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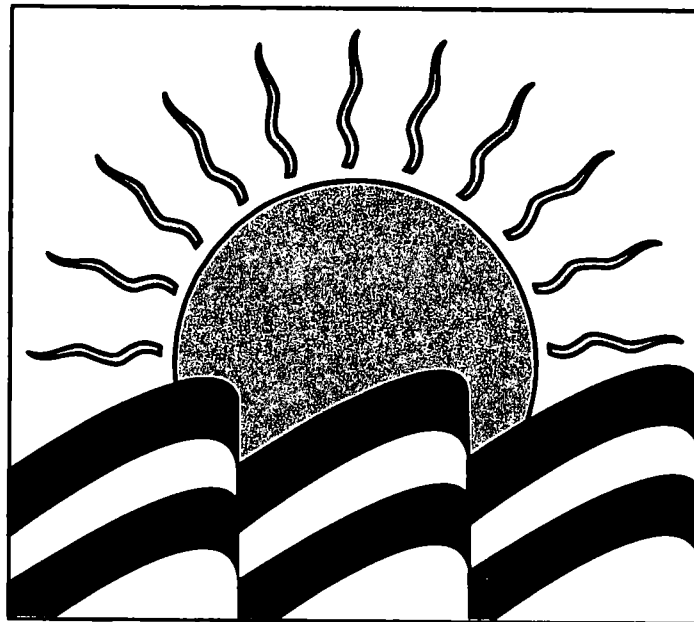
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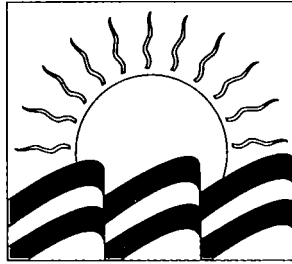
Program Development Assistance Team

SUMMER OF SERVICE



Resource Binder

SUMMER OF SERVICE



To: PDATs and other SOS Team Members
From: Maura Wolf and Frank Campagna
Date: May 25, 1993

Re: **SOS Binders**

This is your PDAT Summer of Service Binder. This is provided as an organization and resource tool for you. Periodically you will receive additional inserts with more information on specific topics to be inserted behind the appropriate tabs.

As you may note from the Table of Contents, there is a wide range of topics covered in the binder. On a cover sheet following each tab, the information that should be included in that section is listed. Some of this information is enclosed, but you should insert other information which you have previously received. For example, under SOS General - SOS Program Descriptions are listed, but only the brief summaries are included, because they are pieces of information you have already received. In places throughout the binder where this occurs, please insert the information yourself.

These binders will only be as useful as you make them. Please continue to send us information by fax (Attn.: Greg Ricks and Maura Wolf 617-695-0562) or FedEx (Greg Ricks and Maura Wolf, c/o City Year, 11 Stillings Street, Boston, MA 02210) that can be shared with other PDATs or Program Directors. Maura can be reached by phone to discuss any issues and suggestion regarding the binders at 617-482-0697.

Enjoy!

Summer of Service

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SOS GENERAL

Divider Title: _____

SOS GENERAL

This Section Contains:

1. Calendar
2. SOS Program Descriptions
-descriptions of individual programs
3. SOS Terms

SOS EVENT CALENDAR

JUNE 1993

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
30	31	1	2	3	4	5
			Road Team Prep Meeting		Team Leader Training Begins	
6	7	8	9	10	11	12
					Prep for Group Leader Training	
Team Leader Training Cont'd						
13	14	15	16	17	18	19
Training, Cont'd		Group Leader Training (T.I.)				
			Participant Orientation			
20	21	22	23	24	25	26
National Participant Training						
27	28	29	30	1	2	3
	Program Service Begins					Leadership Development and Ongoing Service Learning

Summer of Service TERMS

May 26, 1993

Training Design Team (6)

- Trainers and curriculum designers from around the country who are working on the training curriculum for national training.

Program Development Assistance Team [PDAT] (8)

- Trainers and consultants responsible for supporting individual programs.

Road Team (10)

- Members of the design team, Program Development Assistance Team and other trainers who will visit the SOS sites before national training to prepare the programs' staff and team leaders for national training. (The members of the Road Team are still being chosen. The list should be final by the end of this week.)

Team Leader (150)

- Participant, staff member or community person from the SOS programs who will work with a team of ten participants from his/her program through the national training and, in some cases, throughout the summer. (The SOS programs are in the process of recruiting their staff and participants. The list of all participants and staff should be available in the next couple of weeks.)

Group Trainer (50)

- The best young trainers in America who will lead groups of 30 (made up of 3 groups of ten with each group lead by a team leader) at national training. (The Group Trainers are also still being chosen. Invitations were sent to the candidates and the training team in California is waiting for replies.)

Note: Total persons in each group are listed in parenthesis.

A Summer of Service Begins

Programs to immunize over 5,000 children in Philadelphia, to build the self-esteem and academic skills of hundreds of middle schoolers in South Central Los Angeles, and to test for lead paint poisoning in thousands of low-income New York homes are a few of the programs chosen by the Commission as sites for America's first "Summer of Service".

The Summer of Service program is President Clinton's first national service initiative and will involve nearly 1,500 young people in eight weeks of intensive community service in sixteen sites around the country.

All programs will address needs of at-risk children and provide services that range from primary health care to tutoring and mentoring to restoration of decayed school yards and vacant neighborhood lots.

In exchange for service, participants will receive minimum wage stipends and an education or job training award at the end of the program.

The summer program is being administered by the Commission in collaboration with the White House Office of National Service. Both groups say the initiative will provide an example of addressing serious social problems with an emphasis on human rather than financial resources.

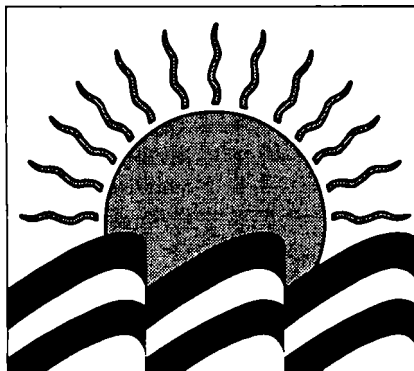
Office of National Service Director

While Summer of Service participants will be providing benefits for thousands of at-risk children, they also will be preparing themselves to become national service leaders for the future.

--Catherine Milton

Eli Segal says that the summer program will show tax payers that national service is a "cost effective" way of meeting community needs and will demonstrate to the US Congress that national service can work.

SUMMER OF SERVICE



There is no doubt that local communities are interested in national service as a way to address escalating needs. Within a month after President Clinton announced the program, the Commission received over 430 grant applications from programs in every state. At the same time, nearly 6,000 young people wrote directly to the President offering to spend their summer in service.

The sixteen programs will be run by partnerships that involve universities teaming up with community organizations, such as youth corps, public schools and health care groups. Program participants will include youth ages 17 - 25 from diverse ethnic, economic and education backgrounds.

Summer of Service programs will run in Atlanta, Baltimore, Boston, Los Angeles, Oakland/East Bay, New Orleans, Newark and New York City, Philadelphia,

Delaware, Ohio, and Red Lake, Minnesota.

In addition to meeting vital service needs, the programs will serve as a foundation for an effective, high-quality network of national service. Commission Director Catherine Milton says the program winners have been selected for quality, clearly defined and measurable effects upon important issues affecting children at-risk, and potential to develop service leaders for the future.

Summer of Service will kick off June 21, when all participants will gather in the San Francisco Bay Area for a week-long training with leaders from such programs as the Peace Corps, Outward Bound, and Boston's City Year.

At the end of the summer, the young national service pioneers will convene for a summit with President Clinton, so that he can gain insight on their experiences as plans for a larger national service program are underway.

Both national service critics and supporters are expected to pay close attention to the summer program, viewing it as a trial run for a much more ambitious national service plan outlined by President Clinton in March and sent to Congress this month. Clinton's vision for national service is noted as resembling a federally funded domestic Peace-Corps that would instill a service ethic in young Americans while helping them pay for higher education. ♦

The response to this program speaks to young people's desire to be part of the renewal of their country.

It gives youth the opportunity to serve their country in meaningful and immediate ways.

--Eli Segal



Summer of Service

Program Descriptions

Los Angeles, California *"Building Up"*

One of two Los Angeles programs, "Building Up" is a collaboration among five universities and colleges, twenty-nine community organizations, and twenty secondary and elementary schools. The program will place 150 young people in service to traditionally under-served Los Angeles neighborhoods in East and South Central L.A. and Koreatown.

Service activities include tutoring, reconstructing school yards and neighborhood lots, facilitating crime prevention and drug awareness programs, and conducting health education workshops.

Los Angeles, California *"It's About Health"*

Under the University of California at Los Angeles's School of Nursing, the "It's About Health" program will train 50 high school and college students to provide primary health care services to over 1,000 children and their families.

Participants will attend university classes in basic science and specialized health education and will deliver services in needy neighborhoods.

Services activities include providing health assessments, medical histories, and workshops on personal health care and substance abuse prevention.

Oakland, California *East Bay Conservation Corps*

The East Bay Conservation Corps will collaborate with Stanford University's Haas Center for Public Service and the University of California at Berkeley to train and organize 250 young people to meet health and education needs of over 15,000 at-risk children in the East Bay Area.

Program participants will work with public schools, community nonprofits, and county health outreach programs to provide services in tutoring, mentoring and supervision for children in Berkely, Oakland and East Palo Alto. Participants also will provide immunization, patient support, health promotion, and disease prevention services for the children and their families.

Atlanta, Georgia *Clark Atlanta University* *Greater Atlanta Conservation Corps*

One of two Atlanta-area projects, this partnership between Clark University and the Greater Atlanta Conservation Corps will involve 50 participants in addressing education needs of at-risk children in area summer schools and camps.

Participants and an additional 200 volunteer middle and high school students will form "education crews" that will conduct conflict resolution workshops and tutor refugee children in English as a second language.

Atlanta, Georgia *Hands on Atlanta*

A new Hands on Atlanta 50-member youth service corps will work with the College Park Elementary School, a year-round school located in a low-income, inner-city neighborhood.

Corps members' activities include serving as teachers' assistants, rebuilding school grounds, and renovating an adjacent public housing authority complex which is home to most of College Park Elementary School's students.

New Orleans, Louisiana *New Orleans Summerbridge*

The grant will more than double the number of participants and staff of New Orleans Summerbridge, a summer program that prepares at-risk sixth- and seventh-graders for middle school. The program is designed also to inspire participants to enter professional fields of education and science.

100 participants will work with 360 New Orleans middle school students in activities designed to increase academic skills, self-esteem and confidence.

Baltimore, Maryland *MPOWER*

MPOWER, a collaboration among the University of Maryland, College Park, the Maryland Service Learning Alliance, the local youth corps, and dozens of community-based organizations, will involve 75 participants in services to at-risk children in Baltimore.

Service activities will provide tutoring and mentoring, health education programs, renovation of school recreation centers, and education-focused day camps.

Boston, Massachusetts *City Year*

One of two Boston-area program winners, the urban youth corps City Year will expand by 75 members and will manage summer education programs for hundreds of inner-city elementary students. Corps members also will tend to a neglected urban garden system in Roxbury.

In collaboration with the Boston Immunization Action Plan, the corps additionally will conduct a health outreach campaign to increase the availability and access to vaccines for up to 3,000 families.

Boston, Medford and Roxbury, Massachusetts *Tufts University*

The grant support a new Tufts University corps of young people from undergraduate and graduate schools and the Medford, Boston and greater Roxbury communities.

Corps members will work with the Boston Department of Health and Hospitals outreach program to encourage children and their families to use available community health services. Members also will tutor sixth-grade students in Boston public schools, restore school yards, and turn vacant lots into neighborhood parks.

(SOS Program Descriptions, page two)

Red Lake, Minnesota

Red Lake Band of Chippewa Indians

Elders of the Red Lake Band of Chippewa Indians will recruit 50 Summer of Service participants for this community-wide effort to meet both educational and environmental needs of Chippewa youth.

Program activities will provide education in cultural history, environmental science, and natural resource management as participants build a hiking trail, restore a park and river shoreline, and develop a nature study area for local elementary schools. They also will coordinate a symposium for the entire community on such issues as employment opportunities, health care, law enforcement, and health services.

Newark, New Jersey

Newark Summer of Service

This collaboration among four colleges, dozens of community agencies, the business sector, and local foundations will involve 200 participants serving side-by-side with over 650 volunteers. The program will provide thousands of hours in community services for over 14,000 children.

Participants will work with the Newark Police Department to disseminate anti-crime information; provide tutoring for at-risk children; restore housing; create parks and playgrounds; and assist local health clinics in addressing immunization and health education needs.

Harlem, New York

Harlem Freedom Schools

One of three New York-area grants, the Harlem Freedom Schools Project will establish five one-room schoolhouses in Harlem and Williamsburg that will provide meals and summer education to 1000 youth ages 8 - 18.

During the afternoons and evenings, program participants will develop advocacy and community organizing skills by encouraging area residents to deal with issues of lead paint poisoning, housing, and violence.

New York, New York

Teach for America

Teach for America, an existing program that places college graduates in teaching positions in severely underserved school districts, will address at-risk children's education needs in the Washington Heights area.

Fifty participants will guide and mentor 200 high, middle and elementary school students who will form 25 service teams. Teams will tutor and mentor 200 academically at-risk children. Teams also will work with community residents to design and implement a service project that meets a local environmental need.

Brooklyn, Queens and the Bronx, New York

New York ACORN

ACORN, a national nonprofit that addresses housing issues for low-income families, and the Brooklyn Children's Medical Center will prepare 50 participants and neighborhood volunteers to run a lead paint poison-

ing prevention program for 25,000 at-risk children and their families in Brooklyn, Queens, and the Bronx.

Teams will test housing for lead paint, educate residents on hazards, arrange for formal city inspections, and assist families in forming tenant organizations to follow up on health concerns after the summer program ends.

Delaware, Ohio

Ohio Wesleyan University

The Ohio Wesleyan campus-based, residential program will involve 75 participants working with 20 Central Ohio agencies to provide direct community service for over 1,800 young people and their families.

The dozens of activities planned include tutoring and mentoring elementary through high school students, restoring housing, providing health care outreach services, and working with juvenile courts to provide educational support for children with disciplinary problems.

Participants will spend evenings in workshops conducted by service agencies to increase understanding of local populations and their social services needs.

Philadelphia, Pennsylvania

ICARE (Immunize Children at Risk Early)

ICARE, a partnership of 12 colleges and universities through the Philadelphia Higher Education Network for Neighborhood Development, the City's health department, school district, and private industry council and the Greater Philadelphia Urban Affairs Coalition, will focus on health education and the immunization of children.

ICARE will train 150 participants from nursing schools, colleges, and high schools to immunize 8,000 children in the Philadelphia area. The summer corps also will provide community health education in lead poisoning, AIDS, and nutrition. Program plans additionally involve participants in installing smoke detectors and testing for radon in many Philadelphia-area homes.



Summer Youth Service Corps

The Summer of Service initiative also included a grant competition to increase the number of summer participants in existing youth corps—offering corps \$500 per participant for stipend costs.

As winners of these challenge grants, the following 16 corps will include 1179 additional young people in their summer programs: Arizona Conservation Corps, City Volunteer Corps (N.Y.), Drumlin Farm Food Project (Boston, Mass.), Durham Youth Corps (N.C.), East Baton Rouge Corps (La.), Florida Conservation Corps., Hollywood Youth Corps (Calif.), Iowa Conservation Corps, Maryland Conservation Corps, Milwaukee Conservation Corps (Wis.), Oregon Conservation Corps, New Hampshire Conservation Corps, Oregon (Wis.) Conservation Corps, Public Service Corps (N.Y.), Urban Corps of San Diego (Calif.), Youth in Natural Resources (Colo.), Youth Opportunity Corps, (Ill.).

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SOS DIRECTORY

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SOS NAMES, RESOURCE PEOPLE, ADDRESSES AND PHONE #'S

This Section Contains:

1. SOS Staff, Teams and Titles
2. Individual Program Contacts
3. SOS Rolodex

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SUMMER OF SERVICE TEAM**

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Lt. Kristie Smith
Lt. Brian Zelinski
Bill Kroos
Sidra Neal

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Community Involvement Manager
Training Curriculum Manager
Training Design Coordinator
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PLANNING

Divider Title: _____

PLANNING

This section contains:

1. Conceptual Worksheet for Program Development Planning
2. SOS Program Checklist

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IND. PROG. INFO

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INDIVIDUAL PROGRAM INFORMATION

This section contains:

1. Original SOS Proposals
2. Individual Program Information Specific to Site
3. Program Staff

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PARTNERSHIPS

Divider Title: _____

PARTNERSHIPS

This Section Contains:

1. Contracts, Agreements and Letters of Understanding
2. Information on Managing Partnerships

Participant Contracts

General

Participant Contracts can be an extremely effective tool for establishing and clarifying expectations, managing behavior, and creating an human infrastructure within a service program or team. Participant Contracts fall into two categories, *Letter of Understanding/Agreement Contracts*, and *Teen Empowerment Model Contracts*.

Letter of Understanding/Agreement (LU/A) Contracts

Letter of Understanding/Agreement Contracts are relatively simple documents that describe a program's expectations for participants in areas such as effort, attitude, attendance, behavior, and commitment. They tend to be short, general in scope, and may emphasize the specific priorities of individual programs.

LU/A Contracts may include a general description of the program, program hours, a calendar, the specific work to be undertaken, compensation, and more. They conclude with a sentence or two saying that the participant understands and agrees to the terms of the contract, and understands that failure to meet the terms may result in dismissal from the program. A Contract has a line at the bottom where the participant signs his or her name.

Letter of Understanding/Agreement Contracts are currently used by the SOS programs at Ohio-Wesleyan University, and The East Bay Conservation Corps.

Teen Empowerment Model (TEM) Contracts

The *Teen Empowerment Model Contracts* are one part of a comparatively sophisticated "software" for youth programs that requires both customization and training. These contracts provide very specific program rules and expectations, delineate the specific programmatic consequences for behavior such as lateness, theft, or poor performance, and teach participants how to manage and govern themselves.

TEM Contracts consist of several simple, step-by-step charts that explain to a participant exactly what will happen as a result of positive or negative behavior. Thus, a participant will know in advance that s/he will be dismissed if late or absent a certain number of times, and can change his/her behavior with support from the team in structured weekly meetings. *TEM Contracts* provide a system for monitoring individual progress, teach participants to take responsibility for their behavior, and create a uniform structure for peer support. *TEM Contracts* are considered especially effective in supporting high-risk youth, and can be used in conjunction with *LU/A Contracts*.

TEM Contracts are part of a two-fold system that includes another team building technique known as *Feedback*. *Feedback*, which also requires training, teaches young people how to practice and improve the skill of direct communication in the context of community service. It trains young people to address personal and work-related issues directly, honestly, and proactively. Although *Feedback* and *TEM Contracts* can be used separately, they work best together.

Teen Empowerment Model Contracts are currently used by City Year, The Children's Museum Teen Work Program, The Louisville Neighborhood Youth Boards Project, and The Positive Posse.

Developing Contracts for Individual SOS Programs

If an individual program is interested in developing a Contract for its participants, they should first decide what type of Contract they would like to use. If they are interested in a *Letter of Understanding/Agreement Contract*, they can obtain samples from their PDAT member or contact one of the programs that is using the *LU/A Contract*.

TEM Contracts and *Feedback* are copyrighted methods that should not be attempted without the proper training. Interested programs or their PDAT member should directly contact Mr. Stanley Pollock of Teen Empowerment Inc. at (617) 536-4266 for more information or to make specific arrangements.

The following should be noted when assisting programs with Participant Contracts.

- Every program should have some kind of Contract to ensure that participants and staff clearly understand basic expectations.
- The process of developing a contract will help programs to clarify their values, expectations, and plans for supporting participants.
- National Training will include some type of Participant Contract.
- Ideally, every program should have the training to use both types of Contracts, but there may not be enough time. The *TEM Contract* system requires at least one day of training, additional development time, and *must be licensed to and paid for by individual sites*.
- The main idea behind Contracts is to make explicit the conditional nature of participation in SOS, and to provide structured support for participants to succeed in their programs.

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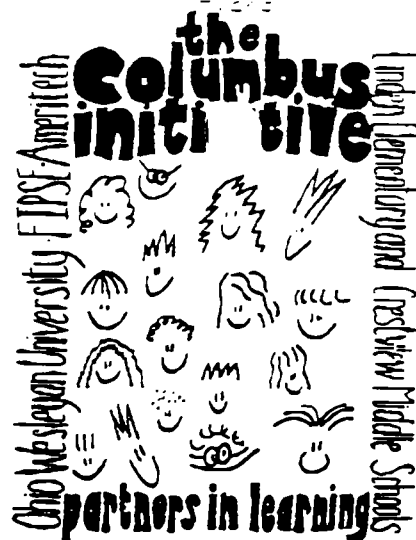


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THE COLUMBUS INITIATIVE PROJECT
STUDENT CONTRACT
CRESTVIEW MENTORING PROGRAM



Student: _____

Teacher: _____

Beginning Date: _____ Ending Date: _____

I, _____, agree to live up to my full potential both personally and as a student. As a bright and responsible person, my attitude and behavior will reflect pride and dignity, while my school work will reflect hard work toward a goal of becoming the best that I can be. Furthermore, I agree to the following guidelines:

- ☐ I will attend school on a daily basis
- ☐ I will earn a "C" or better in all of my courses
- ☐ I will turn my homework in on time
- ☐ If I am having difficulty in a course I will seek help from my teacher and my assigned mentor
- ☐ I will attempt to respect my teachers, myself and my fellow students by staying out of "trouble situations"

If I successfully meet the terms of this contract, my teacher will allow me to continue to be a part of the Mentoring Program and excuse me 1/2 of the day every week to spend time with my mentor. Also, my mentor will act as my friend, tutor and counselor and agrees to attend weekly sessions with me.

I understand and agree to the terms of this contract.

Student: _____ Date _____

Teacher: _____ Date _____

Mentor: _____ Date _____

COMMUNITY SERVICE LEARNING
HAMILTON-WILLIAMS CAMPUS CTR.
OHIO WESLEYAN UNIVERSITY
DELAWARE, OHIO 43015

Essay Question: What do you hope to gain from the "Summer of Service"?

I understand that the Summer of Service program requires that I live in a drug/alcohol free OWU dormitory, attend all training and reflection experiences, complete all work assignments and be an excellent role model at all times. I understand that any failure to comply with the above will result in my dismissal from the program. My signature constitutes my promise to honor all of these expectations.

Signed: _____

Date _____

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PART. INFO

Divider Title: _____

PARTICIPANT RECRUITMENT, SELECTION AND CONTRACTS

This Section Contains:

1. Basic Recruitment Information
2. Participant Selection Process
3. Basic Contract Information

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LEADER TRNG

Divider Title: _____

TEAM LEADER TRAINING

This Section Contains:

1. Road Team Information
2. Team Leader Training Curriculum
 - national
 - local
3. Team Building and Team Management
 - sample workshops and activities
 - characteristics of a strong team

MEMO TO: Program Assistance Development Team

FROM: Design Team

DATE: May 27, 1993

SUBJECT: Team Leader Training

Attached is the Team Leader Guide for the National Training and an outline of the team leader training session. We know that each of you will be working closely with your respective Program Directors to customize this training for the specific needs of each program's team leaders. We would like to offer some thoughts that may help you in the customizing process and insure the best use of the team leaders' time.

We designed the team leader training to accomplish five objectives:

- To communicate the spirit and purpose of National Service.
- To communicate the spirit and intent of the National Training.
- To familiarize the Team Leaders with the National Training curriculum and their roles and responsibilities as they relate to the National Training.
- To review pre-National Training Orientation information to prepare participants for their week on Treasure Island.
- To help "new" or relatively inexperienced Team Leaders become familiar with basic team building and facilitation skills.

We understand that there is a range of experience represented by the Team Leaders at various program sites. The information covered to address the first three objectives is appropriate, and we feel essential, for everyone to be exposed to in order to support the Summer of Service and enable us to deliver a rich learning experience for the participants at the National Training. The information that supports the final objective is self-explanatory, and as such, would not be of benefit to experienced youth leaders.

There will be additional information prepared for the Team Leader training by Frank Campagna that will address critical skills more applicable to the local summer service experience following the National Training.

Finally, there will be some additional back-up materials handed out at the Team Leader training that support the topics listed in the training outline.

Info on: /
Team
Leader
Training

TEAM LEADER TRAINING

Opening Session

Day 1

1. Ice Breaker: Musical Chairs **20 minutes**

Group plays "musical chairs." During the first round, when the music stops, facilitator takes away one chair. Person who is left standing must answer a question for the whole group. (e.g. What is national service? or What is your vision for national service? etc.) During the second round, three or four chairs are removed. Everyone left standing answers next question. Repeat 4 or 5 rounds.

