

**DePauw Community Service
2015-2016
Coordinator Handbook**

“The best way to find yourself is to lose yourself in the service of others.” Gandhi



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Introduction :

One of the most prestigious organizations at DePauw University, DePauw Community Service allows every student the opportunity to serve the local Putnam County Community. As DePauw Community Service Coordinators, you are the leaders that make our volunteers, our staff, and our programs successful. Without your serious commitments of servitude, close to 5,000 hours of community service would have gone undone in 2013-2014, a feat valued at over \$105,660. Ready for another great year of service and success, the Hartman House (as well as this Handbook) will be the key to your success. To “be the change you wish to see in the world,” you must start by being the change you want to see on this campus, in your programs, and in this community.

A Letter from the Coordinator of Community Service and Outreach

Coordinators,

It is with great privilege and honor that I begin my third year here at DePauw and continue our work together to build stronger communities in Greencastle. This incoming year will witness the formation and rejuvenation of The Hartman House that aims to connect Spiritual Life, Civic Engagement, and Social Justice all under the umbrella of Student Life. There are two major goals that I hope each of you will accomplish during this year. First, let’s explore ways to increase our relationships with the volunteers in our programs. Find ways to give them continual positive affirmation, eat lunch with them, and honestly try and establish a strong relationship if possible. Through these efforts, I believe that we can continue to contribute to volunteer retention and our students having the best volunteer experience. Secondly, find a way to deeply connect with the members of the community you are serving. Social capital (relationships) is the driving force to community development and will build a bridge between the town of Greencastle and the community at DePauw. I look forward to another year of getting to know each of you better and continue to develop your emerging philanthropic ethic.

With much gratitude,



Matt Cummings

2015-2016 CALENDAR

Date	Description	Event Status
Tuesday, August 25	Coordinator Orientation	Mandatory
Friday, August 28	Fall Activities Fair 6:00PM-8:30PM	Each program must have representation
Friday, September 4	All Coordinators Meeting	Mandatory
	<ul style="list-style-type: none"> • Orientation Plan Due 	Submit Hard-Copy
	<ul style="list-style-type: none"> • Activity Fair Volunteer Lists Due 	Email List to dcs@depauw.edu
September 12-16th	First Volunteer Week	Volunteers must start at their placements
Friday, October 2	All Coordinators Meeting	City Year
	<ul style="list-style-type: none"> • September Hours Due 	Upload online
Friday, November 6th	All Coordinators Meeting	Hubbard Center
	<ul style="list-style-type: none"> • October Hours Due 	Upload online
Friday, December 4	All Coordinators Meeting	Mandatory
	<ul style="list-style-type: none"> • November Hours Due 	Upload online
Friday, December 11	Fall Reflection Meeting Deadline	Reflection meeting and forms with volunteers must be completed
Friday, December 18	Reflection Feedback Turn-in	Reflection feedback must be turned in prior to leaving campus for break
Thursday, January 28	Spring Service Fair 11AM-1PM	Each program must have representation
Friday, February	All Coordinators Meeting	Mandatory
	Orientation Plan Due	Submit Hard-Copy
	<ul style="list-style-type: none"> • Service Fair Volunteer Lists Due 	Email List to dcs@depauw.edu
February 8-13	<ul style="list-style-type: none"> • First Volunteer Week 	Volunteers must start at their placements
Friday, March 4	All Coordinators Meeting	Mandatory
	February Hours Due	Upload online
Friday, April 1	<ul style="list-style-type: none"> • All Coordinators Meeting 	Mandatory
	March Hours Due	Upload Online
Friday, May 6	<ul style="list-style-type: none"> • All Coordinators Meeting 	Mandatory
	April Hours Due	Upload Online

Attendance Policy

- All events and deadlines listed in the 2015-20156 Calendar are mandatory for DePauw Community Service Coordinators.
- Failure to attend all coordinator meetings, one-on-ones, and other assigned events will result in the following disciplinary action:
 - First Incident: Community Service Coordinator will issue a verbal warning
 - Second Incident: Community Service Coordinator will be issued a written warning
 - Third Incident: Coordinator will be asked to step-down from their position.

