	Teddy shares that they need a break. Liz thanks them for all they've given and leaves the door open for a future return. A volunteer may need to pause or step away for now, and that's okay. Keeping the door open leaves room for future connection.	Liz thanks them sincerely for all they've contributed and makes sure Teddy knows they're always welcome back. A volunteer may need to pause or step away for now — and that's okay. Keeping the door open leaves room for future connection. A gracious goodbye and a genuine "We'd love to see you again when the time is right" can go a long way.	
Notes:			

Slide [1.23c] / Menu Title: Possible Outcomes [hidden from menu]			LO: 3
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
This is a horizontally oriented accordion interaction divided into three stacked sections: Top: Teddy Reconnects Middle: Teddy Pauses Bottom: Teddy Leaves [slide text]	[Slide Title] Possible Outcomes [Slide Text] Teddy confirms they're ready to move on. Liz offers heartfelt thanks and wishes them well. Sometimes, a journey simply comes to an end. When a volunteer chooses to move on, ending with appreciation is key. A sincere thank you honors their contribution.	[Narrator] Teddy confirms they're ready to move on. Liz offers heartfelt thanks and wishes them well. Sometimes, a volunteer's journey naturally comes to an end. When that happens, closing with sincere appreciation honors their time and effort and ensures the relationship ends with dignity and mutual respect	Each section header is always visible, and clicking on a header expands its content while keeping the others collapsed.
Notes:			

[Slide 1.24] / Menu Title: Let's Review What You've Learned			
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
On the left side of the slide, a woman is shown smiling and facing the learner, standing in front of a whiteboard. A white overlay shape partially covers this side of the screen, creating a clear and uncluttered space for a simple, bulleted list.	[Slide Title] Let's Review What You've Learned [Slide Text] You've explored key skills for successful volunteer engagement: - Meaningful feedback and feedforward - Navigating difficult conversations - Understanding what motivates volunteers and how to support them - Recognizing and responding to volunteer disengagement Now it's time to put your knowledge into action!	[Narrator] You've now explored core skills for effective volunteer engagement offering meaningful feedback, handling tough conversations, understanding motivation, and spotting disengagement. Time to apply what you've learned!	Text fades in one at a time with the voiceover as they are introduced.
Notes:			

[Slide 1.25] / Menu Title: Final Graded Quiz			
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
On the left side of the slide, two women, one standing, one sitting, looking out to sea. A white shape partially overlays the left side of the screen, providing a clean space for the	[Slide Title] Final Quiz [Slide Text] Get ready for the final step! This multiple choice quiz will test your understanding.	[Narrator] Now for the final step, a multiple choice quiz to check what you've learned. Take your time, think carefully, and do your best.	Users advance by clicking the Next button.

introduction to the final quiz.	You must earn 80% or more to pass.	You'll need to score at least 80% to pass. When you're ready, click next to get started!	
Notes:			

Slide [1.26] / Menu Title: Q1 [hidden from menu]			
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
The slide presents a single multiple choice question prominently at the top of the screen. Below the question, are four responses, they're clearly separated by spacing, making them easy to distinguish.	[Slide Title] Q1 [Slide Text] Sofia is a new volunteer at ElderKind, visiting elders in hospice care. She's warm and enthusiastic, and the elders enjoy her presence – but she often talks too much about herself, leaving little space for them to share. You've noticed this and want to offer feedback that supports her while keeping her motivated. Which of the following is the most effective approach? Sofia, you're doing such an amazing job. The residents love you! Just keep doing what you're doing-your energy is perfect. Sofia, we need you to talk less during visits. It's not about you, it's about them, please adjust. Sofia, your energy's great, but you need to tone it down. Some people are feeling overwhelmed.		

	Sofia, thanks for bringing such warmth to our clients. One opportunity for growth might be giving them more space to talk and tell their stories, many find that deeply meaningful.		
Notes:			

Slide [1.27] / Menu Title: Q2 [hidden from menu]			
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
The slide presents a single multiple choice question prominently at the top or of the screen. Below the question, are four responses, they're clearly separated by spacing, making them easy to distinguish.	[Slide Title] Q2 [Slide Text] ElderKind welcomes volunteers from all backgrounds, including those completing court-ordered service. Alex, has been punctual and respectful, doing their tasks well, but tends to keep to themselves and avoids team interactions. As the coordinator, what key principle should guide your approach with Alex? Keep Alex's tasks separate from others to avoid making regular volunteers uncomfortable. Skip the mission stuff, they're just here to get their hours done. Treat Alex with dignity and reinforce that their contributions have real value and impact, just like any other volunteer.		