2. Why National Service? History and Context **30 minutes**

- Facilitator traces history of national service using Roger Landrum's timeline as a guide. (timeline is in team leader binders)
- Facilitator then outlines the current state of the field, including the four streams of service, examples of some of the programs in each stream, and some of the key players in those streams (Wayne Meisel, Roger Landrum, Jim Kielsmeier, etc.)
- Facilitator then opens short discussion of other perspectives of service "outside" the field, e.g. churches, community organizations, fraternities and sororities (approximately 5 minutes) Gets participant ideas about other organizations doing community service on flip chart.
- Facilitator briefly introduces National and Community Service Act of 1990 (summary of legislation is in team leader binder as reference). Facilitator then outlines role of Commission on National and Community Service.

3. The Clinton Proposal 10 minutes

- Facilitator outlines key components of President Clinton's proposal for national service. (handout outlining components in team leader binder)
- Facilitator then briefly outlines some of the debates surrounding the plan. (handout with further information in team leader binder)
 - post service vs. pre-college
 - diversity: require or encourage?
 - stipends: should we pay for service?
 - range of expense in context of tough economic times

4. The Real Deal: The Challenge of Changing America 10 minutes

- Facilitator opens with Michael Brown's space speech.
- Facilitator begins discussion of larger vision for national service
 - not just loan forgiveness
 - redefinition of active citizenship
 - new frontier of national service
- Facilitator opens discussion of importance of diversity and finding common ground as part of the vision for national service.

5. Summer of Service 45 minutes

- Why S.O.S? Facilitator opens brainstorming discussion with the question: Why should we do a Summer of Service? Facilitator has back-up sheet with discussion starters including:
 - reinventing government
 - President Clinton's signature project
 - empowerment of nation's young people
 - national service as part of pop culture
 - demonstrate diversity of successful programs

- build infrastructure of field
- train new leaders of national movement

• S.O.S. Key Learning Areas: Facilitator opens discussion with an explanation of the goals of the Summer of Service program and a description of the five key learning areas as they relate to those goals:

S.O.S. Goals:

- To demonstrate immediately through a summer initiative the potential of national service;
- To provide tangible and measurable community benefits;
- To develop leaders for national and community service;
- To unleash the talents and energies of young Americans in tackling the nation's urgent needs.

S.O.S. Key Learning Areas:

- Leadership
- Children at risk
- Learning Through Service
- Community
- National Service

Note: A glossary of terms will be in the back of the team leader guides.

• S.O.S. Timeline: Facilitator reviews S.O.S. timeline. (a copy is available in the team leader guide.)

- Facilitator explains how S.O.S. programs were selected.
 - your program was chosen out of 450
 - facilitator shares bios on programs (in t.l. guide)
 - you are the vanguard of the new frontier
 - it's an important time in history

Note: Team Leaders (programs?) should receive a letter from Eli Segal communicating the importance of their leadership. Letters can go in t.l. guide.

6. S.O.S. Training Overview **60 minutes**

- Summer Training: Facilitator shares training schedule for training for the entire summer. (a timeline will be included in the t.l. guide)
- National Training Week: Facilitator shares overview of week, explains flow and structure, including roles of group leaders and team leaders.
- Diversity Piece: Facilitator will take team leaders through one of the diversity activities to model their role and build team work within the ranks of the team leaders.

7. Your Role as a Team Leader **10 minutes**

Facilitator gives inspirational talk about the importance of team leaders and about the critical role they play. Explains various roles, including:

- Coach concept
- Glue
- Link--between group leaders/participants, between national training and rest of summer, between program director and participants.
- Facilitator
- Trainer

Team Leaders leave knowing that they are critical to the success of the national training, and the program.

Introduction to National Training

1. Overview of the National Training Curriculum
 - themes that were introduced the night before are now elaborated on -- why these themes and their importance
 - take leaders through flow of the 5 days and explain briefly explain blocks
 - discuss TL role in bringing the curriculum to life -- creating the spirit, attitude necessary to make this really happen.
2. Split the National Training into blocks: Leadership, Community Day, Diversity, Service Day, Transfer, National Visioning, Strong Circles/Reflection Groups/ Learning Groups, Lifestories/Team Theater.
 - Break group into 8 teams and assign one block to each team. (suggestion: if there are not 16 members at the team leader training, break the group into pairs, assign one block per pair and have road team present the rest or assign more than one block per pair).
 - Teams will then have 30 minutes to learn block and prepare a 3-5 minute presentation of that block to the other team leaders. Each group should have guidelines for their presentation, e.g:
 - description of block,
 - learning objectives
 - how block relates to the various themes
 - team leader role including logistics, special considerations the team leader should be aware of when helping implement this block and finally, specific skills a team leader be using that will help make this block a success.
 - include a 15 minute break in this section.
3. Teams present, 3-5 minutes, question and answer 3-5 minutes.
4. Summary/Wrap-up
 - final Q & A regarding curriculum and implementation
 - emphasis of Team Leader role in bringing the spirit and essence of this training to life.

Leading And Building A Team

1. Icebreaker (have handouts for support) (10)
(note: get book of icebreakers)
2. Assess skill level of leaders in room -- ask who has had a lot of experience as a trainer, who is brand new, etc.
3. How teams behave: Ask group to do the following exercise in small teams -- at least 5 per team, if only have enough for one team, that's OK, team will present finished model to Road Team trainers: Each team gets 150 file cards and are asked to build as tall a tower as possible. They are then to present the tower to the rest of the group, explaining its design and why they built it that way (20 minutes to build, each presentation 2 minutes).

After presentation, group together discusses the process, trainer prompts with questions of the following nature (15 minutes):

- how did the problem solving process go?
 - what facilitated getting to a solution, what got in the way?
 - did everyone get a voice in contributing to the solution, why, why not?
 - how did you finally decide on the final design? what was the process?
 - what might have happened to make the solution a better one?
 - how did all the team members feel about the process of getting to the solution?
 - was your team task focused or process focused -- were you more intent on the answer or how people felt about working together -- describe the balance of these concerns during the exercise and if they changed.
4. Introduction to stages of team development.
 - Start with question -- envision your team at the National Training -- what qualities, team characteristics, do you hope they have -- what will tell you that they are a well functioning team? (short brainstorm -- list on chart -2-3 minutes)
 - Introduce stages of team development -- what development process do most teams go through before they become "productive, well functioning". Review "Forming, Storming, Norming and Performing Model."
 5. Setting the foundation for healthy team development:
 - the first team meeting: why is the first team meeting so important? Short discussion follows. (2-3 minutes)
 - what should be covered in the first team meeting. Discussion and list on flipchart. This list should include (a few minutes to list, then another 10 to discuss some of the different items, like setting ground rules -- what is the process, etc. total time 20-30 minutes):
 - icebreaker, begin process of getting to know one another
 - each person talks about : why they chose to be part of SOS, what they hope to get out of the summer.
 - team sets ground rules for working as a team (team develops list, all must agree to all of them; ground rules get recorded and each member signs their name to ground rules.)

6. Facilitating Group discussions. Three types of discussions to facilitate:

- general discussion on an issue
- goal oriented or problem solving discussion
- evaluation and feedback of an event.

Split team leaders into three groups -- each take one type of discussion and list important facilitator skills team leader needs to be aware of when leading that type of discussion (5-7 minutes). Reconvene as group -- each team presents their list and whole group discusses. (10 minutes per topic -- trainer makes sure group understands skills, solicits and offers helpful hints for implementing skills)

Leadership Skills: Group Consensus Testing

"Fist of Five"**Purpose:**

A system of voting which achieves consensus in decision making, expresses degrees of support for participants, provides opportunities for adjusting to the opposed or dissatisfied members of the group, and eliminates the all or nothing system of for or against voting.

Process:

When faced with a decision, members of the group vote with their fists, indicating any vote between all five fingers and a closed fist. The votes cast have the following meanings:

1. **All five fingers:** enthusiasm for issue. Will take leadership and energetically work towards achieving the recommendation.
2. **Four fingers:** enthusiasm for issue. Will work enthusiastically for its achievement.
3. **Three fingers:** lukewarm enthusiasm for issue. Will be helpful in working towards achievement.
4. **Two fingers:** not very enthusiastic. Won't object. Won't hold up. But won't work towards achievement.
5. **One finger:** basically object to proposal, but won't fist it. Don't support it and won't help with it.
6. **Fist:** Object to it strenuously and are willing to boycott the proposal by fisting.

If any one person in the group fists the proposal, it is defeated. At that point, the facilitator of the group can turn to the person who fisted, or even to the people who raised only one finger, and ask them what they need in order to make the proposal more acceptable to them.

If nothing will make the proposal acceptable to the person who fisted the proposal, then it has to be dropped.

Developing Consensus

Consensus Testing: Fist of Five



Five Fingers: Support idea and will give leadership



Four Fingers: Will actively support leadership



Three Fingers: A Supporter



Two Fingers: Neutral— Doesn't feel much support



One Finger: Disagree But will go along



Blocking Fist: Actively Opposed—Cannot go along

Leadership Skills: Norm Setting

Guidelines for Group Learning

The strength of a group's commitment to norms for continuous learning and engagement with each other is the heart of team effectiveness and participatory leadership.

Purpose:

To establish learning and teamwork guidelines for a group, by the group, that all members of the group can own and support.

See Proposed Basic Group Learning Guidelines -- attached

- Ask questions and listen deeply
- Speak from you own experience
- Contribute constructively to others learning and teamwork
- Act and speak with courage
- Understand that conflict is a part of leadership and learning:
- Be humble and be open to learning:
- Have perspective and seek humor-

Group Problem Solving: Using Fist of Five consensus testing

Which of these guidelines can we be fully committed?

How should we modify them to fit our specific understanding and needs?

What other guidelines for positive group behavior should we commit to

Directions to Facilitator

1. Explain to the group: "You are going to set in place any guidelines that you want for how you are going to work and learn together."
2. Review proposed guidelines and ask for reactions and suggestions for improving proposed guidelines. Write them up on board or paper.

Ask: What other guidelines might be helpful to enhance group communication, working together and decision making: i.e. No interrupting. Be on time/ start on time. Raise hand to speak, designate two group facilitators, etc.

3. When list of suggested changes and new guidelines is completed, ask the group if they are willing to abide by those guidelines. Test consensus with the Fist of Five method.

4. Once the list of guidelines is established and all members of the group agree to them, the list should be posted in a highly visible place for the group.

5. Revisit the guidelines, to see how group is doing, and see if they want to add or change those guidelines.

Recommendation:

After a few days, or a few sessions, do a temperature check. Ask the group how they are doing with the norms they have set. It is quite usual for the initial process of norm setting to be cooperative and enthusiastic, but once the group gets into difficult work together, careful attention to norms is lost. Therefore, norms need to be revisited to keep the responsibility for self governance on the group.

Leadership Skills: Norm Setting

Proposed Guidelines for Group Learning

- **Ask questions and listen deeply to others opinions, values, beliefs needs and dreams-- listen for what is truly important.**
Test: Before judging can you put yourself in their place?
Skill: *Paraphrase* (state back in your own words) for clarification
- **Speak from you own experience-- avoid sweeping statements and the "editorial we"**
Skill: Use personal pronouns i. e. "I think", "In my opinion.."
- **Contribute constructively to others learning and teamwork**
Ask: How can I help others to learn from this experience?
Am I aware of how I am learning and contributing to the group?
- **Act and speak with courage**
Test: Are you willing to risk giving voice to your values, fears, needs and dreams?
Ask: What are my boundaries and comfort levels--explore and face your limits --learn your capacity
- **Understand that conflict is a part of leadership and learning:**
Point: To grow and change, old ways of thinking and doing must be challenged.
Ask: Is my timing right to challenge an individual or group?
- **Be humble and be open to learning:**
Test: Can I stay engaged with others and their different realities?
Can I respect the experience and differences that others bring?
- **Have perspective and seek humor--**
Point: Don't avoid asking hard questions but look for the creative and amusing

MEMO TO: Program Assistance Development Team

FROM: Design Team

DATE: May 22, 1993

SUBJECT: National Training Orientation

As we are all aware, the first few days of the Summer of Service experience are critical in that they establish a tone and set of expectations for the entire program. Done thoughtfully and well, these early days can make the difference between a good and a great experience for these young people and can create a healthy and strong foundation for productively dealing with the inevitable issues that will arise as the summer work gets underway.

We know each of you are working with your assigned program(s) to design an orientation that serves the needs of each program site. This memo is intended to share with you thoughts the Design Team has on what should be covered to help participants prepare for the National Training. Some of it may overlap with local considerations for orientation, but we will list everything in the spirit of completeness. We also leave it up to you as to how you want to integrate these topics with the other ones on your agenda.

The National Training will be an intense, challenging, learning and growing experience for each participant (and Team Leader, and Group Leader . . . and anyone else involved if we have done it right!) To take full advantage of the experience, however, we feel the following should be covered with participants before they leave for Treasure Island (remember, the Team Leaders have already been prepped, at this point, through Team Leader training):

1. National Service:

- Why the concept of National Service -- why a National Training? We suggest team leaders and PDATs draw from the session covering this at the Team Leader training which will give participants a sense of their place in history and encourage them to think broadly about the impact of their participation in this historic event and the sense of the possible for the future of National Service.

2. Introduction to National Training:

- Learning themes
- Outline (very generally) of the 5 1/2 day curriculum
 - the daily "topics"
 - Physical Training every morning (and why)
 - Morning Learning Circles
 - Evening reflection sessions (TAPS, team assessment and processing session)
 - down-time scheduled but not off Treasure Island
- Opportunity for broad exposure to diverse people and cultures; Who is coming -- other programs, number of participants
- Where the National Training is taking place
 - Treasure Island, a short bit on its history
 - The role of the military in helping to support this effort
 - The San Francisco community -- involvement in helping set up service projects, community leaders attending and supporting training
- General Expectations and the non-negotiable rules
- Logistics -- how do we get there, where do we sleep, eat, shower, what do we pack, etc. (the S.F. SOS office can provide these specifics.)
- Team and Group format (teams of 10 from your program, groups of 30 made of up three teams from diverse programs. Most of the activities done in groups of 30, break-out sessions done in teams of 10)
- National Training contracts

3. Practices/processes we would like to see already being developed pre-National Training:
- Team building -- icebreakers used to begin to break down barriers, help people begin to get acquainted
 - Respecting diversity -- conduct a workshop exercise to begin a format for open and respectful exploration of diversity (might want to repeat the one being done at the Team Leader training.)
 - TAPS -- conduct a short reflection session at the end of each day.
 - Develop team ground rules that can be carried to Treasure Island -- this activity has to be done with a seriousness and care. Each team member has to have had a voice in developing them and each team member must agree. This is the beginning of the participants setting the norms for their team community and this exercise should be recognized as such.
4. Introduction to Summer Project:
- Understanding of summer work ahead
 - the community being served
 - nature of the work
 - Expectation that National Training will help them prepare for doing this work and that they will complete an action plan at the end of the training to help them get started once they return. Encourage participants to be thinking throughout the National Training about how learning can be applied at home-site, encourage them to explore questions and ideas with their team, group and others.

Draft

Table of Contents

Team Leader Training

Welcome

- Congratulations Your Place in History.
- Eli Siegal Letter
- Catherine Milton Letter

- } Bill Voget

National Service Overview

- History of National Service
- National Service Timeline
- National Community Service Act
- Vision: The Clinton Proposal

} Ann MacVra

Summer of Service Overview

- ✓ • Goals
- ✓ • Learning Areas - Best Practices - how?
- Context in History
- Overview of Summer of Service Program
- Program Overviews
- Your Local Project -
- Summit -

} Adapt

Mike formatting - Sabrina

~~Role of Team Leader~~ Leadership Development

- Role of Team Leader
- Leadership and Self Assessment
- Responsibilities to your team of 10
- Responsibilities to your Group Leader

} Debbie

National Training Week

- Schedule
- Training Overview
- Training Program Activities
- TAPS - Team Assessment Processing - Journal
- Glossary of Key Terms

Mike
Debbie

Logistics

- Travel
- Safety
- Role of the Military
- Rules of Treasure Island
- Physical Training

Mike - adapted from

Team Development

- Stages of team development
- How to work with your team throughout the Summer
- Skill Development
 - Listening
 - Facilitating
 - Feedback
 - Conflict management

Debbie

Notes

SOS Leaders

- Key Contact People
- ~~Work~~ Team Leaders Names, Addresses & Phone #s
- Participant Information

Notes

Team Leader Training

Desired Outcomes

The Participants will be able to:

- Define and explain National Service and the Clinton Proposal
- Describe the Summer of Service and their organization's project in the community
- Explain the role and responsibilities of the team leader during the National Training Program during the Summer of Service
- Describe what "shared leadership" is, assess their own capabilities as a leader, and identify the next steps for their own development
- Describe the stages of team development and how to work with their own team's stages during the Summer of Service
- Acknowledge and clarify a team member's contribution
- Effectively provide positive or corrective feedback
- Use a model and a set of skills to effectively manage conflict among team members

Team Leader Training

Overview Agenda

DAY ONE	DAY TWO	DAY THREE
	•Opening Warm Up -Ice Breaker: National Service Musical Chairs •National Service -History, Vision, and Summer of Service •Summer of Service -Goals -Learning Areas -Context in History -Overview of Summer Training -Your Local Project	•Physical Training •Leading and Building a Team -Ice Breakers -Team Development -Skill Development •Listening •Facilitating •Feedback •Conflict Management •TAPS- Team Assessment Processing •Closing
LUNCH	LUNCH	LUNCH
•Opening -Introductions -Outcome and Agenda -Expectations and Ground Rules	•Role of Team Leader -Responsibilities with team of 10 -Responsibilities with group leader •Introduction to National Training -Training Overview -Key Terms	
DINNER	DINNER	DINNER
•Overview of National Service and Summer of Service	•Logistics -Rules on Treasure Island -Travel and Safety -Role of Military •TAPS- Team Assessment Processing	

TEAM LEADER GUIDELINES FOR CONDUCTING A FIRST TEAM MEETING

Purpose

1. To Introduce yourself to the Team
2. To establish expectations (work; your style; likes/dislikes; behavior/boundaries; City Year experience)
3. To define your role and the role of the CMs (path of service; guide, coach, teacher)
4. To establish your relationship to the CMs
5. To inspire the Team about working together for the next nine months

Goals

1. That every CM Leaves the meeting with a very clear understanding of who you are, your expectations, and your respective roles and relationships.
2. That every CM leaves the meeting inspired and thinking deeply about the nine months ahead
3. That every CM leaves the meeting with a clear and positive sense of your leadership.
4. That every CM leaves the meeting with confidence and trust in your ability as a leader

Important Themes

- You are in charge of the Team. You are ultimately responsible for the work product and the safety of every CM.
- Your standards and expectations are very high; hard work and strong effort are virtues.
- In a CityYear Team we are in a laboratory where all of our beauty and weakness will be forced out and exposed
- You are not here to be a friend or peer of the CMs. Your role is to facilitate an intense, challenging and educational experience. CMs have each other for peer relationships.
- Everyone is expected to participate fully, intensely and with all of their heart
- Everyone is expected to be open and honest with you and each other
- All CMs come to City Year un-judged. You will be treated based upon effort and integrity.
- You will always assume that your CMs are telling the truth
- You assume that people are fundamentally good, but lack opportunities to be free, creative and treated with respect.
- You are passionate about your job, and motivated by love
- There is an agreement: total effort-total support

TEAM LEADER GUIDELINES FOR CONDUCTING A FIRST ONE-ON-ONE MEETING

Purpose

1. To follow up on the Team Selection and the First Team Meeting
2. To establish a positive individual relationship with each CM on your Team
3. To begin to learn about the individual interests, needs, and concerns of each CM on your Team

Goals

1. That each CM leaves the meeting with any and all concerns addressed
2. That each CM leaves the meeting with a sense that you are accessible, responsive and a good listener
3. That you leave each meeting having learned several specific things about your CM

Important Themes

- You will meet one-on-one with CMs throughout the year
- You are always willing to meet one-on-one with individual CMs
- You expect and need honesty and open communication in order to support the CMs on your Team and to do a better job.
- Honesty is a two way street
- You are willing to discuss anything

Style

- Speak clearly, calmly. Make eye contact and request the same
- Respond quickly and gently to questions, behaviors body language
- Do not use a note pad or take notes during the meeting
- Reveal some things about yourself, if appropriate
- Show some personality

Remember

- Your first one-on-one comes on the heels of your First Team Meeting
- Find a quiet and private space
- Meet with every CM: no exceptions!
- Relate questions and concerns to the ity Year experience

Framework for Field Staff Training

The Corps Members

I. Who are City Year Corps Members

a. Corps Profile

- basic statistics, why do they join emphasis on diversity

b. Understanding Young Adults: particular needs, issues, psychology and unique potential.

- particular stresses and opportunities for young adults in City Year.

The Teams

I. What is a City Year Team?

a. Basic Team and Field Structure

- review organizational Structure
- qualities of a well-functioning Team

II. How to Build an Excellent Team

a. How do Groups Work?

- Group Psychology, management, behavior

b. How to Make a Group of Diverse Young Adults into a Team of Excellent CMs

- establishing expectations, your first Team Meeting, week month etc(the growth curve, timeline) team crash.
- managing/leading diversity
- Tools/skills for team building and management: feedback (including formal evaluations), contracting, mediation, meetings, discussion groups ("I have a proposal"), building consensus, one on ones, . rel. to community etc.; (how to for each of these).

III. Working with Individual CMs

a. Your Relationship to your CMs

- as established in first meeting, etc.; establish strong connection to each; bring everyone up a notch; assume everyone can make it.
- identifying problems: on-site vs. referral, passing vs. serious needs
- common struggles (inventory from surveys, etc.), common dilemmas/challenges for TLs.

The Service Projects

I. What is a City Year Service Project?

- a. Review of Service projects with specific examples, various schedules, etc.
 - project rotations; in context of division, "flagships"
 - cast of characters: Sponsor, community, Team, SL, etc.
 - qualities of an excellent service project: service & work ethic

II. Managing and Supervising the Service Project Work

- a. Task Management/Service Proj. Management
 - basic assigning of tasks + breakdown, goal-setting (see proj. planning)
 - how to use tasks for team building, empowerment, and behavior management
- b. Time Management
 - how to assess time to complete tasks, setting goals & timelines
- c. Planning a Service Project
 - who is involved, what is role of TL
 - Mention that this will be covered in later training

Service Learning/Enrichment Days

I. What is Service Learning at City Year?

- a. The Many Ways that CMs Can Learn at City Year
 - project-based, enrich days, retreats, roundtables, interviews, outreach, internships, evaluations
 - "everything we do at City Year presents an opportunity to learn."
- b. Project-Based Learning
 - What is Project-Based Learning?
 - teachable moments; daily debriefing of work (incl. Socratic Method); evaluations (Team and indiv.), presentations, CM Organizers, Team meetings/discussions
- c. Enrichment Days
 - what is an Enrichment Day?
 - role of field staff on Enrich days,
- d. Retreats
 - What is a City Year Retreat?
 - there are three residential or "overnight retreats each year Orientation, Mid-Year Retreat, Year End Retreat

Paperwork

Documentation (staff and Corps)/Paperwork/ Staff Organizers

19. Orientation Prep

20. Division-specific Training

12. Mentorship/leading kids

Special Section on references (calendar, ready references, paperwork samples, org. chart, etc.)

CITY YEAR TRAINING ACADEMY AUGUST 17, 1992
Field Staff Training
Workshop #1
"Young Adults: Their Needs, Issues, Psychology, and Unique Potential"

Schedule for the Day

Please refer to your daily field briefing

9:00 am - 12:00 pm	Field Staff Training Workshop at Christian Life Center
12:00 pm - 1:00 pm	Lunch and Travel Time to City Year Headquarters
1:00 pm - 5:00 pm	CM Registration at City Year Headquarters (Env, Chels, Hsng)

Workshop Overview

1. *Introduction* by F. Campagna and R. Lewis (5 min)
 - Review Purpose and Schedule of Workshop

2. *Differences: The Party* Exercise by G. Ricks (1 hr.)

BREAK (5 min.)