I, _____ am aware of attendance expectations of a DePauw Community Service Coordinator and understand that failure to comply with attendance policy will result in termination of Coordinator Contract and resignation of Coordinator position.

Signing this form confirms that you are aware of the DePauw Community Service Budget Policy and all responsibilities, consequences, and procedural actions involved with Hartman House service program funding.

Signature

Date

Coordinator Contract

Name

Program

Co-Coordinator (if any) Site Coordinator

-
- All Year
 - **Attend** DCS orientation, all DCS monthly meetings, activity fairs (2), and bi-weekly meetings with DePauw Coordinator of Community Service
 - **Maintain** regular communication, DCS program email account, and attendance records for a minimum of 15-20 volunteers
 - **Communicate** regularly with Community Partner, acting as a liaison between Program and DePauw Community Service
 - **Volunteer** at your agency

 - Once per Semester
 - **Acquire** and/or assist in the acquisition of a DCS Volunteer Application and as needed background checks, tests, etc. for all students volunteering at your agency
 - **Conduct** DCS Program Orientation Session for all volunteers (before volunteer period begins)
 - **Acquire** program/reflection evaluations from all volunteers at the end of each semester
 - **Value** your volunteers with a gift, party, handwritten notes, etc.
 - **Evaluate** your program at the end of semester and submit attendance records

 - End of the Year
 - **Attend** Volunteer Appreciation Dinner, May 3, 2015 6:00PM UB Ballroom
 - **Assist** with DCS Coordinator Interview and Selection process if replacement is necessary

I agree to prioritize the expectations described in the contract above. If I fail to uphold my responsibilities as a DCS Coordinator, I understand that I will be removed from the position. I also understand that my Westerman Fellows Stipend of \$250 will be awarded once per semester for completing the above expectations at the discretion of the DePauw Coordinator of Community Service.

Signature

Date

Program Budget Policy

- Each DSC program is allotted \$200.00 per school year.
- Program coordinators are responsible for filling out the proper proposals prior to purchasing goods or services for their respective programs. Proposals must be submitted to Matt Cummings, Coordinator of Community Service and Outreach no later than 4 days before purchase is to be made.
- DePauw Service Corps reserves the right to reject any proposal that it does not see viable or purposeful for program improvement.
- A receipt of purchase must be obtained and submitted by the coordinator, before reimbursement of funds. A receipt is necessary for university records, and failure to produce proof of purchase will hold the program coordinator liable for any expenses. All receipts must be turned in to Matt Cummings, Coordinator of Community Service and Outreach no more than one week after purchase is made.
- Program coordinators have the opportunity to use their own funds with later reimbursement from the university, to use the university card (tax exempt), or to allow Hartman House staff to assist them with their purchase.
- Programs coordinators who exceed their budget will be held personally responsible for the exceeding amount.
- Program coordinators are responsible for keeping record of their program budgets and spending amounts.
- Program coordinators who wish to explore more financial opportunities for their programs should email Jessie Scott jessiescott@depauw.edu for access to the Bonner Community Fund proposal form.

