

**Reaching Out**

**A Community Involvement Program for Senior Highschool Students**



## INDEX

<i>Introduction</i> _____	2
<i>What Does a Volunteer Program</i> _____	2
<i>Achieve in a School?</i> _____	2
<b>Promoting Social Justice With Young People</b> _____	<b>2</b>
Socialization _____	3
Creating a Culture of Generosity _____	4
Sorting out the Priorities of Your Program _____	5
Understanding Some of The Differences Between Programs _____	6
Community Based Learning _____	6
Mentoring Program _____	7
Using the Proformas Provided _____	8
<i>part a.</i> _____	<b>9</b>
<b>Senior Student Program [Years 10,11,12]</b> _____	<b>9</b>
Student Information for ‘Reaching Out’ Volunteers _____	9
Attendance and Report Sheet _____	11
Community Involvement Contract _____	12
Placement Interest Questionnaire _____	13
Discovering My Gifts _____	15
Whinges to Goals _____	16
Relaxation/Meditation Exercises _____	17
Description of Placement Job _____	18
<b>Social Analysis</b> _____	<b>19</b>
Exercise in Social Analysis _____	20
<b>Strategic Questioning</b> _____	<b>22</b>
<b>Student Report and Evaluation of Volunteer INVOLVEMENT</b> _____	<b>23</b>
<b>Final Paper</b> _____	<b>26</b>
<b>Resume Certificate</b> _____	<b>27</b>
<i>part b.</i> _____	<b>28</b>
<b>Organizing a ‘Volunteer Outreach’ Market Day</b> _____	<b>28</b>
The procedure _____	28
<i>Appendix 1</i> _____	<b>29</b>
<i>Appendix 2</i> _____	<b>30</b>
<b>The letter of Invitation</b> _____	<b>30</b>
<i>Appendix 3</i> _____	<b>31</b>
<b>Re: [Institution] Volunteer Market</b> _____	<b>31</b>
<i>part c</i> _____	<b>32</b>
<b>Useful Resources</b> _____	<b>32</b>
The Web _____	32
<b>References</b> _____	<b>33</b>

## ***INTRODUCTION***

Having celebrated in 2001 the “International Year of the Volunteer” it seems fitting and timely to publish a practical program of ‘Volunteering for Young People’. Working as a teacher and subject co-ordinator for a significant number of years, I understand the pressure to complete the curriculum without having to fulfil extra obligations, so this program has been designed as a user friendly guide for those who wish to introduce a formal volunteering program into their institutions.

I have chosen to opt for an electronic format primarily because of its affordability as well as leaving you free to determine what you wish to duplicate, as well as the numbers you wish to duplicate. Using this format of publishing also allows for easier editing of any of the documents you may wish to use, allowing you to copy, cut and paste what is appropriate to your setting.

This program has been developed over several years, taking into consideration the comments and evaluation of the students who have taken part in the pilot program and teachers and academics who have studied the program.

The program is basically Christian in outlook, founded firmly upon Catholic theological concepts. I do not apologise for this, my background is firmly moored in religious education and theology. However I also believe that this program is user friendly to those who feel they are more secular in orientation.

My main hope is that what is before you is practical and painless. The proformas published on this disc are simply that, proformas. Please feel free to develop them, as you need to develop them.

## ***WHAT DOES A VOLUNTEER PROGRAM ACHIEVE IN A SCHOOL?***

### **PROMOTING SOCIAL JUSTICE WITH YOUNG PEOPLE**

Promoting Social Justice with young people is challenging. Why do it at all? The answer to this, I believe, is simple. Young people are enthusiastic and generous and so willing to become involved. They have passion and a social conscience, however if we don’t harness this energy carefully, it is so easy to lose the opportunity. Research over the years confirms this. Encouraging young people to give and serve not only contributes to the community and world now; it also shapes the way young people contribute to society throughout their lives. (Roehlkepartain, Naftali et al. 2000)

From the beginning I would like to make it clear that, when I speak of promoting ‘Social Justice’, I am speaking about promoting ‘Community Volunteer Service’ as an essential part of ‘Social Justice’.

Essentially I believe that a program of Community Service is about a sharing of personal gifts with one another. Such a program provides an opportunity for the young and the old, the able and those with a disability to meet with one another and discover that each person has value and dignity as a human being. It is a time for the melting of preconceived prejudices and the growing towards one another in love and respect. Research suggests that people who volunteered as children or youth are more likely as adults to:

- Volunteer
- Be involved in their community
- Participate in political activities
- Have leadership positions in community organizations
- Believe they can make a difference.(Roehlkepartain, Naftali et al. 2000)