3. *Sameness: Universal Aspects of Young Adults* by R. Lewis, F. Campagna, S. Wu (45 min.)
 - Everyone writes on a piece of paper a word that describes themselves as a young adult. Facilitator and assistant read off and write the words on newsprint; common words are noted and discussed. (15 min.)
 - Presentation and discussion including the following issues: intense energy, peer pressure, sense of immortality, career pressures, sexuality, experimentation, openness to new ideas. (30 min.)
4. *The Particular Stresses of Young Adults in City Year* by R. Lewis and F. Campagna (45 min.)
 - Introduction by R. Lewis (5 min.)
 - Panel Discussion: panelists will discuss the following issues: financial stress, public speaking & fear of public failure; group accountability and openness; establishing identity & self-confidence; (40 min.)
5. *Wrap - Up and Evaluation* by Frank Campagna (15 min.)
 - Closing Comments: Refer to our successful work in the past
 - Evaluation

CITY YEAR TRAINING ACADEMY AUGUST 18, 1992

Field Staff Training

Workshop #2:

"How to Build an Excellent Team" Part I

Schedule for the Day

9:00 am - 10:00 am	Full Staff Meeting
10:00 am - 12:00 pm	Field Staff Training Workshop at City Year Annex (TL's and FA's)
12:00 pm - 1:00 pm	Lunch
1:00 pm - 5:00 pm	CM Registration at City Year Annex (Chels, Hsing, Y. Ldrshp)

Workshop Overview

1. *Intoduction* by F. Campagna (2 min.)
 - Review Purpose and Schedule of Workshop
2. *What is a City Year Team* by S. Wu (10 min.)
 - Review of Division structure, Team Sponsorship, Team Anatomy (5 min.)
 - "The Team is the fundamental unit at City Year"
3. *How Groups Behave* by F. Campagna (45 min.)
 - Group Dynamics Exercise: The Card Tower (30 min.)
 - How do groups behave, build up, or break down at City Year?
 - Brainstorm "Unique Abilities of a Group"; Brainstorm: "Group Fears" (15 min.)

BREAK (10 min.)

4. *How to Make a Group of Diverse Young Adults Into a Team of Excellent CMs Part I* by M. Brown, F. Campagna, S. Wu (1 hr.)
 - Review of purpose by F. Campagna (3 min.)
 - What are the qualities of a well-functioning Team? by M. Brown (30 min.)
 - Establishing Expectations: Your First Team Meeting by F. Campagna and S.Wu (30 min.)
 - "Your first Team Meeting is the most important hour you will spend with your Team."
 - Everyone's role during first days and
 - Simulated First Team Meetings
5. *Assignment: By next week each TL will prepare an agenda and presentation for their first Team Meeting. These will be presented and critiqued in small groups during the workshop on 8/25. You will receive a list of helpful guidelines in your mailbox by the end of the day today.*
6. *WrapUp and Evaluation* by S. Wu (3 min.)
 - Rate the workshop on a scale of 1 - 10

CITY YEAR TRAINING ACADEMY AUGUST 19, 1992
Field Staff Training
Workshop #3
"How to Build An Excellent Team Part II: Your First Team Meeting"

Schedule for the Day

9:00 am - 12:00 pm	Field Staff Training Workshop at Christian Life Center (TL's, FA's)
12:00 pm - 1:00 pm	Lunch and Travel Time to City Year Headquarters
1:00 pm - 5:00 pm	CM Registration at City Year Annex (Env, Schl Part, Youth Ldrshp)

Workshop Overview

1. *Introduction* by F. Campagna (15 min.)
 - Review Purpose and Schedule of Workshop
 - "Your First Team Meeting is the Most Important Hour You Will Spend With Your Team"
 - Review Assignment: each participant will read aloud his/her goals and ideas for a First Team Meeting
2. *First Team Meeting Simulations* by F. Campagna and S. Wu (1 hr. 40 min.)
 - Participants will split into two groups and attend a simulated First Team Meeting (40 min.)
 - Debrief of Simulations in large group (1 hr.)
 - discussion of important themes, what stood out
 - how do other professionals establish expectations?
 - Former CMs share impressions and recommendations
 - review written guidelines (handout)
 - follow up with individual CMs
- BREAK (10 min.)
4. *Practice of First Team Meetings* by F. Campagna and S. Wu (1 hr.)
 - Team Leaders will prepare an outline for a First Team Meeting on paper (15 min.)
 - Team Leaders will meet in groups of three and practice giving a First Team Meeting (45 min.)
5. *Wrap-Up and Evaluation* by F. Campagna and S. Wu (5 min.)
 - Continue practicing in Divisions, at least two more times.
 - Everyone's role during first days and weeks
 - Rate the Workshop on a scale of 1 - 5.

CITY YEAR STAFF TRAINING ACADEMY AUGUST 25, 1992
Field Staff Training
Workshop #5

"How to Build An Excellent Team Part III: Facilitating Your Team Meeting

Workshop Overview

1. *Introduction* by S. Wu (15 min.)
 - Review Purpose and Schedule of Workshop
 - Group Count
 - "Team Meetings are When the Team Thinks with one Mind"
 - Brainstorm: "Group Fears"
2. *Team Meeting Simulations* by F. Campagna and S. Wu (1 hr. and 15 min.)
 - Participants will split into two Teams and attend two Team Meetings (30 min. ea.)
 - Debrief simulations in Large Group (15 min.)
 - what stood out?
 - how were various behaviors handled
 - how did the TL make a transition from Problem management to idea development?
 - review written guidelines

BREAK (5 MIN)

3. *Practice Team Meetings in Small Groups* by F. Campagna and S. Wu (1 hour)
 - Participants will split into groups of five and facilitate a 10 - 12 minute practice Team Meeting
 - Debrief in Large Group
4. *Wrap-Up and Evaluation* by S. Wu
 - Evaluate the Workshop on a scale of 1 - 5

CITY YEAR TRAINING ACADEMY AUGUST 25, 1992
Field Staff Training
Workshop #5
"How to Build an Excellent Team Part III: More Team Building Techniques"

Schedule for the Day

9:00 am - 12:00 pm	Field Staff Training Workshop at City Year Annex
12:00 pm - 1:00 pm	Lunch
1:00 pm - 3:30 pm	Field Staff Training Workshop Continued
4:00 pm - 6:30 pm	Computer Training Part I at Apple Computer

Workshop Overview

1. *Introduction* by S. Wu (15 min.)
 - Review Purpose and Schedule of Workshop (10 min.)
 - Warm-Up Exercise: Sound, Motion, Wave (5 min.)
2. *The One-on-One Meeting: Foundation for Working With Individual CM's* by S.Wu (30 min.)
 - Brainstorm qualities of a successful One-On-One Meeting (10 min.)
 - Establishing a Strong, Positive Relationship with Every CM on Your Team
 - How and when to Conduct One-on-One Meetings; tone and setting; diversity; follow up
 - Your First One-on-One Meeting: When, Where, How Long.
3. *One-on-One Meeting Simulations* by F. Campagna and S. Wu (45 min.)
 - Participants will Eavesdrop on a simulated First One-on-One Meeting (30 min.)
 - Brief Discussion of Simulation (15 min.)

BREAK (15 MIN.)

4. *Practice of First One-on-One Meetings* by F. Campagna and S. Wu (1 hr.)
 - Participants Will Pair-Up and Role-Play First One-on-One Meetings (45 min.)
 - Debrief of Role Plays (30 min.)
 - discussion of important themes
 - Former CM's share impressions and recommendations
 - "expect anything" simulations
 - review written guidelines (handout)

LUNCH (1 HR.)



Characteristics of a Strong Team

- **Teamwork**

Are teamwork and cooperation strongly held team values? Does the team work well together as a team? Do they cooperate easily? Do they divide tasks fairly and efficiently? Do they work harmoniously or is there often friction among them? Does every member carry his or her weight? If not, what does the team do about it?

- **Communication**

Does the team communicate their thoughts, feelings and ideas easily, and without intimidation?

- **Respect**

Is respect a strongly held team value? Does the team show strong respect for themselves, each other, staff, service partners, visitors and the general public? Is the team respectful of whatever environment they are in? Do they use profane language? Do they move around their service site and the community at large with a sense of respect for others? Do they move people off sidewalks when they travel? Do they make people around them more or less comfortable? Do they listen and sit professionally when someone is speaking to them?

- **Work Ethic**

Does the team have a strong work ethic? Does the team attack new tasks with enthusiasm and energy? Do they work hard all the way until the task is done? Do team members who work hard get putdowns from other team members? Does the poor work ethic or poor attitude of some drag the team down?

- **Commitment to Excellence**

Is the pursuit of excellence a strongly held team value? Does the team know when it has done a good job? Even if the team has worked hard, would they redo the job if it were not done right? Is the team self-evaluating, self-improving? Does the team respond well to constructive feedback?

- **Service Ethic**

Is the team dedicated to serving others? Does the team ask a lot about things for themselves, or do they put the needs of others first?

- **Appearance**

Are good personal and team appearances strongly held team values? Is the appearance of each team member, and the team as a whole, clean, neat and uniform, or is it unkept, ragtag and dishevelled? Does the team understand the importance of good appearance to a professional service organization? How do team members respond to criticism of their appearance?

- **Team Movement and Readiness**

Are punctuality and ease of collective movement strongly held team values? Does the team seem to be dragged wherever it goes, or does it move easily from place to place? Does the entire team circle up readily? Do a few members of the team slow the team down? Is the team alert or sluggish?

- **Discipline**

Is the team disciplined? Do they stay focused and stand ready to complete new tasks?

- **Accountability**

Do individual team members and the team as a whole share a commitment to being accountable, or does work fall between the cracks?

- **Curiosity**

Is curiosity a strongly held team value? Do some members of the team put down other members who ask questions and show interest in their work? Does every member of the team show curiosity? Do "why?" questions get asked a lot? Is the team open to learning new skills?

- **Open-mindedness**

How well does the team receive new ideas? Do team members maintain an open frame of mind? Or do they tend to react negatively to opposite points of view? Are ideas rewarded?

- **Empathy**

Does the team easily walk in the moccasins of others? Are members of the team quick to judge others?

- **Empowerment**

Is the team capable of organizing itself and completing tasks on its own, without its usual supervisory leadership? Can team members follow leadership of their peers, or do they resent and resist each others' empowerment?

- **Commitment to the Common Good**

Does the team see opportunities for the common good through their work? Do they act on those opportunities?

- **Celebration of Diversity**

Does the team celebrate diversity and difference wherever they find it, or do they often react with judgment or lack of interest?

- **Creativity**

Is creativity a strongly held team value? Does the team approach new tasks creatively? Is creativity rewarded?

- **Joy**

Does the team value, and experience often, the joy of excellent work and community service?

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PART. ORIENT.

Divider Title: _____

PARTICIPANT ORIENTATION

This Section Contains:

1. Preliminary Draft
2. Sample Orientations

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National TRNG.

Divider Title: _____

NATIONAL TRAINING

This Section Contains:

1. Goals of National Training Week
2. Training Week Schedule
3. Main Training Groups
4. Basic Expectations, Rules, and Participant Training Contract
5. Logistics
6. National Training Team

Goals of National Training Week

- **Build Understanding of National Service**
 - History and Legacy
 - Basis in Citizenship
 - Contemporary Service
 - Relationship to Community Service
 - Identification with Compatriots Across the Country
- **Develop a Common Basis of Knowledge and Skill**
 - Children at Risk
 - Leadership
 - Service Learning
 - Community Building
 - National Service
- **Establish a Shared Ethos and Commitment**

Training Week Schedule

Sun	Mon	Tues	Wed	Thurs	Fri
Travel  		PT and Team Check-In			
		Breakfast			
	Leadership & Team Building	Community Day	Service Day	Taking It Home	
		LUNCH			
	Children at Risk			National Service Visioning	
		DINNER			
Getting Started	Life Stories	Diversity Workshops	Team Theater		
Reflection					

Main Training Groups For National Training Week

GROUPS (50)



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SVC. PROJECTS

Divider Title: _____

SERVICE PROJECTS

This Section Contains:

1. Service Project Development
2. Service Project Management
3. Training for Service Projects
4. Service Project Briefing Documents

CITY YEAR STAFF TRAINING ACADEMY AUGUST 27, 1992
Field Staff Training
Workshop #6
"Managing City Year Service Projects"

Workshop Overview

1. Introduction by S. Wu (5 min)

- Review Purpose and Schedule of Workshop
- Organizational efforts for excellence; Youth development comes through service excellence (5 min)
- "City Year is a service provider, not a youth development program"

2. Qualities of an Excellent Service Project by L. Ulrich (1 hr.)

- Participants will divide into pairs and discuss an effort you feel was excellent and why; Lessons learned that are useful for this year (10 min.)
- Large Group discussion about qualities of an excellent project (15 min.)
- Testimonials from Three Veteran TLs about successful and unsuccessful projects (15 min.)
- Presentation of the elements of an excellent Service Project (20 min.)
 - Clear goals, strong effort, ongoing evaluation, significant and lasting impact, service learning; creativity, structure
 - "The sponsor is our customer and we are the service professionals"
 - "City Year always leaves a place better than we found it"

3. The Role of the TL in Managing Service Excellence by S. Wu (1hr. 30 min.)

- Presentation of Five TL Roles
 - CM Supervision; Liason to Sponsor; Facilitating Evaluation; Troubleshooting/Problem Solving; Creative Development; CM Education (15 min.)
- Role Plays of Five Guideposts (1 hour 15 min.)
 - 3 groups develop role plays for entire group, present skits, receive feedback
 - debrief

BREAK (15 MIN.)

4. Service Project Problem Solving by L. Ulrich and S. Wu (1 hr.)

- Brainstorm techniques of Problem solving Based upon case studies
 - resources for troubleshooting; being creative and thinking beyond the 9 dots
 - "Always keep your troops informed and ask for their ideas"

5. Wrap - Up and Evaluation by L. Ulrich (5 min.)

- Rate the workshop on a scale of 1 - 5

not enough work for 10 people
racist sexist
super late on Phys service proj
Team is bored/dislikes project
no tools
falling behind schedule
CMs absent
skills not there

-conclusions: communication key
 be proactive/vigilant
 DM and SL are great resource
 other TLs are resource
 remain calm
 prepare for the unexpected/more planning the better
 involve CMs in problem solving
 be open and flexible to change
 review goals daily

"Service Project Briefing Documents"

This should be placed in Section I Service Projects.
It should be the last section of this particular Section.

SERVICE PROJECT BRIEFING DOCUMENTS

General

A Service Project Briefing Document is an easy-to-use management, planning, and information-sharing tool that consists of several pages of critical information about a service project. The Briefing Document is used by the project planner as a guide in planning the service project, and later is used by the Team Leader and participants as a reference. The Service Project Briefing Document can be used for several purposes:

- To help the person planning the service project to organize relevant tasks and information.
- To brief the Team Leader and participants on the service project before it begins.
- To conveniently store all of the most important and useful information about a service project in one comprehensive document.
- To share information about a service project with any interested person or organization.
- To keep a permanent, detailed record of service work.
- To teach participants how to plan and implement a service project.

A separate Service Project Briefing Document should be used for each service project, and a copy should be given to the Team Leader and participants (Team Leaders may wish to review some or all of the Briefing Document with the Team at the start of the project). Team Leaders and participants should keep their Briefing Documents with them at all times. Other supervising staff should also keep copies of relevant Briefing Documents.

Sample Service Project Briefing Document

Below are samples of blank and completed Service Project Briefing Documents. SOS programs and service projects vary greatly, so the samples below may not be entirely appropriate for every service project. Individual programs should feel free to copy and use the sample Briefing Document as-is or to change it to suit individual needs. The first page of the Briefing Document contains the most basic information, and can be distributed by itself when appropriate:

Summer of Service Project Briefing Document

SOS Program Name _____ Service Project Name _____

I. Service Project Overview

Service Project Description and Purpose:

Tasks That Participants Will Perform:

Dates and Times of Service Work:

Project Sponsor(s) 1. _____	2. _____
name	name
address	address
city/zip	city/zip
contact person/title	contact person
phone	phone

Worksite _____	Worksite Supervisor _____
worksite name	name
address	address
phone	phone

Team(s) Assigned _____	_____
team name/Team Leader	team name/Team Leader
supervisor	supervisor

For more information about this Service Project, please contact:

SOS Program Name _____ Service Project Name _____

II. Service Work

A. Description

Overall Project Purpose:

Goals and Measurable Outcomes of Service Project:

Tasks that Participants will perform:

B. Weekly/Daily Schedule*

Weekly Schedule:

M

T

W

TH

F

Daily Schedule:

***See Section F for detailed Schedule and Timeline**

SOS Program Name _____ Service Project Name _____

C. Tools and Materials

Necessary Tools, Materials and Equipment:

<u>Qty</u>	<u>Item</u>	<u>Provider</u>	<u>Needed By</u>	<u>Ready</u>
------------	-------------	-----------------	------------------	--------------

Where will tools, materials, and equipment be securely stored?

How will team gain access to tools, etc.?

Backup Plan if supplies run out:

Nearest supply stores:

D. Worksite Information

Name and Description of Worksite:

Sponsor's Worksite Supervisor or contact:

Name/Title

phone#

Phone #'s where participants may be reached at worksite:

If no phone, give location and # of nearest phone where participants can receive calls:

(continued)

SOS Program Name _____ Service Project Name _____

D. Worksite Information (continued)

Travel Directions from Summer of Service program base
By public transportation (attach schedule if necessary)

travel time:

By car (attach map if necessary)

travel time:

Parking arrangements at worksite:

Is it safe for participants to travel alone to and from the site? If no, explain.

Nearest private indoor meeting space for the entire Team:

Number of people who can meet in this space:

Nearest space for Team to eat lunch:

Nearest food stores/restaurants:

Nearest bathrooms:

Nearest pay phone:

Special considerations and needs for project/participants on site:

SOS Program Name _____ Service Project Name _____

F. Project Timeline and Schedule

Below is the timeline and schedule for this service project:

(continued)

SOS Program Name _____ Service Project Name _____

F. Project Timeline and Schedule (continued)

Rainy Day and alternate plans:

Plans if any for closing ceremony/party at the end of the project:

III. Safety/Emergency InformationNearest Police: _____
precinct/address_____
phone_____
contact personNearest Hospital: _____
name_____
address_____
phone**Directions from worksite to nearest hospital:****Location of nearest fist aid:****Potential Worksite safety issues and precautions:**IssuePrecautions**Safety-related training and orientation that participants will receive:**

SOS Program Name _____ Service Project Name _____

IV. Sponsor Information**A. Sponsor #1****Project Sponsor 1.**_____
name_____
Executive Director_____
address_____
phone_____
city/zip_____
contact person/title_____
phone/fax**Sponsor's Mission:****Service Project Planning Contact:****Worksite Supervisor:**_____
name_____
name_____
title_____
title_____
home/work phone_____
home/work phone**B. Sponsor #2****Project Sponsor 2.**_____
name_____
Executive Director_____
address_____
phone_____
city/zip_____
contact person/title_____
phone/fax**Sponsor's Mission:****Service Project Planning Contact:****Worksite Supervisor:**_____
name_____
name_____
title_____
title_____
home/work phone_____
home/work phone

SOS Program Name _____ Service Project Name _____

V. Leadership Development and Service Learning Curriculum

A. Description

Purpose and goals of Leadership Development and Service Learning curriculum for this Service Project:

LD and SL activities for participants on this Service Project:

activity

date/time

materials

How will Service Project be supervised/managed to support LD and SL goals?

Is time pre-scheduled for LD and SL activities?

Other educational opportunities in the community/on site:

Special material/equipment needs:

Special considerations concerning LD and SL on this Service Project:

SOS Program Name _____ Service Project Name _____

B. Training

Participants on this Service Project will be trained in the following skills, techniques and topics:

List of Training Sessions:

Training SessionDates/TimeStaff/TrainersLocation

Materials or equipment needed for training:

C. Orientation to Service Project

Date and Time:

Location: _____

organization/building

Purpose and goals of orientation:

address

phone

Service Project Orientation program and schedule:

SOS Program Name _____ Service Project Name _____

VI. Evaluation**Evaluation Instruments and methods that will be used on this Service Project:****Instrument/ Method****Administered By****Date****VII. Miscellaneous****Dates when worksite is closed or sponsor unavailable:****Special Dates (visitors, holidays, events, etc.) that will affect this Service Project:****Date, time, location of Mid-Project Meeting with Sponsor:****Date, time, location of End-of-Project Meeting with Sponsor:****Has Sponsor agreed to provide General Liability Insurance?****Are sponsor's employees unionized?****If yes, have they been informed on the Summer of Service project?****Any issues?****Other volunteers/organizations providing similar service or working with this sponsor:**

SOS Program Name _____ Service Project Name _____

VIII. Notes/Comments

This Service Project meets all program specifications and is approved for implementation:

Project Planner/Date

SOS Program Director/Date

Clinton Presidential Records Digital Records Marker

This is not a presidential record. This is used as an administrative marker by the William J. Clinton Presidential Library Staff.

This marker identifies the place of a tabbed divider. Given our digitization capabilities, we are sometimes unable to adequately scan such dividers. The title from the original document is indicated below.

LEAD. / S. LEARN

Divider Title: _____

LEADERSHIP DEVELOPMENT AND SERVICE LEARNING

This Section Contains:

- I. Overview of Leadership Development & Service Learning
2. Developing Curriculum, Exercises and Experiences
3. Resource Materials

Training Team

"Leadership Development and Service Learning"
This is a full replacement of Section XI Leadership
Development and Service Learning.
Please throw out all papers currently in this section
(except any you have added).
Please recycle!!

Outward Bound Exercises

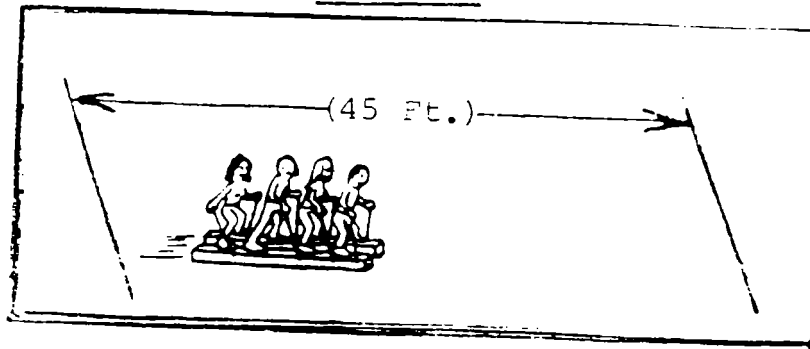
Available through: Outward Bound
Thompson Island
Education Center
Boston, MA 02127-0002
617-328-3900

Addition to SOS Binder

Phil Coplan /

Insert in Section VI
Leadership & Service Learning
After Growing Hope and
before Blue divide entitled
Workshop Formats

TROLLEYS



Goal: The entire group must cross from one line to the other.

Set-up: Establish a line indicating the beginning and another indicating the finish.

Equipment: (2) Trolleys (2 ft 4X4's each w/ 7 ropes attached) and bandanas.

Ground Rules:

- (1) No part of any participant's body or their clothes may touch the ground between the boundaries.
- (2) If any part of a participant's body or clothes touches the ground that s/he must go back to the start (& be blindfolded immediately) and start over.
- (3) The Trolleys can only make -- round trips. (This amount is determined by the number of participants. e.g. less than 10=2 round trips max. 10-14 people =3 round trips max. 15-18 people=4 round trips max.)

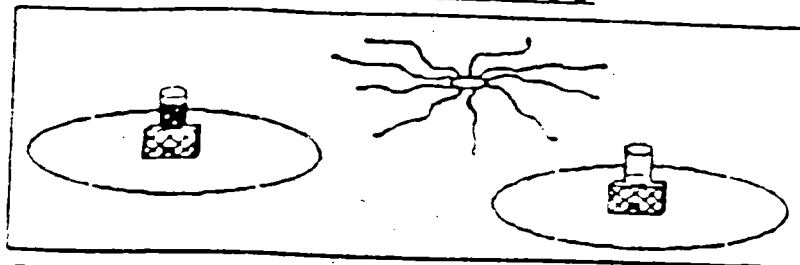
Safety: Be aware of smoothness of surface being covered. Use common sense and spot if necessary. "STOP ACTION OR STEP IN IF IT DOES NOT LOOK SAFE."

Framing: 25 to 30 minutes is a good time limit or use no time limit. There are several ways of using the Trolleys to cross the "No Touch Zone" so just brief the group on the task and the rules.

Expected Outcomes:

- Leadership
- Coordination of effort
- Communication
- Accomodation to others

Toxic Waste



Goal: To pour the water from the full container into the empty container without physically touching the containers or spilling a drop of water.

Set-up: Place the cans, one full of water, the other empty, 40-50 feet apart, on a raised surface i.e. square boards or milk crates. Create a no touch boundary zone around each container about 10-16 feet in diameter, using chalk, string, or rope. Shockcord Octopus with 8-10 hand lines, attached to a small center circle (also made of shockcord) should be off to the side.