COORDINATOR CHECKLIST

- Attend all DCS Coordinator Meetings (first Friday of the Month 11:30-12:30 in Reese Hall)
- Attend bi-weekly meetings with DePauw Coordinator of Community Service
- Attend DCS Activities Fairs (2), Orientation, Volunteer Appreciation Dinner
- Check Program e-mail daily (Communicate with volunteers, Rachel, Matt, etc.)
- Utilize Moodle site
- Submit Purchase Requests (with Receipt), Room Reservations, etc. using DCS guidelines
- Manage minimum of 15-20 volunteers (consistent update of Volunteer Database)
- Keep accurate attendance records for all DePauw Volunteers at site (print attendance sheets, maintain binder, etc.)
- Communicate with Community Partner regularly
- Volunteer at your Agency
- Turn in all DCS Volunteer Applications, Evaluations, and Reflections (on time)
- Conduct program orientation for all volunteers
- Conduct program evaluation/reflection at the end of each semester
- Personal volunteer valuation at least twice per semester (gifts, handwritten notes, party, etc.)
- Responsibly handle DCS program budget (\$200)
- Write/submit (on time) at least one DCS program blog
- Like/Follow Center for Student Engagement Social Media
- Provide at least 5-10 pictures of your program
- Evaluate your program at the end of semester and submit attendance records
- Assist your volunteers in registering for Noble Hour and track your hours on the website
- Assist with DCS Coordinator Interview process (if applicable)

COORDINATOR CONTACT LIST 2015-16

Community Partner	DCS Coordinators	Email
Asbury Towers Senior Friend	Bridgette Lang	bridgettelang_2018@depauw.edu
Best Buddies	Allison Foster	allisonfoster_2017@depauw.edu
Big Brothers Big Sisters	Jacob Widner	jacobwidner_2018@depauw.edu
Castle Arts	Madeline Hawk	madelinehawk_2016@depauw.edu
DePauw College Mentors	Shajaya Martinez	shajayamartinez_2017@depauw.edu
Head Start	Fabian Herrera	fabianherrera_2016@depauw.edu
Italian Enrichment	Jillian Phillips	jillianphillips_2018@depauw.edu
JumpstART	Emily Mensching	Emilymensching_2017@depauw.edu
Knoy Center	Mats Klein	matsklein_2017@depauw.edu
Non-Food Pantry	Kya Simmons	kyasimmons_2016@depauw.edu
Rescued Treasures	Eli Penate	elipenate_2017@depauw.edu
Ridpath Spanish Enrichment	Rachel Lahr	rachellahr_2017@depauw.edu
Sports Night	George Grayson	georgegrayson_2018@depauw.edu
Student Friend: Fillmore	Peter Gorman	petergorman_2018@depauw.edu
Student Friend: TZ	Sarah Fears	sarahfears_2017@depauw.edu
Student Friend: Central Elementary	Shannon Jager	shannonjager_2017@depauw.edu
Student Friend: Deer Meadow	Gretchen Stibich	gretchenstibich_2017@depauw.edu
Student Friend: GMS	Abbie Buroker	abbeyburoker_2017@depauw.edu
Student Friend: Ridpath	Ellen Tinder	ellentinder_2017@depauw.edu
TALKS Program at Gobin	Erica Brandon	ericawhat@gmail.com
Tot's Time	Ashley Sipe	ashleysipe_2016@depauw.edu
TZ Spanish Enrichment	Katie Berry	kaitlinberry_2017@depauw.edu
YMCA After School at Ridpath	Hanna Wood	hannawood_2017@depauw.edu