	Give them only minor tasks that don't affect much, in case they're not fully committed.		
Notes:			

Slide [1.28] / Menu Title: Q3 [hidden from menu]			
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
The slide presents a single multiple choice question prominently at the top or of the screen. Below the question, are four responses, they're clearly separated by spacing, making them easy to distinguish.	[Slide Title] Q3 [Slide Text] You oversee 20 volunteers who help out at ElderKind. So far, you only check in with them during major problems. You decide to be more proactive. What's the best next step? Wait until the next major event to check in with everyone. Start setting up short, regular check-ins where you thank volunteers and connect their work to the mission. Ask volunteers to come to you if they have concerns, but don't initiate conversations yourself. Focus mainly on correcting mistakes as they happen - they'll feel supported by your honesty.		
Notes:			

Slide [1.29] / Menu Title: Q4 [hidden from menu]	
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Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
The slide presents a single multiple choice question prominently at the top or of the screen. Below the question, are four responses, they're clearly separated by spacing, making them easy to distinguish.	[Slide Title] Q4 [Slide Text] Tom has been volunteering with ElderKind for a few months. He's expressed that his motivation is to help others and give back to the community. However, he has recently become frustrated because he doesn't see the direct impact of his efforts. What action should you take to address this? Encourage him to take on more responsibility to help others. Connect Tom with a project that clearly demonstrates the impact of his work. Tell him that all volunteer work contributes to the greater good but don't focus on specific outcomes. Ask him to take a break from volunteering to prevent burnout.		
Notes:			

Slide [1.30] / Menu Title: Q5 [hidden from menu]			
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
The slide presents a single multiple choice question prominently at the top or of the screen. Below the question, are four responses, they're clearly	[Slide Title] Q5 [Slide Text] You've noticed that Morgan, a		

separated by spacing, making them easy to distinguish.	volunteer who used to take initiative, now only shows up for required shifts, avoids group projects, and doesn't respond to event invites. What is the BEST interpretation of these behaviors? Morgan may be experiencing early signs of disengagement and could benefit from a personal check-in. Morgan simply prefers working alone and nothing needs to be addressed. Morgan should immediately be reassigned to a less collaborative role. Morgan's lack of enthusiasm is a personal problem and not your concern.		
Notes:			

Slide [1.31] / Menu Title: Quiz Results [hidden from menu]			
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
The slide features a streamlined design with a central focus on a neatly framed box titled "YOUR SCORE" in bold, capital letters. Positioned in the center of the screen, the box draws the viewer's attention without clutter. Beneath the title, a space is reserved for the score to appear, underlined in light gray to provide subtle emphasis. Directly	[Slide Title] Quiz Results [Slide Text] YOUR SCORE Passing score		

below the underline, the necessary passing grade is clearly indicated to give context to the score. The box itself is outlined in gold.			
Notes:			

Slide [1.31a] / Menu Title: Quiz Results [hidden from menu]			
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
The framed score box from the base layers shows on the success layer. A green check is centered at the top, above the slide text. Two buttons are centered under the score and slide text - on the left "Review Quiz" and on the right "Continue"	[Slide Title] Quiz Results [Slide Text] Nice job, you passed! Your score [score shows as a %] [passing score shows as a %] Click Review to see your results, or click continue to finish.	Congratulations, you did it! You passed the quiz!	Upon successfully completing the quiz, the learner is given two options: Review Quiz or Continue. Selecting Review Quiz allows the learner to revisit each question, with correct responses clearly annotated. Choosing Continue advances the learner to the next slide.
Notes:			

Slide [1.31b] / Menu Title: Quiz Results [hidden from menu]			
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
The framed score box from the base layers shows on the success layer. A red 'X' is centered at the top, above the slide text.	[Slide Title] Quiz Results [Slide Text] Sorry, you didn't pass. Your score [score shows as a %]	Unfortunately you did not pass the quiz. Click review to see your results or retry to try it again.	If the learner is unsuccessful, they are given two options: Review Quiz or Retry Quiz. Choosing Retry Quiz will take the learner back to Slide 1.26 to retake the quiz.

Two buttons are centered under the score and slide text - on the left “Review Quiz” and on the right “Retry Quiz”	[passing score shows as a %] Click Review to see your results, or click Retry to try again.		Note: Learners cannot complete the course without passing the quiz.
Notes:			

Slide [1.32] / Menu Title: Course Complete!			
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Key points are presented as a bulleted list, offering a clear and organized layout for the viewer.	[Slide Title] Course Complete [Slide Text] You’ve completed the course and taken an important step toward building stronger, more meaningful volunteer relationships. You’re now equipped to: Give clear, supportive feedback that builds trust and confidence Engage volunteers by tapping into what motivates them Recognize early signs of disengagement and take proactive steps to reconnect with ElderKind’s volunteers. Thank you for your time, care, and commitment to volunteer engagement.	[Narrator] You’ve completed the course and taken an important step toward building stronger, more meaningful volunteer relationships. Every conversation, every check-in, and every small act of recognition matters. Your leadership helps create a values-driven, committed volunteer team, and that has real impact. Thank you for your time, care, and commitment to volunteer engagement.	A custom button at the bottom of the screen directs the learner to “click here to complete the course”. A trigger is set up to mark the course completed / passed when the user clicks this button. 
Notes:			