Equipment: (2) large juice cans (32 oz. containers) opened at one end, (2) square boards or milk crates, chalk, string, or rope for identifying no touch boundary zone, (1) shockcord Octopus with 8-10 hand lines.

Ground Rules:

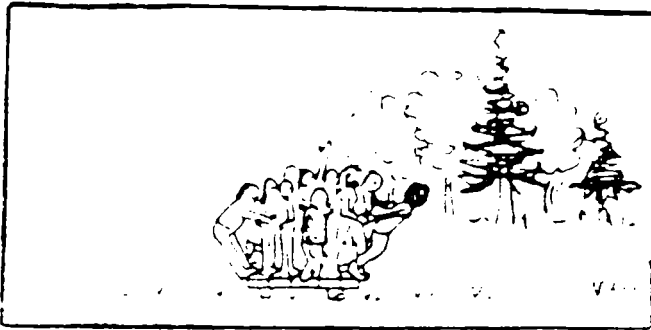
1. No person can physically touch the containers.
2. Everyone must hold an Octopus handline, staying at its full length and not let go of it, from beginning to end of the event.
3. If the "No Touch Boundary Zone" is stepped in or crossed by the hand or legs of any participant, that participant shall be blind folded IMMEDIATELY for rest of the event.

Safety: Use common sense and encourage spotting where needed. "STOP ACTION OR STEP IN, IF IT DOES NOT LOOK SAFE".

Framing: The suggested time limit (15-20 minutes). Read or frame the ground rules clearly. Stating that participants should police themselves as far as time and violation of the "no touch boundary zone" will put you in a clearer position as an instructor/consultant. You can debrief by asking such questions as what was the integrity of the group members policing themselves? How do you handle failure? And commenting on leadership verses followership, decision-making and group communications.

Expected Out-come:

- Decision-making
- Possible Failure Issues
- Integrity
- Communications
- Leadership verses Followership



Goal: The entire group must mount and stay on the platform for a predetermined amount of time.

Set-up: Portable platform - place platform on a stable location. Permanent platform - no set-up.

Equipment: Platform approx. 2'X2' portable or permanent

Ground Rules:

- (1) No part of any participant's body may touch the ground during the preset time.
- (2) If any part of a participant's body touches the ground, everybody must get down and start over.

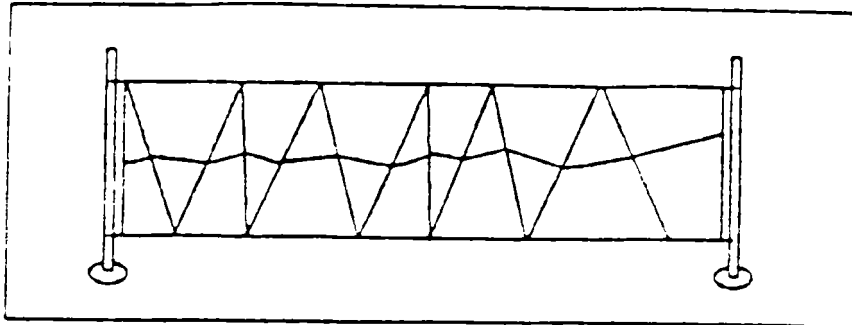
Safety: Make sure all understand their responsibilities for spotting if they fall off i.e. As soon as your feet are on the ground, get your hands up and spot the next person no matter who it is.
Do not allow any method that seems unsafe e.g. "Pig Pile". "STOP ACTION OR STEP IN IF IT DOESN'T LOOK SAFE."

Framing: 25 to 30 minutes is a good time limit or use no time limit. The length of time chosen to set as task can be varied according to group size and ability, but 10 or 15 seconds is a good goal.

Expected Outcomes:

- Leadership
- Coordination of effort
- Communication
- Importance of a plan mutually agreed upon

Spiders Web



Goal: The entire group must pass through the web

Set-up: String a web between two trees or uprights as shown above

Equipment: String and uprights if needed.

Ground Rules:

- 1) No hole in the web can be used more than once
- 2) No team member can touch the web either while going through a hole or while helping someone else. Any infraction will cause the team to lose the hole and the participant to start over

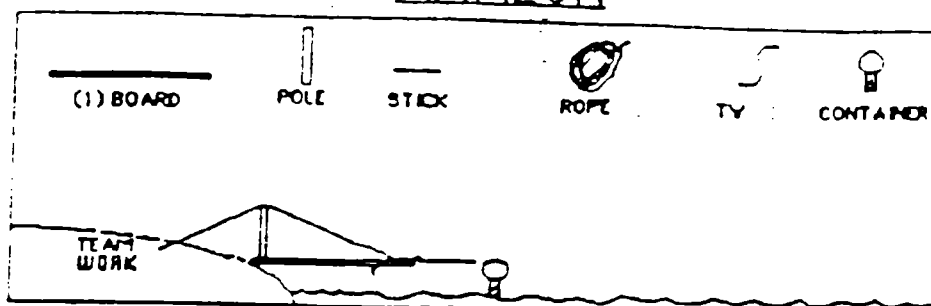
Safety: Use common sense and good spotting is needed at all times "STOP ACTION OR STEP IN, IF IT DOES NOT LOOK SAFE".

Framing: A good time limit for the spiders web is 20 minutes. The group is briefed that they must pass through the web not using trees or touching the string. Giving the group the responsibility of keeping their own time and acknowledging whether or not someone has touched, will place the responsibility for the achievement of the task on the group. Note: An instructor should not place her/himself in the position of a judge or time keeper.

Expected Out-come:

- A combined effort
- Demonstration of leaders, followers, and supporters
- Opportunity to get involved
- Need for communications
- Integrity and ethics within the group
- If conducted after an initiative with no time limit, this tends to demonstrate the role of planning time needed in achieving the task.

AMAZON



Goal: The team must retrieve the container and bring it back to the edge.

Set-up: Over water works best. Other variations are a one foot wall in a field, or at the edge of a cresting slope. A very low string might help define the edge if it is not clearly defined by water. The container needs to be set out the length of the 10 to 12 foot board plus 3 feet. (adjustments to the distance might have to be made for each team depending on size, age, and ability of the team.)

Equipment:

- (2) 100 foot Rope (11mm)
- (1) Container with Loop or string lanyard.
- (1) 10 to 12 foot Board (2" X 10" or larger)
- (1) 5 foot Post (4" X 4")
- (1) length of Twine (2'-3')
- (1) 3 foot Stick (1" X 1")
- (1) Life Jacket (if over water)

Ground Rules:

1. No participant or piece of equipment can touch the ground or water between the starting edge and the container.
2. No surrounding trees or materials may be used.

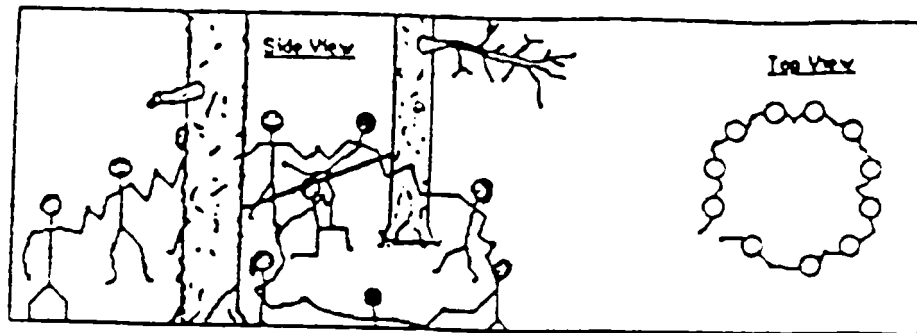
Safety: Use common sense. Spot the BIG RISK TAKER if done on land when and if necessary. "STOP ACTION OR STEP IN IF IT DOES NOT LOOK SAFE". A life jacket is necessary if done over water.

Framing: Time needed is 20 to 30 minutes or use no time limits. Using the scenario "the container is floating on a pool of acid" or "floating down a river" or, on land "at a toxic waste dump" helps. Add that the container contains a new product design necessary to the success of their company. Explain the rules to the team clearly and try to put yourself in the position of the consultant if something needs clarification. Do not act as a judge or time keeper.

Expected Out-come:

- Problem-solving exercise
- Demonstration of the need for a "Hell-view"
- Trust and risk taking
- Team Involvement

LOW ELECTRIC FENCE



Goal: The entire group must pass over the fixed line

Set-up: String a line between two trees or uprights. The line should be crotch high 30 to 34 inches, depending on the type of team or group and weather conditions. Remember for, outside, rainy, foul-weather-gear-days or for winter, snowy, extra-clothing-days, adjustments need to be made. For sunny, Florida-type, shorts days, 33 inches is good.

Equipment: Any string or line will do. Outside use two trees 10 to 15 feet apart. Indoors use two uprights, two posts or the backs of two chairs

Ground Rules:

1. Form a circle by holding hands.
2. Break the circle at only one point.
3. The continuous line of people must cross the fixed line of string while holding hands.
4. If any member of the team touches the string or if their hands break, the entire group must start again.

Safety: Do not let participants use the center of someone's back as a step. Use common sense and encourage spotting where needed. "STOP ACTION OR STEP IN, IF IT DOES NOT LOOK SAFE".

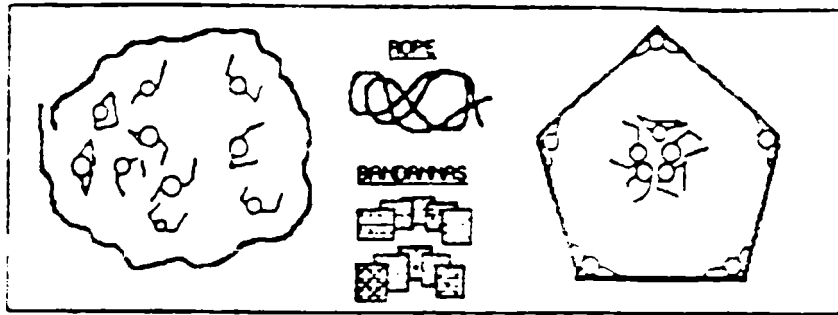
Framing: Task takes 15 to 20 minutes. The low electric fence can be framed several ways to bring out different themes. No time limit allows for plenty of planning time, with little time pressure. Setting a team goal of "How long will it take to complete the task?" gives the team a self set goal. This will also set the group up for the debriefing. Have the team keep track of its own time. Other areas to frame are quality of the task, integrity of the group, and performance as a team.

Expected Out-come:

- Planning time versus action time
- Team Involvement

Note. No time limit works well if used as a lead into the Spider's web

Blind Poly



Goal: The entire group must form a perfect 5-sided pentagon out of a length of rope

Set-up: Need to provide bandanas or they should bring their own.

Equipment: One length of rope and bandanas.

Ground Rules:

- 1) The entire Group must be blindfolded from beginning to the end of the exercise.
- 2) All participants must remain within the pentagon at all times.
 - * Note: A variation is to have all non-point members end up in the exact center of the pentagon.

Safety: Participants should be made aware of the area before becoming blindfolded. Use common sense and spotting is necessary while participants are blind folded. "STOP ACTION OR STEP IN, IF IT DOES NOT LOOK SAFE".

Framing: Recommend NO TIME LIMIT but if schedule is restrictive 15-20 minutes is best. The group is briefed after they are blindfolded and a length of rope is laid down behind the group with bitter ends close to each other, but not tied together. At this point the group should be told what the task is. They may or may not elect to use the entire rope

Expected Out-come:

- Exclusion due to non-participation of some members either willing or unwilling.
- Frustrations - resulting from exclusion
- Communications

THE MUSE

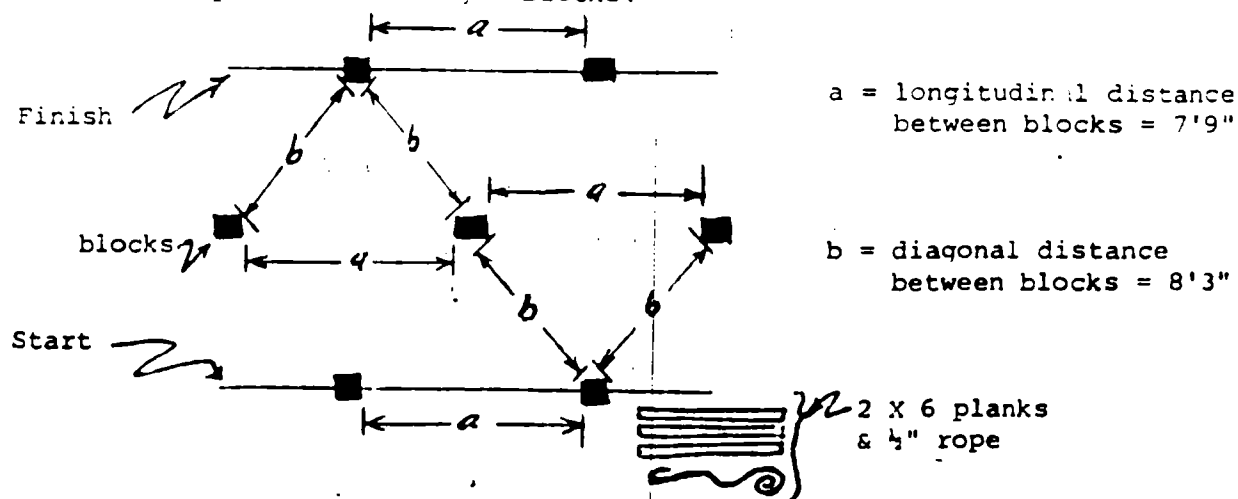
Number of players: Minimum of 6

Equipment: 7 Concrete or patio blocks
3 8ft 2x6 planks or equivalent
1 12ft half inch rope

Location: In school or outdoors

Task: To get the whole team across an area, touching only the safe spots (blocks) with either the planks or any part of their bodies, and using only the equipment provided.

Preparation: Set up as below using 7 blocks:



Cont. next page

Procedure: Describe the situation: "In their escape attempt the team encounters an acid river. To escape successfully, has to cross touching only the protruding rocks(blocks) or else they are burned to death. Fortunately they've found, by the acid river, three planks and a length of rope that they can use. Unfortunately, the planks and the rope are not totally acid resistant. If these touch the acid they must be retrieved and wiped off. However, after three contacts with the acid, they are so badly burned, that they cannot be reused anymore!"
After making sure all participants understand the situation and answering any questions, have the team solve the problem.

Trench Warfare

Do you like the initiative problem, Traffic Jam? If not, continue on to the next highlighted **BOT's** item, 'cause you won't like this one either.

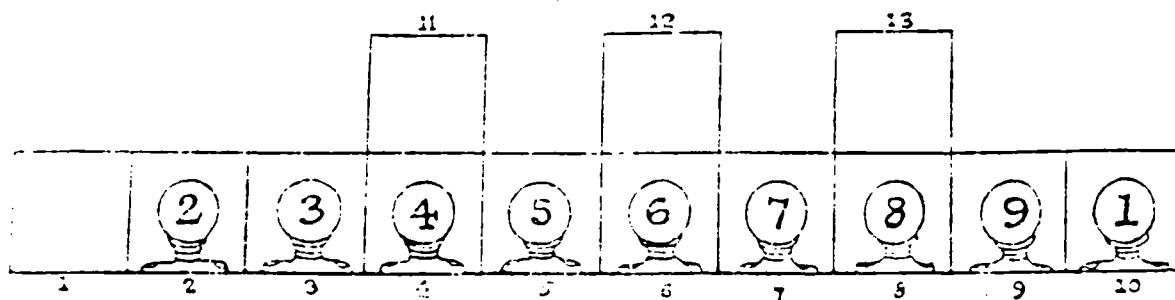
Still here? Ok, you asked for it. The drawing below shows nine soldiers in a trench. Number one is the sergeant who needs to get to the other end of the trench (the open space). Because of their teeny entrenching tools, the troops dug the trench sooo narrow that they can't squeeze past one another and, because of the constant enfilade overhead, to climb over one another would be fatal. However, three latrines have been built for the nine troops (spaces 11, 12 & 13) and possibly, by utilizing these olfactory off-shoots to the trench, the exchange can be safely accomplished. Considering that this is a military exercise and the commanding officer is watching, the exchange must be done in the minimum number of moves: 28.

Use a stick to scratch the outline of the trench and latrines in the dirt, then ask your participants to take a position in the trench, as per the drawing below.

Rules:

- Each latrine will only hold one person at a time. Two at a time would be unsanitary and would increase the danger of falling in — in which case the overhead fuselage seems less threatening.
- Each person may go any distance that is possible or necessary in one move.
- Each person, except the sergeant, must return to their starting places at the finish.

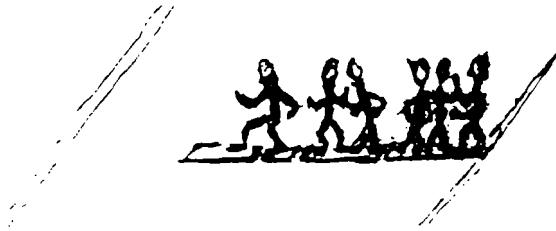
I'm a nice guy, so here's the answer before the March issue. Did I figure it out, you ask? None of your business. Get cracking troops, and watch your step!



Answer — The troops must move in the following order: 2-1, 3-2, 4-3, 5-11, 6-4, 7-5, 8-6, 9-7, 1-13, 9-10, 8-9, 1-12, 7-13, 6-8, 5-7, 1-11, 4-12, 3-6, 2-5, 1-1, 2-2, 3-3, 4-4, 5-5, 6-6, 7-7, 8-8, 9-9, and the sergeant reaches the other end of the trench in 28 moves.

Each move above is designated as two numbers; the first number is the move of a person and the second number designates his/her new position.

SWAMP BOARDS



GOAL: The whole group must cross from one side of the no-touch zone to the other stepping only on the boards provided.

SET-UP: Delineate a no-touch zone approx. 15 yards across. Place (*) boards on the beginning side. (* This amount is determined by the number of participants i.e. 8 participants = 2 @ 3' & 1 @ 2'; 10 participants = 1 @ 2', 1 @ 3', & 1 @ 4'; 12 = 1 @ 4' & 2 @ 3'; 14 = 1 @ 2', 2 @ 3', & 1 @ 4'; 16 = 2 @ 2', 2 @ 3', & 1 @ 4'; 18 = 1 @ 2', 2 @ 3', & 2 @ 4'; 20 = 2 @ 2', 2 @ 3', & 2 @ 4'.)

EQUIPMENT: (1) set of 1"X 6" boards. A full set is 2 @ 2', 2 @ 3', & 2 @ 4'.

GROUND RULES:

- (1) In crossing the no-touch zone, you may step only on the boards.
- (2) If any participant or their clothing touches the no-touch zone, the team must go back and start over.
- (3) Participants must travel together and may not move backwards.
- (4) All materials must end up with the team at its final destination.

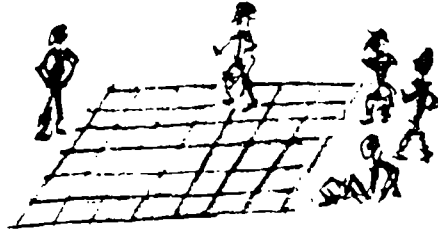
VARIATIONS:

- (1) Rather than requiring the team to start over for a no-touch violation, blindfold the member who touched.
- (2) In addition to the team starting over for a no-touch violation, blindfold the member(s) who touched as well.

FRAMING: 20 to 30 minutes is a good time limit.

EXPECTED OUTCOMES:

- Planning
- Use of resources
- Focusing on task
- Team work
- Leadership



GOAL: To find the path through the MAZE and for each member of the team to travel along that path from one end to the other.

SET UP: Place grid on floor or ground.

EQUIPMENT: (1) 6X7 grid approx. 10'X11' (big enough so participants can stand in the squares), \$10 million in play money, and (for staff's eyes only) pre-set path through the MAZE.

GROUND RULES:

- (1) Each participant travels through the MAZE alone and in an order determined by the team.
- (2) Participants travel through the MAZE until they come to a "closed door".
- (3) Upon reaching a closed door, participants must stop and go back to the beginning. The return must be by the exact same path used to get there. Then it's another participant's turn.
- (4) Only one participant may be on the MAZE at one time.
- (5) Participants may move forwards, backwards, or sideways to any adjacent square. Participants may not step over any squares. Diagonal moves are not allowed.
- (6) The team has \$10 million to spend as needed for planning time or for reworking.
- (7) The team has 2 free minutes of planning time up front. If additional planning time is wanted, it may be purchased at a cost of \$2 million per minute.
- (8) Reworking is required if a participant tries to go through a previously discovered closed door either while trying to find the path or while returning to the beginning. Reworking costs \$1 million per occurrence.
- (9) Participants may not use any items to leave a trail on the MAZE; participants may not draw a map at any time.
- (10) Participants may not talk except during planning time.

VARIATIONS:

- (1) Before beginning, declare some of the participants to be "Pathfinders" and the balance to be "Drones". Pathfinders may talk during planning time and must all go through the MAZE correctly for the team to complete the problem. Drones may not talk at any time and do not go through the MAZE.
- (2) Do not allow the purchase of any more planning time after the initial planning time is over.
- (3) Charge more for any planning time purchased after the



GOAL: The whole group must cross from one side of the no-touch zone to the other stepping only on the 2'x2' squares.

SET-UP: Delineate a no-touch area approx. 25 yards wide. Place 2'x2' squares on the beginning side. This amount is determined by the number of participants + 1.

EQUIPMENT: 2'x2' wooden squares.

GROUND RULES:

- (1) In crossing the no-touch zone, you must step only on the 2'x2' squares.
- (2) If you step off a 2'x2' square into the no-touch zone, that square is confiscated and no longer available.
- (3) While crossing the no-touch zone, contact with the squares must be maintained at all times using a hand or a foot.
- (4) If contact is not maintained, that square is confiscated and no longer available.
- (5) The squares may be used more than once as long as contact with them is maintained.
- (6) More than one person may occupy a square.
- (7) All participants must make it across the no-touch zone to solve the problem.

VARIATIONS: Props other than 2'x2' squares can be used as long as they are large enough to stand on (e.g. bandanas).

FRAMING: 30 minutes is a good time limit. Be alert to make sure the squares are confiscated as appropriate.

EXPECTED OUTCOMES:

- Use of resources
- Diminishing resources
- Focusing on task
- Communication
- Planning

***Overview of Leadership Development and
Service Learning***

Leadership Development and Service Learning

Overview

This section is designed to help you think broadly about leadership development and service learning. Inside you will find articles to stimulate your thoughts, tools for developing and planning activities, and resource materials for activities, projects and workshops that you may incorporate into your Summer of Service program. It is divided into three major sections that include:

1. Overview of Leadership Development and Service Learning

The writings and articles in this section are for your own reading and can also be used as handouts for team leaders and participants when explaining and developing ideas for learning and development.

- Opportunities for Leadership Development and Service Learning
- "Perspectives on Education and Action"
- "Principles of Good Practice in Combining Service and Learning"

2. Developing Curriculum, Exercises and Experiences

This section will be filled in primarily by you as you build and develop your leadership development and service learning programs. Ideas for new team building exercises, people that you might use as trainers and facilitators, and places to visit with a team should be filed in this area so that they are readily accessible. Articles include:

- "Developing Reflection in a Community Service Program"
- Reflection Checklist
- "The Experiential Learning Cycle"
- "Designing a Workshop"
- "The Role of Facilitator"
- "Ideas for Maximizing Group Participation & Learning"
- "How to Lead a Support Group"
- "Storytelling and Service"
- "Telling Yours: Tips from Storytellers"
- Training Issues, Ideas and Resources for Mentor Programs
- Random Ideas

Tools include:

- Service Learning Schedule
- Trainer and Resource People Chart
- Reflection Checklist
- Education Session Planning Document

3. Resource Materials

This section is a collection of resource material from training resources around the country. It can be added to throughout the summer as you find new material. All of the materials in this section can be obtained through the organizations listed in the beginning of this section:

- Resources used to develop this collection
- Other resource sources and organizations
- Resource material for specific workshops and exercises on the following topics:

Icebreakers, New Games and Reflection Exercises:

Workshop formats on the following topics:

- Racial and Cultural Identity
- Citizen Politics
- Developing Strategies for Change in the Community
- Conflict Partnership
- Conflict Management
- Feedback: How to Give It, How to Get It
- Public Speaking

Sample Curriculum and Reading Lists

Articles

Opportunities for Leadership Development and Service Learning

Leadership development and service learning should become a part of how you work, how you learn, and how you serve throughout the summer. Attached you will find two articles that talk about what service learning means and principles for developing initiatives. The most important thing to remember is that action without reflection will have us serving soup for many years to come. Action coupled with education and reflection will get participants thinking in new ways about themselves, their work, our communities and nation.