Community Partner Contact

Community Partner	Community Partner Name	Email
Asbury Towers Senior Friend	Sandy Masten	smasten@asburytowers.com
Best Buddies	Lauren Wendling	Laurenwendling@bestbuddies.org
Beyond Homeless	Tanis Monday	tanismonday@gmail.com
Big Brothers Big Sisters	Diane Monroe	diane@bigsindiana.org
Castle Arts	Beth Benedix	bbenedix@depauw.edu
DePauw College Mentors	Jen Zigler	jzigler@greencastle.k12.in.us
DePauw Community Service	Matt Cummings	matthewcummings@depauw.edu
Head Start	Nathan Woodard	nwoodard@cars-services.org
Humane Society of Putnam County	Sandra Grimes	sgrimes765@gmail.com
Italian Enrichment	Francisca Seaman	fseaman@depauw.edu
JumpstART	Matt Cummings	matthewcummings@depauw.edu
Knoy Center	Toni Tomilison	ttomlinson@cloverdale.k12.in.us
Non-Food Pantry	Martha Rainbolt	rainbolt@depauw.edu
Ridpath Spanish Enrichment	Shawn Gobert	sgobert@greencastle.k12.in.us
Sports Night	Matt Cummings	matthewcummings@depauw.edu
Student Friend: Fillmore	Corey Brackney	cbrackney@sputnam.k12.in.us
Student Friend: TZ	Megan Smith	msmith@greencastle.k12.in.us
Student Friend: Central Elementary	Corey Brackney	cbrackney@sputnam.k12.in.us
Student Friend: Deer Meadow	Becky Greenlee	bgreenlee@greencastle.k12.in.us
Student Friend: GMS	Kathy Asbell	kasbell@greencastle.k12.in.us
Student Friend: Ridpath	Dan TeGrotenhuis	dtegrotenhuis@greencastle.k12.in.us
TALKS Program at Gobin	John Savage	johnsavage2004@comcast.net
Tot's Time	Cristle Grove	crislemarie@yahoo.com
TZ Spanish Enrichment	Veronica Bryant	vbryant@greencastle.k12.in.us
YMCA After School at Ridpath	Courtney Morgan	ckmorgan74@yahoo.com

ROOM REQUESTS

How to:

1. For booking a room in the Hartman House, please email Lesley, the Hartman Office Administrator at: marjorielytle@depauw.edu. Rooms available are Compton Reading Room, Sanctuary, Hartman Lobby, and the kitchen. Make sure to include the number of people, resources needed, and the time.
2. Please try and utilize the Campus Life workspace as much as possible in the UB. Information on how to book rooms for this space will be available shortly.

VOLUNTEER OF THE MONTH

Each coordinator is responsible of keeping track of their volunteers' progress, and will also be expected to fill out this form at every All Coordinator Meeting. Volunteer of the month results will be posted on the DePauw website. Feel free to use social media to highlight your program and your volunteers! This will also be hosted on the Moodle website. The volunteer of the month will be entered into a drawing and given a small prize for their service.

Volunteer of the Month!



Program: _____

Volunteer Name:

Year (Circle One): '15 '16 '17 '18

Why? _____

Volunteer EXPECTATIONS

All DePauw Community Service volunteers...

- Must complete DePauw Community Service volunteer application, medical release, and off-campus service forms in hardcopy or online version. Forms are at www.depauw.edu/doservice
- Must complete and pass a background check if required by program/service organization BEFORE volunteering at organization
- Must attend volunteer orientation for program, reflection meetings, and other events as planned by program coordinator
- Must make a commitment to their DePauw Community Service program, which includes putting service commitments above other social activities and non-academic commitments
- Should communicate with program coordinator about any and all program-related incidences, problems, questions or concerns
- Should put academics first and notify coordinator if volunteer hours must be altered in order to accommodate for academics
- Must abide by all rules and expectations listed on Volunteer Medical Release form and in DePauw University's Student Code of Conduct.
- CANNOT take or post photos of children unless given permission by program coordinator and/or a release form was signed by the parent
- Must act as a professional ambassador for DePauw Community Service whenever serving off-campus or when interacting with community partners, community members, and other volunteers
- Should feel free to contact the Coordinator of Community Service and Outreach, Matt Cummings matthewcumplings@depauw.edu with any questions about DePauw Community Service or to get more involved with service opportunities at DePauw.

Strategies for Community Engagement: *Working with Special Groups*

A. Working with Children

It is important to remember that youth will view you as a role model. They will model their behavior after you, enjoy sharing time with you, and may even feel comfortable confiding in you.

If you observe, or a child tells you, something that indicates he/she is in danger, keep in mind the following:

- You are required to report this situation to a DePauw staff/faculty member and the site supervisor before completion of that business day. Hartman House staff will provide support with any additional follow-up that is deemed necessary.
- Do not overreact to what the child is saying. Your main responsibility is to listen and to report the facts provided.