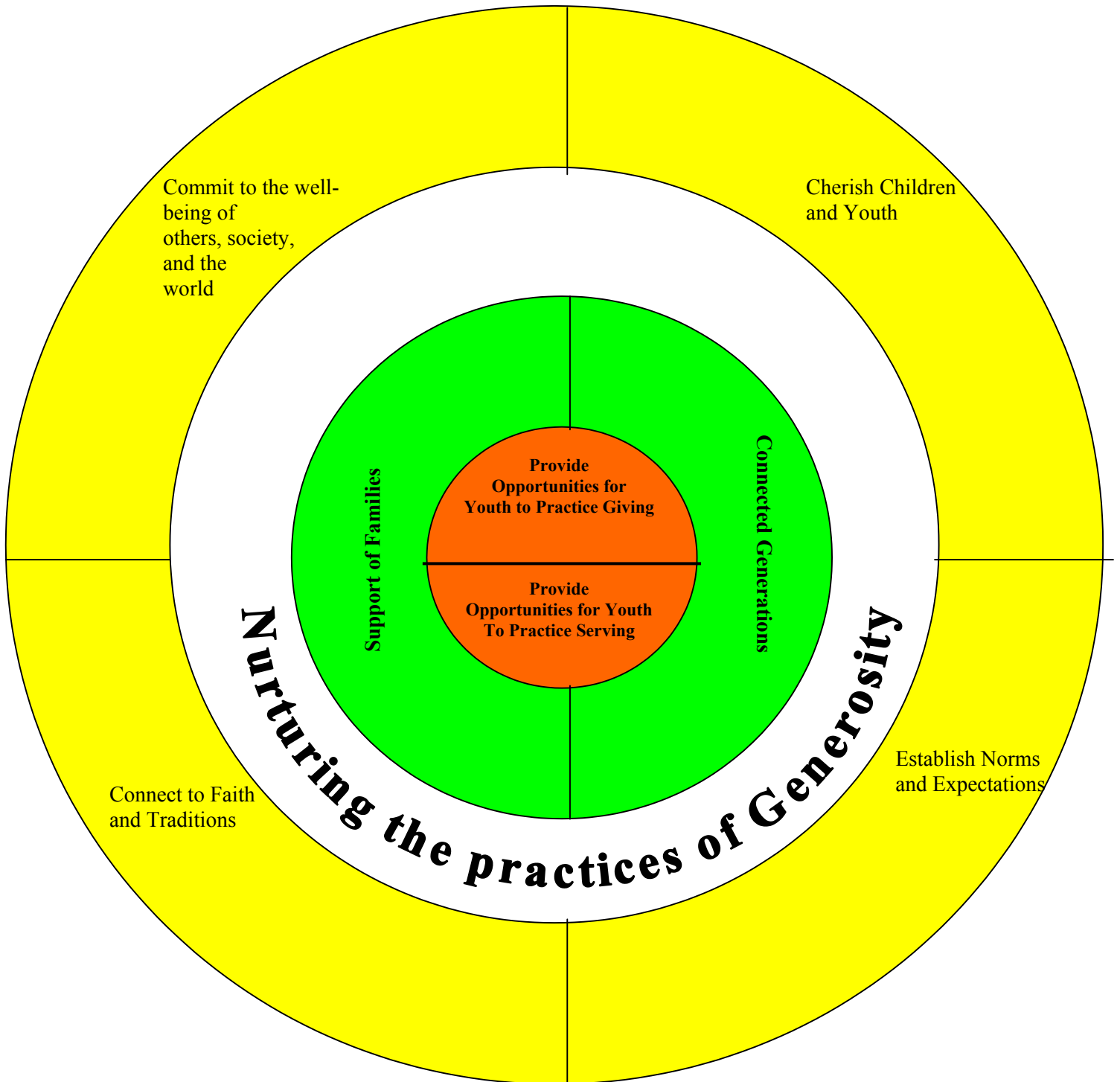
Therefore as I see it, the focus of such a Community Volunteer Program is essentially on what the participants themselves learn from the experience, rather than the service that an institution can offer to a community group or the particular institutions efforts to change unjust structures in the community. What participants of the Community Volunteer Program learn about themselves in terms of feelings and responses to people and situations is a most important element.

In order to facilitate a worthwhile experience for each individual, a number of elements need to be considered. The ideas suggested in this publication are one person’s attempts to achieve just that goal! So included are samples of questions volunteers may ask themselves, a model for ‘Social Analysis’, the way to ask ‘Strategic Questions’ as well as a suggested bibliography of books and articles that may be useful and some worthwhile ‘World Wide Web’ addresses to peruse.

### ***Socialization***

Apart from anything else, I believe that such a program provides positive opportunities for ‘Socialization’. That is, participation in the community as citizens. To assist students in they’re ethical, spiritual and personal formation. If you like, it is about ‘Creating a Culture of Generosity’ within the school. [A diagrammatic representation of this can be seen on the next page.] So it is important that the ‘whole’ school community work together in order to create this culture.

CREATING A CULTURE OF GENEROSITY



[Eugene C. Roehlkepartain, Elanah Dalyah Naftali & Laura Musegades; (2000) Growing Up Generous, The Alban Institute, Maryland p. 24]

Being part of such a ‘Volunteer Program’ assists students in coming to understand that they must learn not only to question society, thoughtfully and responsibly, but also to accept and support more of the central tenets of society. Hence some simple and practical skills in ‘Social Analysis’ are an important learning aspect of this program. It is a fundamental aspect of education that young people are prepared to take their part in society. Part of taking their part also includes being able to critique the society in which they live. Aristotle argued that the task of education was to create critics of society and that it is “...the mark of an educated mind to be able to entertain a thought without accepting it.”<sup>1</sup>

Another important aspect of the program is an opportunity to debrief the experience. When I ran the program as part of a senior Religious Education unit, of the three hours allocated each week, two were used as placement time, and the third was used as an opportunity for debriefing and for teaching some communication, assertiveness, conflict resolution, stress management and relaxation skills.