Settings

Many settings exist for service learning to take place and come from, including:

- Project work
- Team experiences for small and larger groups
- Explorations and experiences in the community where service is provided
- Interactions and structured sharing with the organizations and institutions in partnership with Summer of Service efforts
- National service training and learning opportunities

Activities

In each of these settings there are a wide variety of activities that can take place to enhance and stimulate learning. A few of these include:

- Group discussion, reflection and feedback
- Processing the 'teachable moment'
- Participant-led projects
- Consensus based decision making
- Storytelling
- Issue-Focused Educational and Discussion Forums
- Workshops and exercises
- Journal writing and logs
- Interviewing and information gathering
- Documentation and Presentations
- Books, Films and Articles
- Weekly themes, daily quotes and special events
- Site-visits
- Tutoring, coaching and individually designed learning
- Basic tasks and requirements
- Retreats

Topics

The areas that can be covered throughout the summer are endless. Rather than cover little pieces across the board, it is best to focus on a few core themes throughout the summer and weave other topics areas into them. Sample exercises and resources on many of the following topics are listed in the next section:

Community Building

- Principles of building community
- Community organizing
- The history of social movements
- Community service as a common ground
- Cultural histories, identities and struggles
- Providing safe spaces for all voices to be heard

National Service

- Civic education and democracy
- History of national service
- National Service legislation

Everyone a Leader/ Everyone a Learner

- Group facilitation
- Public speaking
- Defining youth leadership
- Writing and learning new languages
- Understanding adultism

Children At-risk

- Child Development
- Health Issues (immunization, teen pregnancy, AIDS, etc.)
- Public Safety (violence, crime and drug prevention, etc.)
- Environment
- Education
- Connections between race, economic level, gender and vulnerable children and their families
- Comprehensive and quality services for vulnerable children and their families

Education and Action: A Guide to Integrating Classrooms and Communities. Tanya Mariko Lieberman and Kathleen Connolly, editors, 1992.

Available through:

Campus Outreach Opportunity League
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PERSPECTIVES ON EDUCATION AND ACTION

Issues of education and action are rooted in rich theoretical traditions. The following summary of individuals, theories, and perspectives is included to help you further explore the theoretical debates. Such information may be especially useful when interacting with faculty. Theory about education and community service should help you in understanding professors' perspectives and in developing your own philosophy of education and action.

Many of the theorists presented overlap into several categories, demonstrating the interrelatedness of the topics. While attempts have been made to "cover the bases," this list is truly the tip of the iceberg.

■ Education as experienced-based

The question of the origin of knowledge can be traced to Plato and Aristotle's theories of empiricism and rationalism. Plato argues that knowledge is derived from an "objective" separation from the subject under study, while Aristotle counters that knowledge is gained through experience. Many theories of experiential learning are derived from these basic arguments. David Kolb proposes a model of experiential education configured as a four-stage cycle. The learner begins with "concrete experiences," moves to the "observation and reflection" stage, then begins the "formation of abstract concepts and generalizations," and "testing implications of concepts in new situations," finally returning to "concrete experiences." The cycle rotates in an upward spiral; each experience causes the learner to progress to a new level of understanding which affects the next experience.

related works:

Kolb, David. *Experiential Learning: Experience as the Source of Learning and Development*. Englewood Cliffs, New Jersey: Prentice-Hall, 1984.

McKeon, Richard, ed. *The Basic Works of Aristotle*. New York: Random House, 1948.

Hamilton, Edith and Huntington, Cairns, ed. *Plato: The Collected Dialogues*. Princeton, NJ: University Press, 1969.

■ Education as student-centered

Some educational theorists have supported students' involvement in designing the learning process. John Dewey stresses that, in order to accomplish the true mission of education, schools must involve the learner in determining what is to be learned. His theories are associated with the Progressive Education Movement of the 1930's. Dewey argued that education takes place both inside and outside the classroom, that professional teachers are not the only source of education, that students learn better through experiences directly relevant to their own lives, and that students should be prepared for existing conditions but should also be able to adapt to a changing world. Similarly, Jerome Bruner argues that students should be active participants in the learning process, and advocates a problem-solving model of instruction.

related works:

John Dewey. *Experience and Education*. New York: Collier Books, 1938.

John Dewey. *The School and Society*. Chicago: The University of Chicago, 1915.

Bruner, Jerome S. *Toward a Theory of Instruction*. New York: Norton, 1966.

■ Education as empowering

Some theory addresses the function which education may play in empowering students. Paulo Freire, a Brazilian educator, developed his theories on "liberating education" while working as a literacy teacher. Freire contrasts his model against the "banking" model of education in which the teacher implants knowledge in the minds of passive students. He proposes an alternative in which both student and teacher reflect on their life experiences in a dialogue among equals. He views this dialogue as a political act which leads to empowerment by countering the traditional socialization of oppressed people.

related works:

Freire, Paulo. *Education for a Critical Consciousness*. New York: Continuum, 1987.

Freire, Paulo. *Pedagogy of the Oppressed*. New York: Seabury Press, 1970.

■ Education as forming values

The development of students' values has been the focus of many educational theories. William Perry's nine-stage cognitive development model charts students' ethical development from an understanding of knowledge as objective truth, to "commitment within a relativistic framework." (Delve, p. 3) Lawrence Kohlberg presents a theory of moral development, describing the affects of these stages on moral action. Carol Gilligan suggests that moral development is gender-specific; male moral development is rationalistic and individualistic, while female moral development is embedded in relationships. Similarly, Nel Noddings discusses a feminine view of ethics and social action rooted in "receptivity, relatedness, and responsiveness." Identifying schools as a place in which moral education occurs, she argues that schools have a responsibility to cultivate an ethic of caring.

related work:

Delve, Mintz and Stewart, eds. *Community Service and Values Education*.

New Directions for Student Services. San Francisco: Jossey Bass, 1990.

Gilligan, Carol. *In a Different Voice*. Cambridge, MA: Harvard University Press, 1982.

Noddings, Nel. *Caring: A Feminine Approach to Ethics and Moral Education*. Berkeley: University of California Press, 1985.

Perry, William. *Forms of Intellectual and Ethical Development in the College Years: A Scheme*. New York: Holt, Rinehart and Winston, 1970.

■ Education as multicultural

Both curriculum and method, some have argued, must reflect the cultural diversity of our society. D.S. Hoopes articulates a theory of multicultural education which involves an individual in a "state of multiculturalism" in which the individual has the skills and knowledge to feel comfortable and communicate effectively with people of different cultures and in environments of different cultures. Hoopes' theory has been expanded upon by Frederick C. Jefferson who provides a model of multicultural training in which the individual moves through stages of isolation, inquiry, contact, and integration.

related works:

- Hoopes, D.S. *Intercultural Sourcebook: Cross-Cultural Training Methodologies*. Lagrange Park, Illinois: Intercultural Network, 1979.
- Simonson, Rick and Walker, Scott, ed. *The Graywolf Annual Five Multicultural Literacy*. Saint Paul, MN: Graywolf Press, 1988.



For further discussion of cultural diversity and community service, see Chapter 6: *A Closer Look*, section "Multicultural Education and Community Service".

■ Action as leadership

Robert Greenleaf focuses on the intricate interrelationships between education, service, and leadership. He argues that "great leaders are those who lead because of a desire to serve" and that the "best leaders are those who serve in such a way that those served grow healthier, wiser and more autonomous."

related works:

- Greenleaf, Robert. *Servant Leadership*. New York: Paulist Press, 1977.
- Gardner, John W. *On Leadership*. New York: The Free Press, 1990.

■ Action as disempowering

Some have written critically of the threat volunteers may pose to communities. Ivan Illich argued that American volunteers in the third world inevitably act as "vacationing salesmen for the middle-class 'American Way of Life,'" subconsciously spreading values and behaviors which may be harmful to the host country. He argues that it is not fair to subject others to "help" when you cannot understand their attempts explain to you that you have failed. He encourages those individuals who absolutely must volunteer to help people in their own country, who are linguistically capable of telling them to go to hell.

related works:

- Illich, Ivan. "To Hell with Good Intentions." Conference on Inter-American Student Projects (CLASP), April 20, 1968.
- McKnight, John. "Why Servanthood is Bad." *The Other Side*. January/February, 1989.

■ Action as influenced by gender

Wendy Kaminer, in *Women Volunteering* explores the relationships between gender and volunteer work over the last century. She argues that volunteer work, at different times, has both liberated and oppressed women. She documents the "feminist critique of volunteerism," which states that volunteer work as performed by middle class, white women was viewed by society not as "real work," but as a pastime for economically dependent wives. Women were confined to their communities as they were denied entry into the work force. In contrast, community service promoted women's political involvement in substantial ways. She notes that a "new generation" of college women volunteers view community service not as a career choice, but as an "extra" activity to supplement the careers they already have.

related works:

- Kaminer, Wendy. *Women Volunteering*. Garden City, New Jersey: Anchor Press, 1984.
- Straus, Ellen. "In Defense of Unpaid Labor." *Ms.*, February 2, 1975.

■ Action as reflecting values

The values which motivate individuals to become involved in their communities has been the topic of investigation. In *Habits of the Heart and Individualism and Commitment*, Bellah et al. examine the cultures of and motivations for community involvement. They argue that "implicit in this penchant for 'getting involved' is the peculiarly American notion of the relationship between self and society. Individuals are expected to get involved—to choose for themselves to join social groups. They are not automatically involved in social relationships that impose obligations not of their choosing...." They also state that most Americans say they get involved in order to achieve their self-interests or because they felt affinity with certain others. One set of values and beliefs, that of religion, has been the source of many people's motivation, and the subject of much writing. Notably, Dorothy Day, activist, author, and founder of the Catholic Worker movement, was inspired by such commitments.

related works:

Bellah, Robert, Madsen R., Sullivan W., Swidler A. and Tipton S. *Habits of the Heart*.

Berkeley: University of California Press, 1985.

Day, Dorothy. *The Long Loneliness*. New York: Harper and Row, 1952.



Discuss these theories with other students, professors, administrators and community members. Consider which most accurately represents your community service program's philosophy of community service. Compare different theories of education to your school's mission statement. Choose which perspectives you would like to read more about, and work toward developing your own philosophy of education and action.

PRINCIPLES OF GOOD PRACTICE IN COMBINING SERVICE AND LEARNING

The following section is excerpted, with permission, from the Johnson Foundation's 1989 special report, "Principles of Good Practice for Combining Service and Learning," a compilation of advice from hundreds of organizations and practitioners who saw the need for a common set of guidelines. Copies of the report are available from the Johnson Foundation, Racine, WI 53401-0547, (414) 681-3344.

The Principles of Good Practice in Combining Service and Learning represent twenty years of accumulated wisdom in uniting education and action. They should be used both as guidelines and as a springboard for further discussion. As general principles, they must be adapted to suit your specific situation. Consider these principles both as they relate to your current community service programs and while you plan. Are these principles consistent with the operations of your community service program? Do they address what you see as important issues in uniting education and action? Try to develop your own principles of good practice for combining education and action.

■ Preamble

We are a nation founded upon active citizenship and participation in community life. We have always believed that individuals can and should serve. It is crucial that service toward the common good be combined with reflective learning to assure that service programs of high quality can be created and sustained over time, and to help individuals appreciate how service can be a significant and ongoing part of life. Service, combined with learning, adds value to each and transforms both. Those who serve and those who are served are thus able to develop the informed judgment, imagination and skills that lead to a greater capacity to contribute to the common good. The Principles that follow are a statement of what we believe are essential components of good practice. We invite you to use them in the context of your particular needs and purposes.

■ The principles

1. An effective program engages people in responsible and challenging actions for the common good.

Participants in programs combining service and learning should engage in tasks that they and society recognize as important. These actions should require reaching beyond one's range of previous knowledge or experience. Active participation - not merely being a spectator or visitor - requires accountability for one's actions, involves the right to take risks and gives participants the opportunity to experience the consequences of those actions for others and for themselves.

2. An effective program provides structured opportunities for people to reflect critically on their service experience.

The service experience alone does not insure that either significant learning or effective service will occur. It is important that programs build in structured opportunities for participants to think about their experience and what they have learned. Through discussions with others and individual reflection on moral questions and relevant issues, participants can develop a better sense of social responsibility, advocacy and active citizenship. This reflective component allows for personal growth and is most useful

when it is intentional and continuous throughout the experience, and when opportunity for feedback is provided. Ideally, feedback will come from those persons being served as well as from peers and program leaders.

3. An effective program articulates clear service and learning goals for everyone involved.

From the outset of the project, participants and service recipients alike must have a clear sense of: 1) what is to be accomplished and 2) what is to be learned. These service and learning goals must be agreed upon through negotiations with all parties and in the context of the traditions and cultures of the local community. These goals should reflect the creative and imaginative input of those providing the service as well as those receiving it. Attention to this important factor of mutuality in the service-learning exchange protects the "service" from becoming patronizing charity.

4. An effective program allows for those with needs to define those needs.

The actual recipients of service, as well as the community groups and constituencies to which they belong, must have the primary role in defining their own service needs. Community service programs, government agencies and private organizations can also be helpful in defining what service tasks are needed and when and how these tasks should be performed. This collaboration to define needs will insure that service by participants will: 1) not take jobs from the local community, and 2) involve tasks that will otherwise go undone.

5. An effective program clarifies the responsibilities of each person and organization involved.

Several parties are potentially involved in any service and learning program: participants (students and teachers, volunteers of all ages), community leaders, service supervisors and sponsoring organizations, as well as those individuals and groups receiving the services. It is important to clarify roles and responsibilities of these parties through a negotiation process as the program is being developed. This negotiation should include identifying and assigning responsibility for tasks being done, while acknowledging the values and principles important to all the parties involved.

6. An effective program matches service providers and service needs through a process that recognizes changing circumstances.

Because people are often changed by the service and learning experience, effective programs must build in opportunities for continuous feedback about the changing service needs and growing service skills of those involved. Ideally, participation in the service partnership affects personal development in areas such as intellect, ethics, cross-cultural understanding, empathy, leadership and citizenship. In effective service and learning programs, the relationships among groups and individuals are dynamic and often create dilemmas. Such dilemmas may lead to unintended outcomes. They can require recognizing and dealing with differences.

7. An effective program expects genuine, active and sustained organizational commitment.

In order for a program to be effective, it must have a strong, ongoing commitment from both the sponsoring and the receiving organizations. Ideally, this commitment will take many forms, including reference to both service and learning in the organization's

mission statement. Effective programs must receive administrative support, become line items in the organization's budget, be allocated appropriate physical space, equipment and transportation, and allow for scheduled release time for participants and program leaders. In schools, the most effective service and learning programs are linked to the curriculum and require that faculty become committed to combining service and learning as a valid part of teaching.

8. An effective program includes training, supervision, monitoring, support, recognition and evaluation to meet service and learning goals.

The most effective service and learning programs are sensitive to the importance of training, supervision and monitoring of progress throughout the program. This is a reciprocal responsibility and requires open communication between those offering and those receiving the service. In partnership, sponsoring and receiving organizations should recognize the value of service through appropriate celebrations, awards and public acknowledgement of individual and group service. Planned, formalized and ongoing evaluation of service and learning projects should be a part of every program and should involve all participants.

9. An effective program insures that the time commitment for service and learning is flexible, appropriate and in the best interests of all involved.

In order to be useful to all parties involved, some service activities require longer participation and/or a greater time commitment than others. The length of the experience and the amount of time required are determined by the service tasks involved and should be negotiated by all the parties. Sometimes a program can do more harm than good if a project is abandoned after too short a time or given too little attention. Where appropriate, a carefully planned succession or combination of participants can provide the continuity of service needed.

10. An effective program is committed to program participation by and with diverse populations.

A good service and learning program promotes access and removes disincentives and barriers to participation. Those responsible for participation in a program should make every effort to include and make welcome people from differing ethnic, racial and religious backgrounds, as well as those of varied ages, genders, economic levels and those with disabilities. Less obvious, but very important, is the need for sensitivity to other barriers, such as lack of transportation, family, work and school responsibilities, concern for personal safety or uncertainty about one's ability to make a contribution.

***Developing Curriculum, Exercises and
Experiences***

DEVELOPING REFLECTION IN A COMMUNITY SERVICE PROGRAM

"Many of our students are searching for the piece that gives them an idea of how they fit into the larger world, the community piece. Much of our energy . . . is spent giving students the tools to uncover this piece of their life puzzle; to find how they can make our world a more just and peaceful place. . . In these efforts to make it possible for students to reflect, we encourage them to match their pieces, the intellect, the social, spiritual, and the community, as well as the other parts of their lives that they are discovering, and to begin to build a whole picture....This puzzle making, to see the vivid colors and share the challenge of searching for the missing pieces, is one of the most exciting and challenging parts of being a part of the Center for Social Concerns."

- Kathy Royer, Center for Social Concerns

■ What is reflection?

In this text, reflection is an educational component integral to a community service program. The nature of the component depends largely on the community service program itself. Is it a clearinghouse of volunteer opportunities? A program that places tutors in a local school on a weekly basis? A spring break trip to Mexico to build a school? Regardless of the program, reflection provides an opportunity for volunteers to consider identity, experience and context as part of their work as a volunteer.

While the range of reflection exercises is limited only by the imagination, some possibilities are:

- *discussion series* focusing on a single issue, such as cross-cultural communication or hunger, or on a specific program, such as mentoring.
- *retreats* for volunteers or program coordinators that provides an opportunity for planning, evaluation and education.
- *writing exercises* that challenge volunteers to explore their thoughts, feelings and aspirations.
- *community service journals* that publish creative and scholarly writing by volunteers.

"Experience is not what happens to you. It is what you do with what happens to you."

- Aldous Huxley

■ Why is reflection important?

In the search for increased quality and institutional recognition many community service advocates have turned to the classroom. We cannot, however, look solely to the classroom in this endeavor. We cannot look only to the faculty to bring educational relevance to community experiences. Those working in community service programs must shoulder some of the responsibility for ensuring that community-based experiences are educational. By only advocating curricular options, we not only shirk this responsibility, but suggest that community service administrators and community members cannot also be educators.

More practically, we cannot expect immediate and total cooperation in creating and changing curricula on our campuses. On most campuses there will never be room for every volunteer to take a course, nor will every volunteer be inclined toward academic exploration of their experiences. By ensuring that each volunteer involved in a university program is challenged to think about her community experiences we can institute some measure of reflection for *all* volunteers, not just those who pursue related academic

options. Reflection programs are also models for faculty and others who might not fully accept experiential education or are unsure about where to begin. Reflection components are often easier to create because they can occur outside the restrictions of curricular policy makers.

■ How do you develop an reflection component?

Reflection components should be shaped by the specific goals, structure and needs of the community service program. While there are no formulas for developing reflection components, there are some issues that should be considered.

Consider your goals

The most successful reflection components are those that have been a part of the community service program from the start. When reflection is a strong priority of the program, it is more likely to succeed. Revisit your program's mission statement and consider how reflection coincides with your articulated goals. Is reflection central to your goals? Is there mention of any reflective or analytical thinking in the mission statement? Consider how reflection could assist you in fulfilling the articulated mission of the community service program. If your mission statement does not include mention of reflection, consider stating it explicitly.



If you are having trouble envisioning the relationship between reflection and your program, try the following exercise with your group. Ask the group to envision the "ultimate volunteer." Through your community service program, what is the ideal student that you are trying to create? What would the "model student" look like at graduation? Brainstorm a list of the characteristics of the perfect volunteer (e.g., cultural sensitivity, understanding of community issues, problem solving skills, reliability). Discuss how close to this "ideal" you actually are. Most likely there will be many characteristics on your list that can only be developed or addressed through deliberate discussion, writing or expression. Concretizing the goals of your program will help illustrate how reflection component could help you meet those goals.

Consider the structure of your program

The demands of operating a community service program weigh heavily on the community service administrator or program coordinator. Many feel that there simply is not enough time to do more than deal with the logistics of referring students to agencies. Many students are already challenged to find time to work in the community and additional time commitments can be overwhelming. No one should see reflection as an additional time commitment, but as a necessary part of working with the community.

The focus should be on *integration*, not on *addition*. Examine carefully the structure of the community service program. Consider the current opportunities that students have available for reflection.

- Is there training or orientation? Do these opportunities encourage discussion of concrete experiences, personal motivation, community problems?
- Is there evaluation of volunteer performance at the agency? Do volunteers evaluate their experiences in the community?
- Are there courses that relate to community service or social issues that attract students

who are involved in the community?

- Are there forums, speakers or films available on campus that relate to community service? Are there other organizations?
- Are there program coordinator meetings? How does the staff of the community service program coordinate its communication?
- Are there retreats or conferences that bring together students who work in the community?

Consider the times at which you or a program coordinator has contact with volunteers.

- Do they come to the volunteer office regularly?
- Do the volunteers ever meet as a group?
- Do they fill out a form each time they volunteer?
- Do they receive any mail or correspondence from the volunteer program?
- Does anyone from the volunteer program have phone conversations with volunteers?
- Do volunteers rely on the community service program for transportation?

Think about ways to make these interactions more reflective. Many community service administrators post quotes on their door as a simple way of encouraging students who come to the office to think about their work in a different context. Several community service programs that provide transportation for groups of volunteers have taken advantage of travelling time to discuss experiences and ideas related to the work in the community. The "wasted" time of travelling together in a van can become an invigorating educational exchange. Try to monopolize the contact you already have with students to strengthen the educational impact of your efforts. Consider how integrating reflection into your program will change the current structure. How will it affect the program's priorities? logistics?

eg The Students for Appalachia (SFA) program at Berea College (KY) has integrated reflection into its volunteer tracking system. Many service programs ask students to log the hours that they volunteer. The SFA log sheet includes a section called "Reflections Positive or Negative." These thoughts are compiled into an internal newsletter, "LogRhythms," that is distributed to the SFA staff and interested faculty.

Consider a problem-solving approach

If your program does not have a formal reflection component do not assume that volunteers are not thinking about their experiences. Many students enjoy working in the community because it is different from classroom learning. Many program coordinators are wary of tainting the service experience with a reflection component that is distasteful to students. In fact, students who have engaged in reflection sessions often say it was the best part of the community service program.

Think about what problems volunteers have articulated. These concerns can relate to the community service program itself or their individual experiences in the community. Students who may seem reluctant to participate in something labelled "reflection" will be more likely to become involved if the discussion directly addresses things that are of concern to them. Try to identify concrete problems that volunteers have identified informally or through more established evaluations. By arranging discussion time to share lesson plans, providing more training, or simply creating a forum to talk about new

"Education without direct action is a one-sided social value. Direct action without education is a meaningless expression of pure energy."

- Dr. Martin Luther King, Jr.

ideas, a reflection component can be shaped to address the needs voiced by volunteers. Not all problems can be addressed through discussion, but creating opportunities to identify obstacles can be a reflective and beneficial first step.

Create an expectation

Those programs that *expect* students to reflect as well as to act are more successful in combining education and action. While some community service programs require students to participate in reflection, others make it a strongly recommended option. Think about the kind of stance you want to take. Regardless of your policy, send a strong message that reflection is essential. Set an example yourself by sharing your conflicts and questions. Involve everyone in the quest for reflection, and encourage a commitment on the part of the whole program, not just one or two people.

 At Converse College (SC) the Jamaica Spring Break Mission Trip requires students to read articles placed on reserve in the library which provide "historical, cultural, religious and political" background on Jamaica. Students are expected to attend four preparatory sessions including lectures, discussions and planning meetings.

What skills do you have?

Many administrators and students are hesitant to create a reflection component because they fear they are unqualified. Many program coordinators feel enough culpability when the program van gets dented, nevermind helping students process their experiences. Some community service administrators do not see themselves as educators and therefore feel inadequate initiating a reflection component. Thinking about the questions generated by service can be intimidating, but it does not mean that you must be an expert to initiate a discussion.

Consider the skills you think are necessary to create a quality educational experience, and look around your campus for faculty, staff, community members, students and administrators who possess those skills. Working collaboratively with other people on and off campus will not only strengthen support for your program but ease the sense of responsibility you may have for assisting students. Involving representatives from community agencies in the reflection process will strengthen the links between the agency's training program and your efforts to encourage reflection. Many discussion groups are convened and facilitated by students. Often the responsibility for facilitation is a rotating responsibility, allowing everyone a chance to frame the discussion.



See Wendy Shimmelman's "First Person" article, *Reading as a Matter of Activism* at the beginning of Chapter 3: *First Steps*.

Think about your role

What happens when reflection works? When students begin to ask questions and identify problems, they may need help finding answers. You can assume a variety of roles. You can lead the reflection sessions or assemble a team of facilitators. You can work with individual students or you can pair students with faculty advisors. Consider how you would like to be involved and how your talents and ideas will be best utilized. How might the roles of students and agency coordinators will change as reflection becomes a larger priority of the program?