Child abuse is any mistreatment of a child that results in harm or injury (physical, mental, or emotional). Please keep in mind that what you consider to be abnormal behavior or treatment may or may not always constitute child abuse.

What is not considered child abuse:

- Views of discipline or instruction that are different from your own
- Length of time out
- Tone and volume of voice
- Views on appropriate language usage
- Physical force used to restrain a child

Signs displayed by a child that might indicate a potential problem:

- Depression, anxiety, fear, anger or mood swings
- Self-destructive behavior
- Loss of self-respect
- Poor schoolwork or frequent absences
- Acting out sexually or showing knowledge/interest in sex that is inappropriate for the child's age
- Injuries to eyes or to both sides of the head
- Passive, withdrawn or emotionless behavior

Additional tips:

- *Never, under any circumstances, be alone with a child or be the only adult in a classroom/group setting. You are not there to be in charge, but to support the staff and organization as a whole.*
- *Avoid taking children to the bathroom, walking them to the office, or any other situation that would leave you alone with a child.*

B. Working with Special Needs Students

- Relax, have fun and treat each individual with respect.
- Model appropriate behavior.
- State expectations clearly.
- When tutoring/working together, reduce distraction and clutter.
- Present limited, reasonable choices of activities, books, etc.
- Try to understand behaviors and actions.
- Define positive behaviors (what to do), not negative behaviors (what not to do).
- Describe alternative behavior you wish to see more of.

(Source: Inclusion: A Fresh Look, Practical Strategies to Help All Students Succeed)

C. Working with the Homeless

- Encourage the homeless to make healthy life decisions without directing or leading them.
- Allow homeless guests to experience their feelings while assisting them in the appropriate ways to express those feelings.
- Show compassion.
- Allow the homeless guests to explore options and come up with solutions to their problems without feeling the need to fix their problems for them.

D. Working with Elderly

- Relax and have a conversation. Go on walks, or play games. Let them lead you.
- Avoid taking your cellphone or other electronics with you, if at all possible. You are there to work with the elderly, not to surf the web.

- Ask questions. They love to tell stories.
- Be respectful and have fun!

(Source: Adapted, in part, from the Mary Ann Shaw Center for Public and Community Service Orientation Manual)

HARTMAN CONTACT LIST AND RESOURCES 2014-15

**The Hartman House
500 East Seminary
Greencastle, Indiana 46135**

**Rev. Kate Smanik
Assistant Dean of Students for Spirituality, Service and Social Justice
katherinesmanik@depauw.edu
765.658.4615**

**Jessie Scott
Bonner Scholars Program Coordinator
jscott@depauw.edu
765.658.4617**

**Matt Cummings
Assistant Director of Spirituality, Service, and Social Justice
matthewcummings@depauw.edu
765.658.4862**

Resume Sample

The following is a rough example of what your coordinator position line might look like on your resume.

DePauw Community Service Program Coordinator, DePauw University, Greencastle, IN – 20XX-present

- Supervise and monitor volunteer service completion by submitting hours and encouraging volunteer consistency
- Manage a budget of \$300 for volunteer programming and small community projects
- Recruit volunteers and maintain volunteer-coordinator relationship through weekly support and guidance
- Promote values of civic engagement through leadership and communication with university civic staff and community partners

Remember your coordinator contract? These lines explain the expectations of what it takes to be a coordinator. You can use them when constructing your resume bullets so to describe your coordinator position.