See Chapter 4: *Teaming Up* for more discussion of partners and skills.

eg At University of Utah's Lowell Bennion Community Service Center, a staff position has been created for reflection. The Reflection Director is a student who is responsible for working with program coordinators to encourage reflection. Each week a program coordinator writes a one-page reflection piece on the topic of their choice. The essay is circulated early in the week and the program coordinators meet later in the week to discuss the ideas for an hour. The Reflection Director assists the program coordinators in implementing reflection in their work with student volunteers.

How do people learn?

The structure of the reflection component should reflect some concern for the ways in which people learn. Consider using a variety of media (written, oral, visual) to explore the diverse ways people process experiences. A new way of asking a question might spark answers from someone who has never been encouraged to think in that way. Try to ensure that the format of the reflection component is flexible enough to allow for diverse learning styles. Consider how a variety of reflection sessions could be structured to present a spectrum of options for students to explore.

eg The "Christians in Action" course at Seattle University (WA) uses journal writing to help students clarify their ideas prior to class discussions. Students are given the following instructions for journal writing: "The emphasis is upon beginning to think and formulate insights to certain questions, not upon having a finished product. Journal entries are guided by a certain assigned question or set of questions, but the reflections they inspire may go beyond the questions. You are encouraged to be both creative and personal in your response, though most of the questions require you to understand the themes of the course as well." After the class discussion, students have time to add to their journal entries. At the end of the quarter, students select one entry to develop into a formal essay.

Consider your audience

Some students will approach action from a theoretical view and others will approach theory from a practical view. Consider the ways in which students get involved in your community service program. Consider what kinds of questions students are facing. Have they been involved in the community for some time? Are they just embarking on a new experience? What are their academic interests? Allow their perspectives to shape the reflection component. This may mean that you will need to develop more than one reflective opportunity to meet the needs of a diverse group.

Find some tools or examples

There are a variety of tools that can be used to encourage reflection. Journal writing, simulation games, readings, films and discussion groups are some of the most popular. Encourage participants to develop their own exercises for the group or consult with some experienced partners or resource organizations to identify helpful exercises. There is a wealth of information about processing cross-cultural experiences that can be adapted to assist students working locally in new communities or with diverse groups.



There are a variety of organizations that publish cross-cultural reflection tools. These exercises, focusing on difference, communication and global perspectives, can be easily adapted to projects taking place on the other side of town. See descriptions of the Center for Global Education, American Friends Service Committee, and Intercultural Press, Inc. in Appendix 3: *Resource Organizations*.



Project Public Life has created a study circle guide called "Doing Politics" that provides questions and exercises for discussing the role of citizens in public life. Created to encourage discussion groups, the book addresses community involvement and its relationship to politics.

Keep it simple

Start with one discussion. Or begin by collecting articles and essays for volunteers to read. Or post quotes on the door to the community service office. Consider all the facets of your program and think of simple ways to make them more educational. Evaluate the response to your initial efforts and then consider your next move. Be content to start small and build momentum according to the response from volunteers.



The Cross Cultural Community Workshop at Brown University is a service and reflection program for students who have recently returned from study abroad. As part of the program orientation, students walked through several diverse city neighborhoods. After the walk they had a brief discussion to sort out what they had experienced. First, they asked "What did you experience?" and listed images ranging from small stories to simple observations like "laundry hanging out to dry." Next they asked "What did you feel?" and went through the list of images and tried to distill one or two feelings associated with each. Last, the discussion moved to "What could this illustrate?" and the group attempted to describe each image in broad terms like "racism," "community," "gentrification" or "violence."



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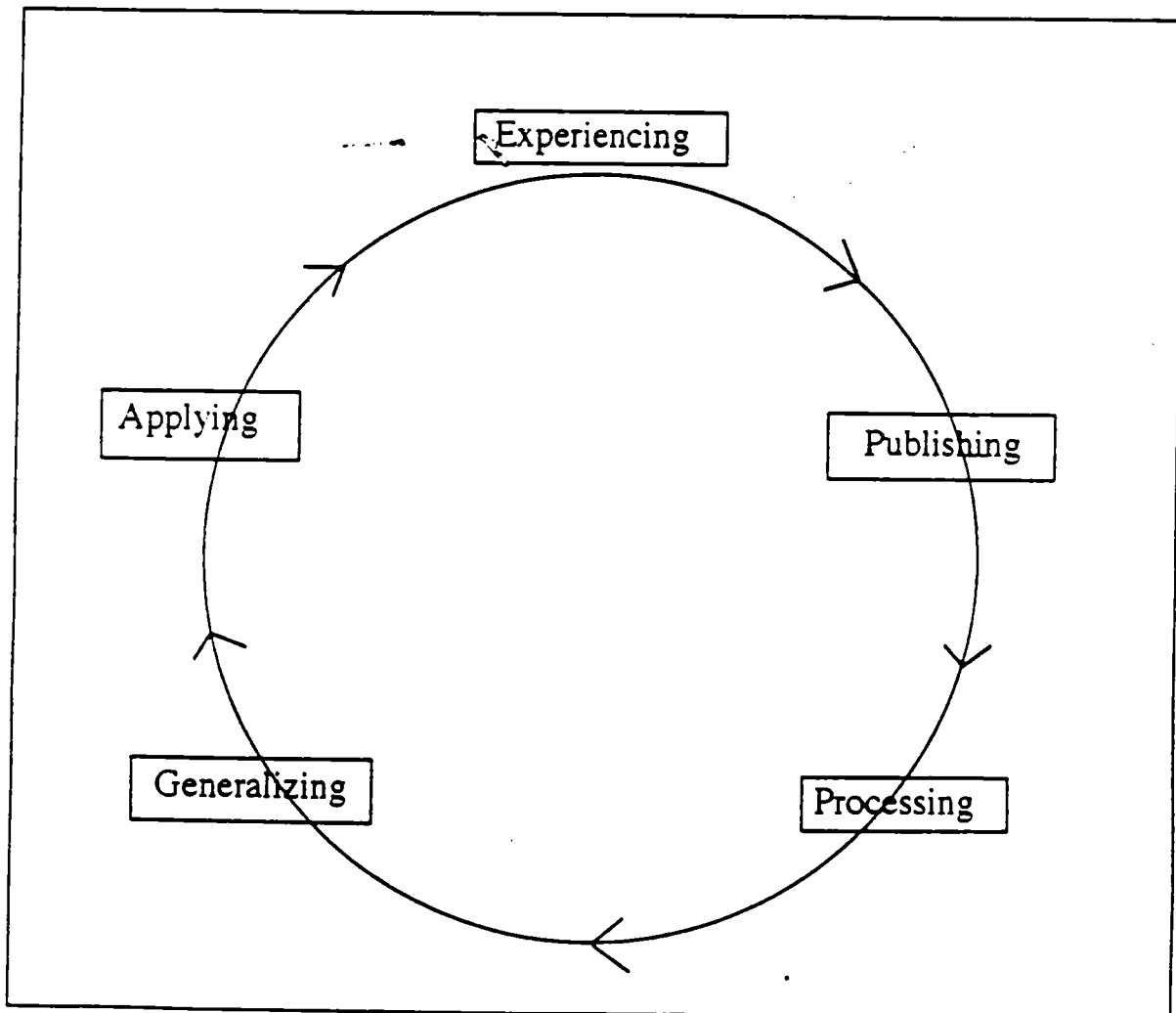
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spread circulation.

The Experiential Learning Cycle

The experiential approach to learning is based on the premise that experience comes before learning, and that the *process* of learning is more significant than the actual lesson or information to be learned.

Since each of us experiences different things in different ways, it's impossible to tell us how to learn or what is important. We make these decisions for ourselves. In an experiential workshop, participants decide for themselves what is important.

Five revolving steps are included in an experiential model:



The Experiential Learning Cycle, cont.

Experiencing: Not surprisingly, the experiential learning cycle begins and ends with an experience. For example, participants undertake a brainstorming session, or they do something (i.e., go on a field site visit, watch a video, etc.) or they act or behave in a certain way (i.e., participate in a Group Dynamics Lab), or they do, perform, observe, or see something. This experience forms the basis for the rest of the cycle.

Publishing or Sharing: After the initial experience, individual participants need to share or "publish" their reactions to the experience. Effective trainers encourage their learners to relate on a personal level to a new experience. To do this, good trainers will often ask process questions such as *"Have you ever had an experience similar to this?"* or *"How did you feel when...?"* or *"What are your impressions of this experience?"* to encourage participants to publish. This step helps adults to integrate new ideas with what they already know, it helps adults file new information next to information they already have stored in their long term memories. It helps your learners to say "Yeah, I can relate to this! This experience reminds me of the time when . . ."

Processing: After the participants publish their ideas and reactions, it's important to help individuals see any trends or dynamics that may be emerging. To process individual reactions into a collective idea, good questions to ask are *"What kinds of patterns are we seeing here?"* or *"Are there some common denominators in the ideas that have been shared so far?"* In this way, dynamics can be explored, discussed and evaluated (processed) with other participants.

Generalizing: After processing, there usually is a need to develop principles or extract generalizations from the experience. When a trainer re-states learnings in a new way, participants can further define, clarify and elaborate their ideas. For example, to help a group generalize, you might ask *"You've agreed that boring meetings are unproductive, but, is this true all of the time? Are all boring meetings unproductive?"* Generalizing helps participants to transfer their learning from the initial experience to the rest of the world.

The Experiential Learning Cycle, cont.

Applying: The final step in this circle is the application phase. For most adults, this step **MUST** happen if the learning is to stick. Adult learners prefer courses that focus heavily on the application of the concept to relevant problems. Effective trainers provide their learners with specific ways and means to practice and apply their new learning to their own lives. For example, after a session on Active Listening, an activity where participants can practice and apply active listening is warranted. It's not enough to just talk about active listening -- people need to practice and apply these skills in order to refine them.

Because training workshops are usually short term experiences, not on-going consultation sessions, you will usually not be around when your learners practice and apply your training. A good way to help your learners identify specific ways they can practice and apply their new learnings, set up a "Action Planning" session at the end of a training session, so that participants can plan for future applications. In an Action Planning session, ask application questions that encourage people to set up specific, measurable applications, for instance: *"You've agreed that boring meetings are unproductive. How are you going to make sure your next meeting is not boring?"* or, *"You've agreed that you all need to listen more carefully to each other. How can you set up some ground rules for your next meeting so that everyone is heard?"*

After all five steps of this experiential learning cycle have been completed, your participants will be ready to undertake a new experience -- and the cycle starts all over again.

Designing a Workshop

Anyone can design a workshop. You don't have to be an expert with years and years of experiences and know big words. In fact, it is probably best if you are not. How often can you remember sitting in a lecture or workshop that has been so boring and preachy that you have planned a summer vacation, written a speech, and planned your grocery list by the end of the lecture. A workshop can be used as an organizing or educational tool on campus or in the community.

A workshop is valuable for accomplishing five things:

1. Giving People a General Orientation, conception or Overview of the Subject
2. Teaching People to Do One Thing Well
3. Creating a Common Language, Attitude, or Approach
4. Creating Enthusiasm
5. Building Confidence
6. Opportunity to learn from other's experiences.
7. Provide ideas or develop a plan for one's work

Essential Components of a Workshop

A successful workshop comprises seven essential components. Although workshop goals and information may be similar, methods may vary depending on the needs of the participants. Some groups might want sensitivity exercises to increase multicultural awareness and develop empathy. Others might desire more concrete activities and problem-solving techniques, e.g. what to do about racial slurs in the office, or how to establish more diverse work groups. Nevertheless, the basic design of any workshop should contain the following

Needs Assessment

Climate Setting: Introductory remarks

Information

Action

Experiences

Closure

Evaluation

Needs Assessment:

Conducted prior to the preparation of the design, but may be conducted — under difficult circumstances — at the beginning of the training. What type of training have individuals had on this topic before, what do they most want and need to get out of their time with you? Use the needs assessment to develop learning objectives.

Climate setting — Introductory remarks:

Opening exercises should be carefully designed to build trust, encourage participants to talk, and establish ground rules and a safe atmosphere for the workshop. It is here that you should state your working assumptions about the topic. Establish your credibility as a facilitator by sharing relevant personal information. This is also the place in a workshop where icebreakers are most appropriate — setting the tone that this will be a fun learning experience. At this point you can review the agenda for the workshop.

Designing a Workshop

Information:

Should include historical, political, economic, and/or sociological information about the topic and any related information. Definitions of important words or terms should be discussed. Handouts and materials are important to support your presentation. Slides, overheads or videos can also be very helpful.

Experiences:

A variety of experiential activities mixed throughout the entire workshop, should be included — role plays, small-group discussions, working in pairs, fish bowls, speak-outs. These are used to engage a variety of different learning styles.

Action:

Concrete strategies which participants can implement following the workshop. The "action plan" should be developed by the participants near the end of the workshop. It may involve networking with others, or it may be any action the participant intends to take after the workshop. Ask the participants to write the plan on paper or tell another person what they plan to do.

Evaluation:

Feedback (written or verbal) from the participants is crucial. Be sure to explain that their feedback is important to you as a facilitator, and that you learn from it. Pose questions in such a way that it engages participants in thinking about how to improve the workshop instead of just criticizing it.

The Role of Facilitator



Your role as a workshop facilitator is distinctly different from that of a teacher or lecturer. A facilitator is a neutral mediator whose job is to provide information and accommodate the exchange of dialogue among workshop participants. Facilitation requires objectivity and fairness, empathy, flexibility, sensitivity to others' experiences, and excellent communication skills.

As a facilitator, your tasks mostly involves active listening and information sharing. Your opinions and personal experiences are not appropriate in this role: they will take you away from your credibility as a moderator. There are times when workshop participants will disagree on issues. As facilitator, you must artfully intervene and validate each group member. At the same time, you must allow them to hear each other. Your neutrality is crucial and serves as a bridge upon which opposing viewpoints can begin the delicate process of dialogue.

During the workshops on issues such as racism/stereotypes, it is important that you encourage and allow participants to address highly emotional issues. Many people have not been encouraged to be emotionally expressive and will need a great deal of safety before they can reveal their feelings. Your compassion and sensitivity in listening and responding to participants will allow communication to unfold and deepen. This needs to happen for the workshop to work. Intellectual exercises and analyses of an issue alone, lead nowhere. The facilitator must know how and where the dialogue is going, steering it closer to mutual understanding.

Communication skills of the facilitator are key to an effective workshop. Clarity of language, creativity of presentation, a relaxed informal manner, and a sense of humor are essential to a workshop that is informative and satisfying. Knowing when to guide discussions and when to allow the group to lead require excellent judgement. You need flexibility to adjust to change and meet the demands of participants who are depending on you for guidance.

There may be people in the workshop session with whom you disagree or whose personal traits you deplore. These are the people whom you especially need to appreciate. People are trying their best and are challenged in different ways during a training. You maintain safety by making yourself available to everyone despite your personal preferences. The information which follows will aid you in assuming this role.

Introducing yourself

The facilitator's self introduction is important. It helps set the tone of the session and begins to establish the rapport with participants. This will even influence the relationships participants develop with each other. A warm friendly tone accompanied by a short personal statement about yourself is necessary. People usually want to know something about your background or experience. A sense of humor is always helpful, as many people have endured long monotonous lectures for educational work related reasons. If people get to laugh, they will more likely relax and pay closer attention to the workshop. Plus laughing brings oxygen to the brain to liven any sleepy-eyed group.

The Role of Facilitator

Setting ground rules

Ground rules function to set up a protected environment for workshop participants. Upholding these rules will ensure the conditions for open dialogue and allow people to express opinions without fear of attack. You may need to repeat and reinforce ground rules if they are violated. Some basic ground rules for facilitating workshops:

- Be honest at all times
- Treat all shared information confidentially
- Listen to everyone, even if you disagree
- Do not interrupt anyone's comments
- Everyone must take responsibility for their own learning
- Avoid all racial, ethnic, sexist or oppressive slurs
- Participate
- Allow people to pass if they don't feel comfortable talking
- Keep comments brief as to allow more participation

Establishing Safety

Safety is establishing an environment in which participants are willing to be open about their feelings and experiences. Racism, sexism, and all other societally institutionalized oppressions are painful, personal topics, and are usually taboo in group discussions. Facilitators must create the conditions under which people feel free to acknowledge the ways in which oppression has hurt and divided them; they enable participants to present their view about how certain groups have benefited from perpetuating prejudicial beliefs and practices.

Establishing safety is as important as setting ground rules in creating an environment conducive to openness and honesty.

The positive benefits of the emotionally difficult work will occur when the facilitator has earned the group's trust. Safety is not a comfort zone in which people can avoid taking risks and where just a few people talk. To create safety in a workshop you should:

1. Feel comfortable about the topics and issues prepared.
2. Listen to everyone and encourage them to participate
3. Provide clear information
4. Speak in a respectful and informal way
5. Validate and value each person's experience
6. Be non-judgemental of participants
7. Be honest with the group — (if you don't know something, say so. A facilitator is allowed to be human!)

Don't put people on the spot or try to force them to speak. Do not allow any disrespect, insults, or, misinformation. Don't expect or ask participants to represent their entire group.

Setting Up the Workshop Site

The physical set-up of the room should be distinctly different from a traditional classroom, which reflects an authority-subordinate power structure. A circular seating pattern is desirable; participants can see each others' faces and talk directly to each other.

Proactive Problem Solving

Many situations arise in the workshops which challenge the facilitator. People have all sorts of feelings about the material and will demonstrate them in a variety of ways. It helps to anticipate potential snags and strategies in advance. The bottom line is that the facilitator must be thinking all the time, making assessments and judgement calls. Following are suggestions for handling specific situations which may arise during a workshop.

1) One person dominates the discussion or continually interrupts it.

Make it clear that you want input from everyone: "Can I hear from someone that hasn't spoken yet?" "I've noticed that no women have said anything about this issue. Would any of the women like to say something about this?"

Use activities which require everyone's participation, i.e., gathering questions and dyads. If a person consistently talks for long periods of time, without singling out that person specify that you would like everyone to be brief.

If someone continually interrupts, don't become defensive or ignore him or her. Instead, acknowledge the value of their input. Point out that in the interest of the group, interruptions should be kept to a minimum. Offer to speak to them at length at the break or after the workshop.

If someone keeps their hand in the air while others are talking. Explain that when your hand is up your mind is processing what you will say so that you are not listening to the person talking.

2) Several people refuse to talk or participate.

If some people refuse to participate in the large group, divide the group into pairs, threes, or fours. People who will not speak up in front of the full group will sometimes feel more comfortable sharing in a smaller group.

Talk, distribute index cards, and ask participants to respond to a question on the card. This is more comfortable for those who are shy in groups; you can shuffle the cards and have each person read someone else's response. In this way, everyone participates, but no one has to know who wrote what.

With young people, drawing can often be a helpful way to encourage personal sharing.

Proactive Problem Solving



3) The group becomes distracted and loses its focus.

In refocusing a group it sometimes means interrupting someone or interrupting a two-way argument that is going nowhere. Although you may be hesitant about doing this, remind the participants of the original topic and put the tangent on hold, at least until the first topic is resolved.

4) A racially offensive comment from a participant evokes angry reaction or shocked silence from the group members.

If anyone makes a racially offensive comment, expect conflict. Your job is to control the processing of what happened and allow the workshop to continue. You can ask people to vent, but without argument.

5) Someone asks you if you're prejudiced, against whom, and tries to test you.

The best response is honesty. Acknowledging that you — like everyone else — have learned prejudice and are working against it, will establish respect and lack of pretense in the group.

6) Someone verbally attacks your leadership and completely throws you off.

Usually they are very upset and are targeting you to blame. **DO NOT TAKE THE ATTACK PERSONALLY.** Explain your rationale. Discuss it with the person privately during a break. If you actually erred, apologize and continue.

7) Someone presents inaccurate information or strays away from the focus of discussion.

Allow participants to point this out and/or reject the comment. You should invite other participants to correct the misinformation; if they don't, correct it yourself. If you don't to know the answer, acknowledge and commit to looking into it. Don't leave the group with any misinformation.

8) Group participant states: "It's all hopeless anyway; you can't change people's attitudes. Why even try?"

Acknowledge their feelings. Point out the hopelessness, without buying into it yourself. Point out the hopefulness of the training itself, and that you have seen attitudes change and grow by doing this work. Don't get into a debate about whether the work makes a difference — you wouldn't do it if it didn't.

9) You find yourself disliking a participant.

Remember that you are a human being and entitled to your own personal likes and dislikes. However, you must also keep in mind that as facilitator, your neutrality is essential to the success of a workshop. Acknowledge your feelings to yourself, and move on.

Certainly, there are other ways to handle workshop conflicts. You will develop your own responses and style.

Proactive Problem Solving

Any successful workshop which challenges oppression, teaches a skill, creates a dialogue on emotional issues or begins an action plan may not get to all the information you'd like to present. Answers may not be easily available by the end of the workshop, but participants need to know that they have completed a chunk of the work. They should know that the ongoing nature of this work demands that it continue, yet one step has been taken. You, as facilitator, must provide a sense of resolution (even temporary), or closure. Participants may still have questions or issues that have not been sufficiently addressed.

Suggestions:

- 1) Participants should make closing statements. They each should state what they learned in the session, what they enjoyed, and perhaps their next step in continuing the work.
- 2) You should acknowledge the importance of continuing the learning process; there is more to say and there will be time to say it. At the same time, review what has just occurred and take it into account. Group members should be reminded of the importance of their participation and contributions.
- 3) You should make other resources and similar opportunities known to participants. Distribute written material. Announce upcoming relevant conferences and meetings to encourage group members to take the next step.
- 4) Evaluations, written and verbal, are essential. Both types of evaluations work well at the end of a session. Written evaluations give participants a chance to write what they wouldn't say in front of the group, including criticisms. Verbal evaluations provide facilitators instant feedback about their presentation and methods and provide participants time to thank them for the session.

Creative variations for meetings

Check-in:

Check-in can be the first agenda item and should not consume a great deal of time but should allow time for each individual to share their own specific expectations for the meeting. It is a brief statement about why and what each person would like to get from the meeting. Another purpose for checking in is to address each participant's ability or limits for attending the meeting. If a participant is not sure how fully present he/she is able to be. She might say, "Things are not good for me tonight, but I want to hear the discussion and participate as much as possible."

Rotating Chairperson:

A mutually shared leadership of the meeting. Whoever is speaking is the chair. Following the check-in the convenor gives the announcements, the group then reviews the agenda and identifies any items that need be included. If anyone has a brief item that only consists of information sharing this is a good time to do it. The group can set time limits and priorities on agenda items. The convenor then focuses the groups attention the first item of business. The chair rotates to whoever wishes to speak and discussion begins. Once the discussion begins a person expresses his/her desire to speak by raising her hand. The person who is speaking is responsible for passing the chair to the next individual who raises her hand. The chair is passed by calling the name of the woman that you are recognizing to speak next. Each person speaking can be confident that they will be heard and they may complete their thoughts without interruptions and they will not be intimidated with someone with a louder voice.

Passing the Chair:

An effective way to let everyone have the opportunity to practice their skills at facilitating a meeting is to have position of chair passed to a new group member who volunteers for each new meeting. This allows for people to experience new styles of facilitation, engages a larger number of people, and gives people the opportunity to gain leadership skills in meeting facilitation.

Random Ravings:

At some point during the meeting loose ends tend to become obvious. It is helpful to set aside a few moments for everyone to reflect on any items that may need to be mentioned briefly before the groups scatters. We call this time on the agenda random ravings. At this point left over issues can be addressed or placed on the next meetings agenda for further discussion.

Circling:

Circling is the time when open discussion is suspended and everyone in the group takes a turn around the circle to speak about an issue. Usually the convenor of the meeting or another member, requests the group to circle and share her perspective of what the focus of the circle needs to be. Everyone speaks briefly with comments limited to the focus of the issue. This provide an opportunity for everyone's perspective to be heard. Circling can be helpful when tensions are high, or when two or three people are at the center of the struggle.

Information excerpted from *Peace & Power a handbook for Feminist Process*, 2nd edition, National League for Nursing, 350 Hudson Street, New York, NY 10014.

creative variations for meetings



Check Out:

Check out can be the last brief item on the agenda and allows each participant, as necessary, an opportunity to mention what they were able to get from the meeting. It is not the evaluation but allows people to state or restate their dis/agreement with a decision or meeting outcome.

To ensure the fluidity and increase the effectiveness of the meeting.

think about assigning or asking people in your meeting to volunteer for different roles:-

Vibes Watcher:

A person to watch the group to ensure that people are engaged and alerts the chair if an issue needs more discussion.

Time keeper:

A person to watch the clock to keep the meeting on track.

Recorder:

A person to document the minutes and any important decisions made for group members that were not able to be present and to create archives of the group or organization's progress and history.

Information excerpted from *Peace & Power a handbook for Feminist Process*, 2nd edition, National League for Nursing,

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- counteract that negative conditioning;
- should encourage students to ask questions, ask questions, ask questions;
- never scold, ridicule, and otherwise put down a learner's attempt or answer;
- should eliminate the words "no" and "wrong" from their vocabulary;
- needs to win the attention of learner(s) away from preoccupations, distress, distractions;
- should try to accept the expression of feelings, which if released can increase the learners ability to learn;
- needs to firmly interrupt put-downs and oppressive behavior;
- uses alternatives to grades in order to measure or recognize learning.

IDEAS FOR MAXIMIZING GROUP PARTICIPATION & LEARNING

1) Ask Questions, Draw Out, Validate Responses. Often when adults talk or lecture, it reminds young people too much of years of oppressive schooling, or maybe adultist parenting. Their minds shut down. They tune you out. If you can avoid talking long and lecturing, but rather ask people for their thinking, for their opinions, the group will participate more. The questions you ask must be ones they can answer, either with information you know they know or with their own thinking which does not have to be "right". Then you need to find something to appreciate about the response, no matter what it is. Even if it is a math question and the student gives a incorrect answer, you can say sincerely, "That is interesting. Tell me how you came up with that." You must assume that the person is doing the very best he or she can, considering everything, and never deserves criticism or ridicule.

2) Equal Time. On a controversial issue use "equal time" method where each person gets to speak for a certain number of minutes on the topic before there is open discussion. Often the group as a whole will put out all the pros and cons in an impressive way through this process, so no one has to feel it is up to him or her to say everything, and everyone can feel impressed with how well the group is functioning as a whole.

3) Go-Around. When things get heated and the meeting becomes a dialogue between two or three people, leaving everyone else out but raising a lot of feelings, call for a "go 'round". By asking for a volunteer or picking a person to start, go right around the the room, each person speaking on the topic until they are finished. If you are limited for time, then use an equal time go around. This does several good things. It gives everyone a chance to be heard, not just the dominate ones. It allows the heated ones to cool off while they listen to other people's thinking. It allows everyone to relax and listen more since they know they will get their turn. It usually produces a higher quality discussion than an emotionally charged one does.

4) Nobody Speaks Twice Rule. You can sometimes use a simple discussion rule: "No one speaks twice before everyone else has spoken once, and nobody speaks four times before everyone else has spoken twice." Explain that, in fact, everyone has important things to say, and the group needs a structure that allows

everyone's thinking to be heard without having to jump in or interrupt. With practice, the group members begin to monitor each other, reminding each other when they have already spoken.

5) **Time Outs for Selected Groups.** Group dynamics often mirror the oppression of the outside world. If, for example, you notice that the males have been doing most of the talking, suggest that "For the next 10 minutes, let's have the men listen, while the females have the full floor". The same is often true in youth-adult groups, or people of color-white groups: the adults or the whites dominate the airwaves. As lightly as possible, simply reverse it. Or, whenever someone has been very quiet, ask if s/he has anything to add or any thoughts to share on the subject. Many times people will speak when asked, when otherwise they would consider their thoughts unimportant.

6) **Vary the Format.** Since different people learn in different ways, try to include a variety of formats in meetings and classroom settings. For example, have people break up into pairs or small groups often. Have reportbacks from small groups. Use "energizers" and games to up the energy or teach certain ideas. Use "brainstorming" as a way of generating lots of ideas quickly. Have visual aids present like wall charts, tools and equipment, videos, slide shows. Use role playing to understand different points of view or engage the acting talents of the learners.

VARIOUS METHODS OF APPRECIATIONS

Most young people in a YouthBuild program carry with them a heavy load of hurts from their personal lives, from racism or growing up poor. The damage from decades of mistreatment shows up in various ways in different people: feelings of self-doubt, lack of confidence, powerlessness; appearing stupid or lazy or irresponsible; acting out feelings of anger, disrespect, meanness, hostility, violence, etc. These interfere with their ability to learn, to think, to set and achieve goals, to play a leadership roles. A YouthBuild program is not a therapeutic community and may not be able to help with the deepest of these scars, but a constant dose of genuine appreciation and approval can go a long way in counteracting some of the damage. A thoroughgoing practice of appreciation in all parts of the program helps build a nurturing and positive environment in which young people (and staff) can learn better, feel supported, and make better decisions.

Below are some suggested methods of doing appreciations. In YouthBuild we most experience with the kinds of appreciations listed in number one. We know this form works. We have less experience with self-appreciation, as suggested in number 2, but it is extremely important to keep trying. The other methods lists are ideas that have been used in different places and may be worth experimenting with.

1) **Regular Appreciations.** Regular and frequent appreciations should be standard practice, at the end of the day, at the end of a meeting, at the end of a conflict, etc. These are public and done one at a time so everybody can hear what is said to each person.

Variations include:

- Say one thing you like about the person on your left (or right, or two people to your left or right, or the person directly across from you).
- Let's have appreciations from the people on either side of you.
- What did so and so do today that helped (the class, the worksite, the meeting, etc.)?
- What do you respect or admire about so and so?
- What makes so and so a valuable part of YouthBuild?
- How have you seen so and so grow in the last few months?
- How has so and so been a good leader (this week, or lately, or on this job, etc.)?

2) Self-Appreciations. It is often more difficult for people to validate themselves than to accept praise from others, but it is a crucial step in building self-confidence and esteem. It is good to begin this privately since people have a lot of conditioning against "bragging" and it feels too embarrassing or exposed to do it in public. But you need to talk with the whole group about the importance of appreciating themselves, and to help each other learn to do it.

Variations:

- What do you like about yourself?
- Tell us a time when you felt very intelligent? (brave, sensitive, generous, strong, funny, loving, successful, etc.)
- What obstacles are you proud of overcoming in your life?
- What are your biggest accomplishments?
- When did you stand up for somebody? Tell the story.
- Times you were a leader?
- Times you helped another person? Tell the story.
- What do you like about yourself as a African-American man?
(or as a woman, or as a young person, or as an Irish young person, or as a Native person, etc. depending on their background)
- What are you proud of being an African-American man?
(etc., as above)
- What would you like others to appreciate about you?
- etc.

3) A Validation Game. Privately, say to a trainee, "I am thinking of something I really like about you. Guess what it is. You get three guesses." After three guesses then tell them. The trainee will enjoy it, since they have to appreciate themselves while guessing in addition to getting your validation of them, if they don't guess. You will also get a lot of good information about them through their guesses. Pay attention to what they say. They are giving big clues about themselves, either what they like about themselves or what they want someone else to notice.

After doing this privately for a while with a number of trainees, try a public variation: ask other trainees to guess what you are thinking about so and so. (Be prepared to quickly interrupt any negative putdowns.)

HOW TO LEAD A SUPPORT GROUP

STEP 1) Set a warm and friendly tone at the beginning and get the people to sit in a circle close to each other.

STEP 2) Remind people to practice the "Attitudes of Good Listening":

- approval and respect
- warm attention to each speaker
- eye contact
- no judgement
- no advice
- acceptance of feelings
- safety
- confidentiality
- appreciation
- physical reassurance

STEP 3) Have people introduce themselves (if a new group) and briefly say what is going well for them or what is some good news they have. (Approx. 1 minute each person.)

STEP 4) Divide the remaining time (minus 10 minutes for appreciations) equally among the members of the group.

STEP 5) Each person then gets a chance to speak without interruption for the allotted time with the *full attention* of the group. Have someone keep time.

STEP 6) After each person speaks, all the others in the group appreciate one or two things about the speaker. Then move on to the next person, and so on.

STEP 7) At the end, thank people for giving good attention to each other, and maybe initiate a group hug or group appreciation.

Notes:

- Support groups work best with 4-6 people, so each person gets a decent amount of time.
- People can use their turn to talk about anything they want to. If it is the group's first meeting, it is a good idea to suggest people tell their life stories.
- It helps if the time keeper gives the speaker a 15 second warning before the time is up. Pass the watch each turn.
- If somebody gets emotional, welcome their feelings and consider moving closer to them or holding them if it seems right. Don't get worried. People have a lot of feelings waiting for a chance to be heard. Often they come out easier and sooner than you might expect.
- The quality of attention to each person is what makes this work. Encourage people to give their very best attention.

STORYTELLING AND SERVICE

by Kelth Morton

When I discuss storytelling with people there is often some confusion about the meaning of the word "story". What I have in mind here is a particular subset of stories: those that describe or illuminate what you, or I or we are doing in community service. I am interested in understanding what our experiences mean. And such meaning, I am convinced, comes best through a process of saying and listening.

Why bother?

Storytelling can be a powerful learning tool in service-learning programs. There are essentially three modes of storytelling that I have used with consistent success: story tellers presenting to a group (especially powerful in cross-cultural learning); participants telling stories in small groups (for skill development and values clarification); and asking to hear the stories of the people with whom one comes in contact (a means of establishing relationships and understanding new situations).

Stories present context more often than they make a particular point. It is up to the listener to draw his or her conclusions. Stories often do more justice to the "truth of the matter" than lectures or discussions because the emphasis is on re-creating the meaning of an event more than on judging it. In short, there is room for contradiction and ambiguity in storytelling that is often absent in teaching modes that emphasize conclusions. This is important because service is often ambiguous and contradictory and it is terribly important that we decide how we will act in such circumstances.

At the same time that they emphasize context, multiple points of view and contradictions, good stories are dramatic: they often center around conflicts - between people and cultures, about personal values, and about spending limited resources. Thus they contain an essential element that connects theory to practice: stories are about what someone did in the face of a hard decision or some other form of conflict. Stories offer listener and speaker an opportunity to imagine what they would do when confronted with a situation similar to the one being described.

I believe that it is through storytelling that we invent ourselves and our collective history: that we develop a sense of collective identity. And it is through hearing the stories of others, and comparing those stories to our own, that we come to understand who we are and are not. N. Scott Momaday said this as well as anyone in a speech he gave: *Who is the storyteller? Of whom is the story told? What is there in the darkness to imagine into being? What is there to dream or to relate? What happens when I or anyone exerts the force of language on what we imagine? Our best, our very existence consists in our imagination of ourselves. Our best destiny is to imagine who and what and that we are. The greatest tragedy which can befall us is to go unimagined.*

Such imaginings and inventions are terribly important in service learning: they can be a source of power. In new organizations they are the folklore that informs the practice and becomes the history of a program or organization.

One outcome of service learning is the insight gained about self. Telling "my" story and comparing it to the stories of others helps me gain such insight.

I have asked a variety of people I have met while engaged in service projects to tell me their story. The questions I come around to most often are: How did you get to be who you are, where you are, doing what you're doing? What do you love, hate, feel passionately about? How do you feel about my being here? Where do you feel powerful in your life? powerless? What would you change if you could? When have you felt most alive? What are two stories you remember; what do you remember about them? And when I ask people to share these stories, I am prepared to share my own stories if it seems appropriate.

Most of us do not have people listen to us seriously very often and it is a powerful experience when it happens. Telling and listening to stories are gifts of equal worth, a common currency when one is searching for the basis of a relationship. Telling and listening are ways of sharing power.

An architecture student told me of walking through a downtown city with his little buddy and not knowing how to connect. They were matched through a service program and brought different cultures, different expectations and emotional wariness to the relationship. Afraid that the relationship was failing, the volunteer noticed the amount of physical detail that his buddy recognized as they walked among the buildings and so he began talking about architecture, his passion for it, the ways that particular detail connected to history and issues - and how urban landscapes were a part of his and his buddy's lives. And his buddy responded by telling him what he noticed and what he cared about. This simple sharing is a type of storytelling.

Getting Started

There is no recipe for storytelling, no formula for doing it. Storytelling can be ritualized, so that a person tells stories that have been told many times before. Or it can be one person talking with another, saying something for the first time. In the workshops I have done, participants have generally agreed that what makes a story a story is that the listener has chosen to hear the story, has given her or his attention to what is being said; and that the teller recognizes this gift of being listened to and so tries to offer something of value in the words that are spoken. More people are afraid of public speaking than of nuclear war, and so there can be some fear to overcome. It can take time for people to get used to practicing two of the key democratic arts: saying and hearing.

Nevertheless there are some general principles that are sometimes helpful:

- Keep your story simple. Stories depend on drama and drama most often comes from tension between values. I remember hearing Carol Bly say: "The king and the queen. That is not a story. The queen killed the king. That is a story."
- Keep your story concrete and avoid abstractions as much as possible. Draw on details from the five senses: sight, sound, taste, feel and smell. Smell is often the most powerful sense when it comes to remembering.
- Take yourself seriously when you tell your story, or relate a story you have heard. Don't apologize for your level of skill or the relevance of the story. Trust yourself. At the same time keep your sense of humor as you go along.

- Take yourself seriously when you tell your story, or relate a story you have heard.
Don't apologize for your level of skill or the relevance of the story. Trust yourself. At the same time keep your sense of humor as you go along.
- Think about what it means to listen well; practice this.

Some Other Nuts and Bolts

When I'm using story telling as a way of reflecting on the meaning of community service, I most often use a small group process and begin with some discussion of story telling. The simple place to start is with this question: what is a story? Then, give people some individual time to work out the framework for a brief story. Following this, have them practice telling their stories in small groups of up to seven people. When everyone has tried this practice run, have an open microphone: those who choose to can tell their own story, or one they heard and thought was worth repeating to the whole audience. I have done this successfully with groups of 10 and 300.

If you decide to use storytelling, you don't need to be dogmatic about it, or insist on using it in every class or volunteer meeting. It is strongest when it is mixed with other forms of learning and reflection, such as, simulations, journals, readings and so on: anything that will add texture and detail to people's experiences.

One suggestion is that you develop a local resource bank for storytelling. This can include written materials on storytelling; "best" stories that have been taped or written down; names of local storytellers; names of faculty who do storytelling or related work such as interviewing or field observation; and a roster of participants who are willing to share their stories with other groups.

Finally, I'd enjoy hearing or reading the stories you tell or hear in your programs.

For more information, contact:

Keith Morton

University of Minnesota YMCA

1901 University Avenue S.E.

Minneapolis, MN 55414

Making the Rules
Rebecca Breuer, editor

Available through: Project Public Life
Humphrey Center
301 19th Avenue South
Minneapolis, MN 55455
612-625-0142

Telling Yours: Tips from Storytellers

You might not think of yourself as a storyteller. Maybe you think you don't have enough creativity or imagination, or you're too shy, or you lead an unexciting life. Unfortunately, television sometimes reinforces these feelings by showing us people and stories that are polished and well-rehearsed.

But the fact is, we already tell stories in our daily conversations, and we each have an "audience" that we feel comfortable with: our closest friends, cousins, or kid brothers and sisters. And television's stories aren't half as important as ours. By storytelling, we mean describing scenes in our lives that can give others clues about who we are. The process of telling others about what we've done and what we know is important, because through it we come to understand ourselves.

Although we all can and do tell stories every day, there are some skills that can make our personal stories more meaningful to other people. Two people with these skills are Elaine Wynne and Larry Johnson, from the Key of See, an organization of professional storytellers and teachers of their trade. Here are some of their tips for telling stories in a group setting.

Follow the "Four F's"

Find a story. Coming up with a "kernel"—an idea for a story—is the hardest part for people who feel that "nothing happens in my life." Often the beginnings of a story is just a fragment or situation you remember. Listen to the stories of others—sometimes this reminds you of a story you have. It helps if the group selects a particular topic to tell stories about.

Form the story. Shape the different parts of the story so they make sense. Give your story a beginning (where you give a little background), a middle (usually where you describe some kind of challenge or conflict), and an end (where you say how the challenge or conflict got handled).

Fight Fear. Nervousness is good—it shows that what you're doing is important. But if you're too fearful to tell a story, your ego is probably telling you that you're "in danger" of imperfection. Concentrate on the story that wants to come out, not on yourself telling it. Remember that when you're drawing on your own life, there is no wrong answer, and there are no bad stories.

Use the "Glop Method"

Make a series of round blobs on a sheet of paper. Inside each one, put a phrase or drawing to represent different parts of the story. These cues help you remember to include important pieces of the story without actually writing a script: written versions can trap you into one particular way of telling a story. Switch the blobs around or add more as you think of better ways to tell the story.

List Possible Stories

Keep a small notebook or a card file with outlines of stories you might want to tell. Jot ideas down in the notebook whenever you think of one.

Picture Yourself in a Comfortable Place

Some people find it easier to think up and tell a story if they imagine themselves with friends in their kitchen at home, or sitting on your bed at night. If this takes away some of your shyness, do it!

Have People Listen

It's good for your story to have people listen to you tell it, not just once, but through a few versions. Listeners notice things that will help you communicate more with your story. "What happened to that other guy?" and "I don't get the part about the car accident" are comments that can help you make your story better. (Besides, that's what a story is for!)

Listen To Others

You can learn a lot about what makes a story interesting by listening to other people tell theirs. The infinite variety of stories you hear should reassure you that nobody can judge your story, because it's one-of-a-kind.

A Few Ideas for Story Topics:

- the most frightening thing that ever happened to me;
- the most unusual person I ever met;
- somebody who made me laugh;
- the person I will never forgive;
- my most memorable holiday;
- a time when I was angry;
- a time when I was successful.

It takes practice to tell your public story. The next several exercises will start you on your way!

~~Me!~~
~~ASSEMBLY~~
for
PRESIDENT

Politics is a way
to be heard
(and to hear)

Knowing You've Made a Difference: Strengthening Campus-Based
Mentoring Programs Through Evaluation and Research. MacGregor
Kniseley, editor, 1990.

Available through: Campus Compact
P.O. Box 1975 Brown University
Providence, RI 02912
401-863-1119

and

Education Commission of the States
707 17th Street, Suite 2700
Denver, CO 80202-3427
303-299-3600

LINKING COLLEGE STUDENTS AND AT-RISK YOUTH

- *Flexible Training:* Adopt a "flexible agenda" for training. As issues arise, training is provided in short meetings.
- *Two Full-Day Workshops:* Schedule orientation and training that includes an overnight and a "low ropes course" that builds trust and group cohesion among the mentors. A second, off-campus, eight-hour session is scheduled to address additional issues. The overnight experience would create a situation where the mentor felt special. [Note: Connecticut College used this format. However, some program directors raised concerns about whether older students with families could allot the time required to participate in the overnight sessions.]
- *Bi-Weekly Group Discussions:* Mentors meet twice a month to address specific issues. At each meeting, present information and follow up with a discussion of the issue.
- *"Supervised Field Experiences":* Schedule a one-semester course called "Supervised Field Experiences" in an education or psychology department. The course would incorporate the mentoring program's orientation and training components and meet either for : (a) a three-hour orientation session and six three-hour Saturday training sessions during the year or (b) two hours per week for 13 weeks, six hours in the field per week, group meetings with mentors and program coordinator once a week, and individual meetings between mentors and the program coordinator once a week. Include topics such as basic counseling skills, listening and communicating skills, child development, treatment methods, and self-concept. [Note: University of West Florida offers a course for credit for the mentors.]

Issues for Training

Several topics such as program policies, defining at-risk youth, and ways of approaching common problems should be discussed in preservice training. However, some program directors believed that more expansive topics such as child development or self-esteem could not be covered adequately in a single orientation session and deserved on-going attention. Furthermore, these issues would have a greater salience for the mentors once the mentoring relationship had begun.

Issues Related to the Youth:

1. *Definition of "At-Risk Youth":* Understanding the characteristic needs of these youth and factors that influence a young person's ability to make a successful transition into adulthood.
2. *Environmental Factors:* Understanding how youth are influenced by a dysfunctional family, poor adult role models, or the presence and influence of gang activity and violence.
3. *Child and Adolescent Development:* Understanding how to deal with the social, emotional, and physical issues facing adolescents.
4. *Child and Substance Abuse:* Detecting signs of abuse and developing ways to help youth with these problems.
5. *Personal Values:* Understanding and distinguishing youths' and mentors' value systems.

6. *Inter- and Intra-Cultural Awareness:* Understanding how to deal with the tension inherent in mixing people from different economic, racial and cultural backgrounds.
7. *Self-Concept:* Understanding the nature of self-concept and ways to encourage the youth to enhance his or her sense of worth.
8. *Learning Styles:* Understanding to provide academic support that considers the youth's style of learning and ability.

Issues Related to the Mentor:

1. *Expectations:* Setting reasonable expectations for the relationship and reflecting on the reasons mentors and youth participate.
2. *Role and Functions of the Mentor:* Developing the role of the mentor as a tutor, a friend, advocate, and challenger and finding ways to motivate youth to perform at higher levels.
3. *Team-Building:* Developing skills related to trust, group cohesiveness, and communication.
4. *Skill Assessment and Development:* Assessing strengths and weaknesses, personality, and skills of the mentor. Development of skills related to communicating, listening, managing behavior, tutoring, challenging the youth, and problem-solving.
5. *Goal-Setting:* Understanding how to set goals with the youth that reflect mutual expectations and milestones and contract-writing with the youth.
6. *Time Management:* Learning how to balance the time required for coursework and community service.
7. *Stages of a Mentoring Relationship:* Understanding how a relationship develops including ways to prepare for the last stage of the relationship.
8. *Limitations:* Presentation of legal issues and policies of the university, community agency, and mentoring program.
9. *Self-Concept:* Understanding the nature of self-concept and how the mentor's and youth's self-worth influences the relationship.
10. *Learning Styles:* Understanding the ways of identifying and accommodating the learning styles of the youth.
11. *Crisis Intervention:* Understanding how to intervene during a crisis and where to go for support.

Training Techniques and Activities

The program directors incorporated a variety of training techniques and activities:

LINKING COLLEGE STUDENTS AND AT-RISK YOUTH

1. *Challenge Activities*: Present mentally and physically challenging activities using a "low ropes course" which builds a sense of group cohesion and trust and provides opportunities for the mentors to demonstrate leadership and initiative. A "low ropes course" includes activities such as rappelling and climbing with a belayer. [Suggested by Connecticut College]
2. *Panel Discussions*: Invite former mentors to discuss the mentoring experience with prospective mentors. Present panels composed of members from diverse ethnic groups to discuss issues such as cultural awareness and sensitivity. Present models of successful adults who can discuss personal experiences of coping with personal failures. [Suggested by Boston and Xavier Universities]
3. *Role-Playing and Simulations*: Have the mentors role-play the youths' personalities (aggressive, shy, physically abused, clinging) and ways of working with different types of youth. Mentors are divided into four groups and each group creates a ten-minute role-playing situation. The other mentors try to deal with the situation *as a mentor*. The mentors discuss as a large group the varying responses to the situations. Also, simulate the process of setting goals and writing contracts between mentor and youth. [Suggested by Lawrence University]
3. *Discussion Management*: Utilize a "talking stick" (i.e., an object that the group chooses to use as a management tool in heated discussions). The person with the "talking stick" can make a point without being interrupted. [Suggested by Connecticut College]
4. *Communication Skills*: Practice active listening and accepting and offering criticism. [Suggested by University of West Florida]
5. *Dinner for Families*: Organize a dinner prepared by the pairs for the youths' families where mentors become acquainted with a youth's family. [Suggested by Connecticut College]
6. *Resource Materials*: Share articles on topics related to the mentoring experience and develop a resource bibliography and a mentoring program library.
7. *Activity Planning*: Compile a list of individual and group mentoring activities and events for the upcoming year.
8. *School Mural*: Create a mural for the youth's school on cultural issues and awareness that enhances the youth's self-concept.

Resources

Although the list is not exhaustive, the program directors recommended the following specific materials and community resources that were useful in training mentors or planning activities for the youth.

Materials

1. Self-Esteem

LINKING COLLEGE STUDENTS AND AT-RISK YOUTH

- Jack Canfield's *101 Ways to Enhance Self-Concept in the Classroom* (1976) includes numerous activities to develop self-concept. Available from Prentice-Hall in Englewood Cliffs, NJ.