- All Year
 - **Attend** DCS/HELP orientation, all DCS monthly meetings, activity fairs (2), and bi-weekly meetings with DePauw Coordinator of Community Service
 - **Maintain** regular communication, DCS program email account, and attendance records for a minimum of 15-20 volunteers
 - **Communicate** regularly with Community Partner, acting as a liaison between Program and DePauw Community Service
 - **Assist** with publicizing DCS by documenting activity (in both written and visual forms) and volunteering to submit a blog post
 - **Volunteer** at your agency

- Once per Semester
 - **Acquire** and/or assist in the acquisition of a DCS Volunteer Application and as needed background checks, tests, etc. for all students volunteering at your agency
 - **Conduct** DCS Program Orientation Session for all volunteers (before volunteer period begins)
 - **Facilitate** reflection (2x/semester recommended)
 - **Acquire** program evaluations from all volunteers at the end of the semester
 - **Value** your volunteers with a gift, party, handwritten notes, etc.
 - **Evaluate** your program at the end of semester and submit attendance records

- End of the Year
 - **Attend** Volunteer Appreciation Dinner, May 4, 2014 6:00PM UB Ballroom
 - **Assist** with DCS Coordinator Interview and Selection process if replacement is necessary

For additional help, do not hesitate to make an appointment with Hartman Center staff to look over and critique your resume. No resume is perfect, but you should make yours as reflective as possible to the wonderful things that you do! After finishing your resume, be sure to upload it to Tiger Tracks!

ALS: Teaching a group lesson

1. Selective Perception: Instruct your audience to count the number of “F’s” in a sentence. Place this sentence on the board or screen: FINISHED FILES ARE THE RESULT OF YEARS OF SCIENTIFIC STUDY COMBINED WITH THE EXPERIENCE OF YEARS. Allow only 15 seconds.

On average, most people will only spot 3 or 4 of the F’s in the sentence. There are actually six. The brain tends to skip the word “of,” or perceive it as “versus.”

Point: One’s perception may not always be correct.

2. Sales: Participants are asked to select an object that they have on their persons. In a small group, everyone is then asked to introduce him or herself and then sell the object to the group. In a large group, individuals are paired and try to sell the object to one another, or “volunteers” are brought to the front to sell the object to the audience. Some of the people will be enthusiastic and creative, others might be reluctant and shy.

Point: How a person approaches a topic often determines how the topic is perceived.

3. Communication: Give each member of the group a sheet of paper. Make certain everyone has the same size sheet. Explain that they are to follow instructions precisely, and that they are not allowed to ask questions. AND, they are to follow the instructions with their eyes closed. State the instructions:

1. Fold the paper in half.
2. Rip off a corner.
3. Fold in half again.
4. Rip off a corner.
5. Fold again.
6. Rip off a corner.

Have them open their eyes and compare their “design” with others. You can adapt this to a mixing activity by having everyone mingle looking for designs that are very close to their own.

Point: One-way communication is never as effective as two-way; it gives different results.

4. Communication/Feedback: Here you draw a picture of a stick man. Keep it hidden from your audience until later. Make certain everyone has something to write on. Explain you are going to have them draw something by following your verbal directions. They cannot ask questions. Instruct them as follows:

1. Draw a small circle near the top of the page.
2. Now draw a vertical line from the circle to the middle of the page.
3. Now draw two lines from the circle angled down toward the middle of the page.
4. Now draw two lines separating from the single vertical line each of which angles down toward the bottom of the page.
5. At the end of the angled lines stemming from the circle, draw five small lines.
6. At the end of the angled lines stemming from the vertical line, draw an oval at the base of each line.

Now show the picture you constructed and ask them to compare. Naturally, participants will make the point that had they had the opportunity to ask questions, or had they been provided more information, such as a diagram, they would have done better. ALTERNATIVE: Have someone from the group describe your drawing. The drawing can be just a series of shapes.

Point: Using more than one means of communicating is better than a simple one-way method.

5. Motivator: Select a wise saying that relates to the theme of your program. For example, if you are talking about the importance of goals and objectives, you might use: “He who aims at nothing is bound to hit.” Now write each word on a separate piece of paper. Wad each piece of paper into a ball. At the session, throw the balls into the crowd and have them tossed about for a few seconds. At an appropriate moment, ask the persons with a ball to hold it and come forward. When everyone with a wadded ball comes to the front of the room, have them open the paper and then organize themselves into a sentence. When they are done, they face the group and hold the papers up so all can read.