- IALAC ("I am loving and caring or I am lovable and capable") activities are used to enhance self-esteem. [Suggested by Lawrence University]

2. Positive Images of African-American children.

- Dr. Javanza Kunjufu created videotapes and reading materials related to understanding and developing African-American children's self-concept. Available from African-American Images, 9204 Commercial Suite 300, Chicago, IL 60617. Phone: 312-375-9682. [Suggested by Xavier University]

3. Issues of Adolescence; Adolescent Development; and Career Planning

- Sunburst Communications created videos on topics such as assertiveness training, goal-setting, decision-making, parental conflict, peer pressure, and substance abuse. The videos were used by the mentors with the youth at group meetings. The director thought that white, middle-class youth relate better to the tapes than black youth. 30-day free previews. Available from Sunburst Communications, Room 101, Castleton Street, Pleasantville, NY 10507-3498. [Suggested by Xavier University]

- Workbook and videotapes on adolescent development created by 4-H. Available from 4-H Youth Program, Cooperative Extension Services, Michigan State University, East Lansing, MI 48824. [Suggested by Michigan State University]

- *Life Planning Education: A Youth Development Program* by Carol Hunter-Geboy, Lynn Peterson, Sean Casey, Leslie Hardy, and Sarah Renner. The curricular materials focus on developing self-esteem, decision-making, sexuality, employment, and personal and family values. Available from Center for Population Options, 1012 14th St., NW, Suite 1200, Washington, D. C. 20005. Phone: 202-347-5700: [Suggested by Connecticut College]

- Counselors from the university career planning and placement office and from a high schools have used computer software that assist students and youth to identify interests, career aspirations, and courses of study for post-secondary study. [Suggested by Metropolitan State University]

4. Tutoring

- *Tips for Tutoring* describes a variety of tutoring activities and techniques. Available from: National School Volunteer Program, 801 Wythe St., Alexandria, VA 22314. Phone: 703-836-4880. [Suggested by Michigan State University]

5. "Late Blooming"

- Jack Levin, a sociologist at Northeastern University, investigated college students who were "late bloomers", i.e., those who failed previously, but succeeded in college. He attributed the students' success in college to becoming deeply interested in something. He has written an article submitted for publication entitled *Sociology of Late*

Blooming. He can be reached at: Department of Sociology, Northeastern University, Boston, MA 02115. Phone: 617-437-4983. [Suggested by Boston University]

6. Noncompetitive or Cooperative Play

- Resources useful in planning noncompetitive and cooperative play in group or individual activities include : (a) *Play Fair* (1980) by Matt Weinstein and Jeff Goodman. Available from Impact Publishers, P.O. Box 1054. San Luis Obispo, CA 93406; (b) *The Second Cooperative Sports and Games Book* (1982) by Terry Orlick. Available from Pantheon Books in New York.

7. Self-Awareness

- Exercises related to discounting oneself, accepting compliments, and listening and responding without judging. [Suggested by West Florida University]

Community and Academic Resources

People in the community can provide provide training in communication skills and background on issues facing the youth, the youth's families, neighborhood, and schools. The program directors identified the following community and academic resources:

1. Social workers from community agencies
2. Teachers and counselors from the schools
3. University faculty and graduate students from departments such as Counseling Psychology, Education, Psychological Services, Human Resources, Minority Affairs, Hispanic and African American Studies, Women's Center, and Writing, Reading, or Literacy Centers
4. Community and youth agency representatives such as Urban League, Big Brothers/Big Sisters, YMCA, and YWCA
5. Leaders from the youth's housing project
6. Child psychologists

Supporting the Mentors

Supporting the mentor means providing resources and "pearls of wisdom" upon need or request. Providing support means enabling mentors to help themselves to solve problems. The success of the mentoring relationship, and in turn, the success of any campus-based mentoring program is directly related to the the level of support the mentor receives. In our view, mentoring is a multi-faceted and intricate process of nurturing a relationship that provides a growth experience for both partners. Asking a college student to mentor a youth in need of support should be viewed as placing a significant amount of responsibility upon that student. During the course of a relationship, the mentor requires many resources beyond his or her repertoire of skills or

knowledge. Identifying these needs, and developing the systems and resources to provide adequate support is a crucial job of the program director.

The program directors suggested that mentors required support in the following areas:

Needs for Support

1. Understanding their role as a mentors (e.g., confidante, friend, teacher, or challenger) and how to work with the youths' families.
2. Understanding the context of the youth's problems.
3. Understanding how relationships develop.
4. Reassurance and recognizing what is going well.
5. Understanding how to get feedback from the youth.
6. Understanding when and where to go for support when problems (such as child abuse, substance abuse, and youth running away) arise.
7. Understanding where to draw the line regarding issues of confidentiality.
8. Understanding how to motivate the youth to commit to the relationship.
9. Understanding how to deal with the problem of the youth showing up on campus without first notifying the mentor.

Strategies for Supporting Mentors

The program directors provided support by:

1. Monitoring the individual pairs (i.e., kept track of the number of times the pairs met, length of meetings, kinds of activities, and participants' responses to the activities) and interviewing some of the youth to understand their perspective of the mentoring experience.
2. Helping the mentors see what was working and recognizing their impact on the youth. Discussing what was going well and relationship problems during individual conferences or group sessions. Brainstorming solutions to problems. Writing letters of commendation to faculty about the mentors' efforts.
3. Informing the mentors about available resources and support.
4. Explaining how well-meaning individuals can diminish the dignity of the family by either being overly helpful, trying to replace the parents, or assuming responsibilities belonging to the head of the household.
5. Reassuring mentors and boosting their morale by providing an abundance of recognition and constructive criticism.

Random Service Learning Ideas

- Do a community scavenger hunt to help participants learn the community.
- Develop a crossword puzzle for which participants have to read to local newspapers to find the answers.
- Host an educational forum for a community agency representative, legislator, "client" at an agency, and a corpsmember to talk about a particular issue such as violence, poverty or racism.
- Invite a local trainer to join with a small group of participants to plan a workshop on public speaking, project organizing or health issues.
- Have a film and discussion series at night or on the weekend that focuses on films such as "Do the Right Thing", "Stand and Deliver" and "Zebra Head".
- Keep a team journal - where a different corpsmember contributes each day and at the end of the week the team joins to read and discuss the week's happenings.
- Offer a day where corpsmembers who only speak English pair up with other corpsmembers who speak another language and learn as much as they can for the day about the language and the culture.

Team: _____

Week of: _____

SERVICE LEARNING SCHEDULE

_____ **Monday** **Tuesday** **Wednesday** **Thursday** **Friday** _____

Theme for the Day/Week:

Team Activities:

Individual Work:

Special Trainings/Events:

After-Hours Opportunities:

Expected Learning Outcomes:

Evaluation process:

Leadership Development and Service Learning

Training and Resource People Chart

Name of Trainer/ Resource Person	Topic Area	Time/Date Available	Most Appropriate Audience	Contact Information
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Reflection Component Checklist

- Consider your *mission statement*. Look at the goals of your service program. Does reflection fit into the mission of your program?
- Consider the *structure* of your program. What are the current opportunities for students to reflect? When do students have contact with the program coordinator? Examine the structure of your program to find areas or opportunities that lend themselves to a reflection component.
- Consider the *problems* that volunteers have articulated. Volunteers will be more likely to participate in a reflection component if it directly addresses their needs and concerns.
- Create a set of *goals*. What do you want to get out of reflection? What do you want participants to get out of it?
- Create an *expectation*. Is everyone from the coordinators to the volunteers keeping a journal? Are there reflection resources? Is reflection mentioned in your newsletter? Try to show through example that reflection is an integral part of your program.
- Consider your *skills*. The most important skills you can have as a facilitator are listening and asking good questions. What other skills might you need?
- Consider your *audience*. Who are the volunteers you are working with? All students? Students and faculty? Mostly first year students? What kinds of issues will be of most interest to them? Are they experienced volunteers, or people just starting out?
- Find some *partners*. There are many people on and off campus who can help you create and implement a reflection component. Talk to professors who you feel are good facilitators. Talk with community members who have knowledge of the area you are working in. Creating this network will give you support and draw more people into your program.
- Develop some *resources*. Put together a list of courses that address community issues. Ask professors for a copy of their syllabus. Try to pull together some information on facilitation and values clarification. Make sure you know what other campus or area activities (speakers, films, museums) might provide useful information or inspiration to students working in the community. Ask agency representatives what materials they would recommend. (See "Developing Resources".)
- Choose a *method*. Dinner discussions? Individual journals? What is the most feasible format for reflection? In the van on the way back from the site? Twice a week? Think creatively about how to integrate reflection into the existing framework, instead of adding it to the list of volunteer responsibilities.

- TAKING ACTION -

- ☐ Consider *learning styles*. When choosing a method and tools, consider the variety of ways in which people learn. Make the program flexible enough to allow participants to be creative.
- ☐ Choose some *tools*. How do we get at these issues? Writing? Talking? Films? Speakers? Simulations? A combination?
- ☐ Keep it *simple*. Do not take on more than you are able to do thoughtfully. Consider integrating reflection into your program in phases or small steps. Remember that reflection is not anything new or mysterious; focus on creating a simple way for volunteers to share their ideas.
- ☐ Be *consistent*. Consistency in reflection and supporting students is just as crucial as consistency in working with community agencies. Try to create a comfortable, reliable way for students to learn from their experiences.
- ☐ Think about *evaluation*. Asking students to evaluate the program is a useful reflection tool. There should be an evaluation for your program in general and for the reflection component. Informal evaluation will let you know how the reflection is going and what you might need to change or improve.

This text was aided by ideas from Keith Morton and Sue Tachney of the University of Minnesota YMCA and Dan DeGoyer of the Lowell Bennion Community Service Center at the University of Utah.

Leadership Development and Service Learning Planning Document

ORIENTATION

Provide a detailed description of orientation content:

Who will provide orientation?

Where will it be held?

Date and time:

TRAINING

Provide a detailed description of training, including dates of sessions, scheduled time and length and names of training staff. If training will be conducted in several sessions, please number each and note planned date and time and name of trainer:

Location of Training:

Same as worksite _____

Other _____ (Attach or describe below)

EDUCATION

Possible educational focus/topics of project:

Other educational opportunities in the community:

Educational material/equipment needs:

Resource Materials

RESOURCES UTILIZED FOR SUMMER OF SERVICE
LEADERSHIP DEVELOPMENT AND SERVICE LEARNING
COLLECTED MATERIALS

1. Brotherhood Building Activities
National Interfraternity Conference

Available through: National Interfraternity Conference
3901 West 86th St., Suite 390
Indianapolis, IN 46268
317-872-1112

2. Catalyst: A Workbook for Trainers. Arrington Chambliss and
Maura Wolf, ed., 1992.

Not available for widespread circulation.

3. Conflict Partnership. Dudley Weeks, 1982. A draft workshop.

Revised edition is: Eight Essential Steps to Conflict
Resolution February, 1992
Published by Jeremy Tarcher

4. Diversity Week: Creating Unity in the Community
National Interfraternity Conference

Available through: National Interfraternity Conference
3901 West 86th St., Suite 390
Indianapolis, IN 46268
317-872-1112

5. Education and Action: A Guide to Integrating Classrooms and
Communities. Tanya Mariko Lieberman and Kathleen Connolly, ed., 1992.

Available through: Campus Outreach Opportunity League
386 McNeal Hall
University of Minnesota
St. Paul, MN 55108
612-624-3018

6. Growing Hope: A Sourcebook on Integrating Youth Service into the School Curriculum. Rich Willits Cairn and Dr. James C. Kielsmeier, ed., 1991.

Available through: National Youth Leadership Council
1910 West County Road B
Roseville, MN 5513
612-631-3672

7. Knowing You've Made a Difference: Strengthening Campus-Based Mentoring Programs Through Evaluation and Research. MacGregor Kriseley, ed., 1990.

Available through: Campus Compact
P.O. Box 1975 Brown University
Providence, RI 02912
401-863-1119

8. Leadership Development: A Handbook from the Youth Action Program of The East Harlem Block Schools. Dorothy Stoneman, ed.

Available through: Youth Action Program
1280 Fifth Avenue
New York, NY 10029
212-860-8170

9. Learning to Teach: Training of Trainers for Community Development Jane Vella, ed., 1989.

Available through: Save the Children Federation
P.O. Box 950
Westport, CT 06881

10. Making the Rules
Rebecca Breuer, ed.

Available through: Project Public Life
Humphrey Center
301 19th Avenue South
Minneapolis, MN 55455
612-625-0142

11. Vision Statement Action Plan of Empty the Shelters Empty the Shelters staff and participants, 1991.

Available through: Empty the Shelters
246 Arch Street, Philadelphia, PA 19106

12. Youth Leadership Development Materials A Supplement to the
Leadership Development Handbook YouthBuild USA staff.

Available through: YouthBuild USA
58 Day St., P.O. Box 440322,
Somerville, MA 02144
617-623-9900

Resources

Local Organizations:

- 4-H
- Citizen Action
- Local Colleges and Community Colleges
- Girl Scouts/Boy Scouts
- Junior Leagues
- United Way

National Organizations:

- The American Institute for Managing Diversity. (404) 524-7316. Located at Atlanta's Morehouse College. R. Roosevelt Thomas
- American Society of Training and Development. 1640 King Street, Box 1443, Alexandria, VA 22313-2043. PH: 703/683-8100 FAX: 703/683-8103. Can provide books, journal articles, tapes.
- Center for Career Leadership and Career Studies at Emory Business School in Atlanta. Jeffrey Sonnenfeld?
- Covey Leadership Center: 3507 North University Ave., Suite 100, Provo, UT 84604 PH: 1-800-553-8889
- Free Spirit: 400 First Avenue North, Suite 616, Minneapolis, MN 55401 PH: 1-800-735-7323. FAX: 612/337-5050
- Independent Sector. 1828 L St., NW, Suite 1200, Washington, D.C. 20036 PH: 202/223-8100 FAX: 202/457-0609
- Tim Jones, Senior Associate for Robert G. Kramer and Associates, Inc. Annapolis, MD PH:
- ODT, Inc.: PO Box 134, Amherst, MA 01044. (413) 549-1293. Can provide "empowerment resources" and tools for utilizing diversity.
- Pfeiffer and Company, International Publishers: 8517 Production Ave., San Diego, CA 92121-2280 PH: 619/578-5900 FAX: 619/578-2042. Publishes a catalog with a wide variety of training tools and aids.

Resources, cont.

National Organizations, cont.

- Support Centers of America. 2001 O Street, NW. Washington, D.C. 20036-5955. PH: 202/296-3900. FAX: 202/857-0077. Provide non-profit management training, consulting and information. Provide interactive workshops on a number of areas including leadership, planning, fundraising, financial management, accounting, board development, staff development, volunteer management, marketing, meeting management, legal and tax issues, computer software, etc.
- Applied Research and Development Institute: 303/691-6076
 - Atlanta, GA 404/688-4845
 - Boston, MA 617/338-1331
 - Chicago, IL 312/606-1530
 - Houston, TX 713/739-1211
 - New Jersey 201/643-5774
 - New York 212/302-6940
 - Oklahoma City, OK 405/236-8133
 - Palo Alto, CA 415/323-0873
 - Rhode Island 401/521-0710
 - San Diego, CA 619/272-7720
 - San Francisco, CA 415/552-7584
 - Tulsa 918/588-6636
 - National Office 202/296-3900
- Talico, Inc. 2320 South Third Street, Suite 5, Jacksonville Beach, FL 32250. PH: 904/241-1721 FAX: 904/241-4388 Publishes a catalog with a wide variety of training tools, books and visual aids for workshop sessions. Heavily geared towards business, although the skills are applicable in the non-profit world. Kind of expensive.
- University Associates Consulting and Training Services: 8380 Miramar Mall, Suite 232, San Diego, CA 92121 PH: 619/552-8901 FAX: 619/552-8062. UA offers a wide variety of workshops and trainings, including "Designing Experiential Training Modules," "Understanding Group Dynamics," "Group Facilitation," and train the trainers seminars.

Resources, cont.

National Organizations, cont.

- Public Allies: The National Center for Careers in Public Life
1225 15th Street NW, Washington DC 20005, 202/232-6800
- Midwest Academy (Citizen Action network) 225 West Ohio, Suite 250
Chicago, IL 60610, 312/645-6010
- Center for Organizational and Community Development, 225 Furcolo
Hall, University of Massachusetts, Amherst, MA 01003
- The Learning Resources Network, 1554 Hayes Drive, Manhattan, KS
66502, 800/678-LERN
- Center for Third World Organizing. 3861 Martin Luther King Jr. Way,
Oakland, CA 94609, 510/654-9601
- Gamaliel Foundation. 220 S. State Street, Chicago, IL 60604,
312/427-4616
- Grassroots Leadership. PO Box 36006, Charlotte, NC 28236,
704/332-3090
- Highlander Research and Education Center. Route 3, Box 370, New
Market, TN 37820, 615/933-3443
- National Training and Information Center (NTIC). 810 N. Milwaukee,
Chicago, IL 60622. 312/243-3035
- Organize Training Center, 1095 Market Street #419, San Francisco, CA
94103. 415/552-8990
- Pacific Institute for Community Organizing (PICO) Rural Organizing
Networks, 171 Santa Rosa Avenue, Oakland, CA 94610. 415/655-2801
- Industrial Areas Foundation (IAF). 36 New Hyde Park Road, Franklin
Square, NY 11010. 516/354-1076

Resources, cont.

National Organizations, cont.

- Southern Empowerment Project, 323 Ellis Avenue, Maryville, TN 37801
615/984-6500
- Regional Council of Neighborhood Organizations. 5600 City Avenue,
Philadelphia, PA 19131. 215 878-4253
- Western Organization of Resource Councils. 412 Stapleton Building
Billings, MT 59101. 406/252-9672
- Center for Community Change. 100 Wisconsin Avenue NW
Washington, DC 20007. 202/342-0519
- Milwaukee Associates in Urban Development (MAUD) School for
Leaders. 750 N. 18th Street, Milwaukee, WI 53233. 414/344-3933
- Management and Community Development Institute. Tufts University
Lincoln Filene Center, 108 Packard Avenue, Medford, MA 02155
617/381-3568
- National Coalition Building Institute. 172 Brattle Street, Arlington, VA
02174. 617/646-5802
- Northern Rockies Action Group. 9 Placer, Helena. MT 59601.
406/442-6615
- Organizing and Leadership Training Center. 25 West Street, Third Floor,
Boston, MA 02111. 617/728-9100
- People's Institute for Survival and Beyond, 1444 N. Johnson Street, New
Orleans, LA 70116. 504/944-2354
- Washington Area Training Center. 1323 Girard Street NW, Washington,
D.C. 20009. 301/277-7085
- United Way of America. 701 North Fairfax Street, Alexandria, VA
22314-2045. 703/836-7100

Resources, cont.

Books and Training Aids:

- American Management Association: *Personnel's Annual Directory of Products and Services*. AMA, Box 319 Saranac Lake, NY 12983. PH: 518/891-1500. \$17.00 This is a directory of products, services and suppliers, and includes listings on training services and products.
- Ames, L.B., F.I., Ilg, and S.M. Baker. (1988) *Your Ten-to-Fourteen-Year-Old*. New York: Delacorte.
- Association for Experiential Education: *Experience-Based Training and Development: Domestic and International Programs*. AEE, CU Box 249 Boulder, CO 80309. PH: 303/492-1547. \$18.50. This directory focuses on programs that use experiential training methods to train participants in finding creative solutions to group problems. Good source for programs and contact people.
- Benson, P.L., D.L. Williams, and A.L. Johnson. (1987). *The Quicksilver Years: The Hopes and Fears of Early Adolescence*. San Francisco: Harper and Row.
- Bobo, Kim and Jackie Kendall and Steve Max. *Organizing for Social Change: A Manual for Activists in the 1990s*. Seven Locks Press. PO Box 27, Cabin John, MD 20818. 310/320-2130.
- Bolton, R. (1979). *People Skills*. Englewood Cliffs, NJ: Prentice Hall, Inc.
- Bradford, Leland: *Making Meetings Work: A Guide for Leaders and Group Members*. University Associates, 1976.
- Dale, Duane and Dave Magnani and Robin Miller. *Beyond Experts: A Guide for Trainers*. Center for Organizational and Community Development. 225 Furcolo Hall, University of Massachusetts, Amherst, MA 01003. \$7.95 plus \$2.25 shipping.
- Draves, William. *How to Teach Adults*. The Learning Resources Network, 1554 Hayes Drive, Manhattan, KS 66502, 800/678-LERN. \$7.00 plus \$2.25 shipping.

Resources, cont.

Books and Training Aids, cont.:

- Draves, William. *How to Teach Adults in One Hour*. The Learning Resources Network, 1554 Hayes Drive, Manhattan, KS 66502, 800/678-LERN. \$4.95 plus \$1.00 shipping.
- *The Encyclopedia of Group Activities: 150 Practical Designs for Successful Facilitating*. Pfeiffer and Company (see address below). \$849.95. A loose-leaf handbook of activities categorized according to emphasis. Category divisions include personal awareness, values clarification, communication, group process and feedback. Completely spelled-out activities for facilitators.
- *The Encyclopedia of Icebreakers*. Pfeiffer and Company, 8517 Production Ave. San Diego, CA 92121. PH: 619/578-5900. \$69.95. A loose-leaf sourcebook of 150 warm-up designs for use in workshops and training programs.
- Gordon, T. (1977) *Leadership Effectiveness Training*. New York: Bantam Books.
- *The Great Trainer's Guide: How To Train Anyone To Do Anything!* (Heritage Arts, 1807 Prairie Ave., Downers Grove, IL 60515 – spring catalog, Code #117 – \$12.95)
- Knowles, Malcom Shepherd. *How To Develop Better Leaders*. Association Press, 1955.
- Margolis, Frederick and Chip Bell. *Understanding Training Perspectives and Practices*. University Associates, San Diego.
- Schwartz, L.J. and F. Corvasce. (May, 1987). "The Buddy Program: A Peer-Affective Educational Program in the Middle School." *Middle School Journal* 18,3: 27-29.

Resources, cont.

Books and Training Aids, cont.:

- Silberman, Mel. *Active Training: A Handbook Of Techniques, Designs, Case Examples and Tips*. (L.T. Harvey Associates, PO Box L-273, Langhorne, PA 19047-0273) \$39.95. This handbook shows how to design and conduct active, experientially-based training programs. The active training techniques are illustrated by over 200 real-life designs and examples taken from more than 35 training topics.
- Silberman, Mel. *20 Active Training Programs*. (same as above) \$129.00. This book gives the trainer 20 complete one-day training programs — from start to finish with step-by-step instructions from the trainer.
- *Success Magazine*: a monthly business magazine that covers a wide range of issues. Some stuff on training. Usually contains a good human interest piece that could be used in a workshop situation.
- Wilder, Claudyne. *The Presentations Kit: 10 Steps for Selling Your Ideas!* John Wiley & Sons, Inc. 1990.
- Wlodkowski, Raymond J., *Enhancing Adult Motivation to Learn*. Jossey-Bass Publishers, Inc., 350 Sansome Street, San Francisco, CA 94104

Icebreakers, New Games and Reflection Exercises

Learning to Teach: Training of Trainers for Community Development
Jane Vella, editor, 1989.

Available through: Save the Children Federation
P.O. Box 950
Westport, CT 06881

and

OEF International
1815 H St., NW, 11th FL
Washington, DC 20006

APPENDIX A

Warm up Activities

YOUR NOTES

1. Good News and Bad News

Invite all participants to share with the person next to them the good news and bad news of the day, telling one good thing that happened to them this day, and one bad thing that happened or that they fear might happen!

Share a sample of the good news and bad news from the entire group. (By a sample, we mean we share reports from one or two people or small groups. This will satisfy the need of the group to publish their discussions. However, it is essential to tell the large group before they start that you will be sharing only a sample.)

2. Gallery Walk

Invite participants to walk about the room, in twos, and to review all the charts on the walls from previous days of the workshop. Invite them to ask you any questions they raise from this gallery walk.

(This is a very useful warm up when a newcomer arrives on the scene. It can be varied to include a selection of the most important chart as an evaluation or the best dressed chart to focus considerations of how to make good charts.)

3. Pen Toss

Invite participants to call out the concept related to adult learning that is most significant to them, as the pen (or ball or roll of tape or whatever) is tossed to them. e.g. safety! respect! preparation!

There can be infinite variations on this: Call out names of fellow participants, or problems you anticipate in using this approach, or the activity that was most useful to you.

4. Candlelight

Invite participants to reflect on the lighted candle, and tell what it means to them in relation to their work.

5. The Secret

Invite participants to pass a short secret orally (it should be written out by the facilitator) through the line of all the people present. Let the last person write what he or she heard, and then compare the two secrets.

YOUR NOTES

6. Colors

Invite participants in groups of threes to select from a set of swatches of material their favorite color, and explain why it is their favorite.

7. Symbols

Invite each participant or teams of participants to choose one thing that they can present as a symbol of their life, of their group or company, of their work . . .

Ask each person or group to explain why they chose that object as a symbol, and what it means to them.

As you can see, warmups are activities to focus and energize the group. The best warmups are those designed by participants, relating to the context and the people at a particular Training of Trainers workshop.



Brotherhood Building Activities
National Interfraternity Conference

Available through: National Interfraternity Conference
3901 West 86th St., Suite 390
Indianapolis, IN 46268
317-872-1112