Point: Sometimes it takes a bit of work to find a simple truth.

6. Take Care: Read the following quiz to your group. Tell them they don’t have to answer, just ponder.

1. Who are the five wealthiest people in the world?
2. Name five winners of the Academy Award.
3. Who are the five most powerful individuals in the world?
4. Name last five winners of the Super Bowl.
5. Name the five richest musicians.

Now, read the next set of questions to them:

1. Name five teachers who have influenced you in a positive way.
2. Name five friends who have helped you in some way.
3. Name five people you care about.
4. Name five people who have brought you joy or make you feel cared for.
5. Name five heroes that have inspired you.

Point: The lesson is obvious: on a personal level, fame, wealth, and achievement pale in comparison to care and compassion.

7. Visual Reference: Explain that you want everyone to listen closely and follow directions. They cannot ask questions. Instructions will only be given once. Tell everyone to “place his or her right hand on his or her chin.” However, provide them with a visual cue that is different. Instead of placing your hand on your chin, place the palm of your hand on your cheek. Some people will follow the visual cue.

Point: This illustrates visual dominance. Many people will feel confused, and of course, this illustrates the importance of clear communication. Questions would have resolved the confusion.

8. Professional or Not? Ask your audience to take a little scientific test designed to determine if a person is a professional. Have them write their answers down.

1. How do you put a giraffe in a refrigerator?
Correct answer: Open the door and put him in.
2. How you put an elephant in a refrigerator?
Correct answer: Take out the giraffe and put in the elephant.
3. The Lion King is hosting a conference. All of the local animals are in attendance but one. Who is not present?
Correct answer: The elephant, he is still in the refrigerator.
4. You are slated to be the final speaker at the conference. Unfortunately, to get there you have to swim a river inhabited by crocodiles. What do you do?
Correct answer: You swim; all of the crocodiles are all ready at the conference.

Point: A professional looks for the simplest solution (#1). Keeps things simple (#2). Recalls facts (the elephant is still in the refrigerator and thus can’t go to the conference-#3). And, uses his/her deductive skills in problem solving (the crocodiles are at the conference- #4). Side note: most four year olds score 100% on this.

FACILITATING REFLECTION

Reflection is the process by which participants mentally and emotionally synthesize direct service and the associated learning components (orientation, training, participation).

Group Reflection is important because it can:

- Uncover the goal of volunteering. Why do it?
- Offer different perspectives
- Release shared vulnerabilities
- Tackle shared problems
- Improve the program
- Tie volunteering to other activities and/or parts of your life

Reflection Goals are important to identify before you begin. Either identify privately or with the group. Allow for 2-3 specific ones. Examples of goals are:

- New perception on events and/or issues
- Uncovering personal values
- Understanding personal relationships
- Evaluation of volunteering program
- Educational value of program for DPU students
- Outcomes – what are you aiming for and are you accomplishing it (for the servant and the “served”?)
- Fostering of continued commitment either to program, in direct service generally, or at a more complex level such as activism.

Facilitating Reflection can be tricky because difficult emotions can emerge through the process. It is important to maintain professionalism and create a safe space for participants to be honest about their experiences.

A. BASIC TIPS FOR FACILITATION

1. Make sure everyone is comfortable

- Use names tags if it is possible that some in the group don't know each other
- Make sure everyone can see each other

2. Establish group norms/agreement for reflection. These reduce power differences.

- Ask question: **When Do I Feel Heard?**
 - Allow group to answer and write answers on a board, large post-it, or just a sheet of paper
 - Answers will take form of: Body language, when my name is used, when someone pauses before they respond, when the others are looking at me, etc.
 - Take about 6-10 answers
- Out of the answers create: **Guidelines for Reflection**
 - These are group-agreed to based on the above exercise
 - Have about 3-5
 - Are directives such as: No laptops open, look at others when they speak, listen fully before prepare what I'm going to say, etc.
 - Write them down

3. Watch the time

- Stick to a time schedule so you get everything in
- Have someone else keep time for you, if easier

4. Try to get everyone's opinions
 - Validate what is said! Repeat, restate, expand with an example, write it down, etc.
 - Ask for clarification if you don't understand
 - Don't interrupt
 - Allow for silence
 - Go around the room and have everyone weigh in on a question or topic
5. Be neutral
 - Ask questions, listen, encourage and support only
 - Don't offer your opinions
 - Don't dominate conversation

B. BEST MODEL OF REFLECTION

1. What, So What, Now What?
 - Have group identify/discuss WHAT they do
 - Let all share in what is done.
 - Encourage stories
 - Have group discuss WHY they do what they do
 - For themselves
 - For the kids, elderly, animals, etc.
 - For the community of Greencastle/Putnam County
 - For the greater global community (if appropriate)
 - Have group discuss NOW WHAT
 - What can the program be better?
 - What can the volunteers improve?
 - What else needs to be done? Are there other programs that should be created?
 - How can/do the volunteers apply what they do to what they study or what they are hoping to do after college?

C. COMMON REFLECTION METHODS (to get at what, so what, now what?)

1. Yarn Ball Toss: "Weave a web" of reflections tossing/passing ball from person to person to get at all reflections on a topic
2. Pair Discussion/Interview: Pair up participants to talk about their service. Set a time limit for each person to talk uninterrupted (3-5 minutes). Share after with whole group.
3. Draw: Pass out paper and have people "draw" their experience, feelings, etc. Share with explanation following.
4. Highs and Lows: Group shares the high point and low point of experience, emotions, etc.
5. Writing: Ask question and have everyone respond in writing. Open to sharing after.
6. Human Barometer: Have everyone start in middle, establish the cool/hot, yes/no, like/dislike positions, and ask group move to right or left depending on their opinion on a statement/question. For instance: *I have an easy time with the student I tutor.* Ask students at different points on the barometer scale to share why they are where they are. This can expose shared successes, challenges, vulnerabilities, etc.
7. Rose-Thorn-Bud: In response to a question have all share a good part, a not-so-good or challenging part, and a possible direction for the future.

8. One Word: In response to a question have group come up with one word. Share, or not, why.

9. Group Story: Good ice breaker. Have group add a line to a story that describes the experience of the program. For instance: Someone starts with, "I was late to Deer Meadow on Tuesday. " The next person can add something that might speak to his her experience, "And when I got there Susie was threw her hands up in thankfulness."

SAFETY TIPS

As with anywhere you go, you must take steps to ensure your own safety when doing service. Here is a list of helpful tips:

- Know your site supervisor and who to contact if a problem arises.
- Avoid the responsibility of opening or closing the agency for the day.
- Do not offer your home as a shelter for clients.
- Do not transport clients.
- Avoid the responsibility of being in charge of money.
- Only give personal contact information (phone number, address, email, etc.) to your volunteer coordinator and site supervisor; avoid sharing this information with clients, other volunteers, or staff members.
- Do not give money to or accept money from staff or clients.
- Do not leave your purse or personal belongings in an unsecured location.
- Avoid one-on-one situations that isolate you from areas of supervised activity.
- Restrict service activities to the site. Ask the Hartman House Staff if you have questions.
- Familiarize yourself with the neighborhood and environment of your service site.
- Do not report to the site under the influence of alcohol or drugs.
- If you are driving yourself, make sure you have directions and your car has been serviced.

If you have any doubts about safety, consult with your volunteer coordinator, site supervisor or the Hartman House staff to assess the risk. Report any suspicions of abuse, neglect, or criminal activity to both your site supervisor and the Hartman House immediately.