### ***Sorting out the Priorities of Your Program***

All good educators have an understanding of what it is they want to achieve with any program they introduce to their students. The same holds for a program of this nature. Take time to sort out your priorities before you begin. The following questions might assist you to focus.

- What is it that you wish to achieve with such a program?
  - Some ‘Social Justice’ awareness?
  - Opportunity to connect with older role models? e.g. Elderly?
- Do you wish to target the local area or do you wish to move beyond the local geographical area?
- How much time are you prepared to devote to this project?
  - Weekly?
  - A block activity?
- Have you any specific target organizations/individuals in mind?
- Are you prepared to work on some Social Analysis with your students?
- Do you intend to involve students in a way that utilises their skills?
  - e.g. To teach elderly people how to use computers?
- Would you also see this project as an opportunity to also teach communication skills?
- Will debriefing occur as a normal part of the program?
- Will there be some formal self-evaluation happening on the part of the students?
- Would you be setting up contracts with students and target groups?

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<sup>1</sup> “Quotations from Aristotle.” July 2000 <<http://www.quotegeek.com/literature/aristotle>>.

- How accepting of such a program are the other members of staff and parents of the school?

## ***UNDERSTANDING SOME OF THE DIFFERENCES BETWEEN PROGRAMS***

### COMMUNITY BASED LEARNING

In a Dusseldorp Forum Paper, *Community Based Learning: Adding Value to Programs Involving Service Agencies and Schools* Jim Cumming, August 1997,<sup>2</sup> some important questions are raised about the purpose of Community Based Learning (CBL);

- **Why is CBL so important at present?**

(e.g. are conventional approaches to learning and teaching failing to keep pace with technological, economic, social and other changes? Should CBL be concerned mainly with improving *equity & social justice, education reform* or *community development*?)

- **What are the defining features of CBL?**

(e.g. Should it be implemented *in, with* or *for* the community? Does it need to embrace each of these, as well as other characteristics?)

- **Which students should be involved in CBL?**

(e.g. Should it be for *all* or *some* students? Is it particularly appropriate for younger or older adolescents? Should 'at risk', 'non-academic', 'high achieving' or other groups of students be identified as target audiences?)

#### **How should CBL be resourced?**

(E.g. Does it require *additional* or *re-allocated* levels of physical and human resourcing? To what extent is continuous and shared resourcing a requirement for effective CBL?)

- Cumming goes on to emphasize that not all parents and teachers are convinced of the benefits of CBL because they believe that it detracts from the true academic nature of education. Others also believe that;
- Exploitation is a potential problem for CBL. It is argued that students and schools, as well as community agencies and organisations, can become involved in matters that are the prime responsibility of others. For example, students could be invited to participate in the provision of services to the poor, elderly or those with disabilities, as a means of compensating for related cuts in expenditure by public or private authorities.

**...Hence, there are several issues regarding the development of CBL at present including:**

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<sup>2</sup> [www.dusseldorp.com](http://www.dusseldorp.com)

➤ **Roles and functions**

(e.g. curriculum development; student placement, supervision and support; human and physical resourcing)

➤ **Moral, ethical and legal issues**

(e.g. maintaining client confidentiality; dealing with conflicting principles, values and beliefs; vetting of community-based personnel; maintaining adequate insurance)

➤ **Quality and sustainability**

(e.g. common and agreed outcomes and processes; explicit evaluation criteria; authentic assessment and reporting; short and long-term development)

➤ **Are you more interested in a ‘Mentoring Program’? Mentoring Programs are different in emphasis;**

MENTORING PROGRAM

*Mentors are people who inspire or encourage others by sharing their life experiences. Mentors offer support, counseling, friendship, reinforcement, and guidance. Mentoring seeks to assist young people to develop a positive sense of identity by allowing them to experience the achievement and success of their adult peers.*

*Mentoring Australia offers some excellent suggestions in this area. Think about joining the email list they have operating.<sup>3</sup> The points below are inspired by and adapted from the ‘Mentoring Australia’ web page.*

- In order to set up a viable and successful Mentor Program there are several points that need to be taken into consideration.
- What is the aim of the program? (e.g. to support transition from school to work/training)
- Is the program local or part of a larger network?
- Is there to be a 'Mentor Program Manager/Co-ordinator'? Or will it be a different role? (please describe) (e.g. trainer)
- Would there be other partner organisations involved?
- When would the program start?
- Who are the target mentees? (e.g. at-risk students in year 10 at school)
- How are the mentees selected/recruited?
- Who are the mentors? (e.g. local retirees)
- How do you recruit your mentors?
- Are the mentors to be screened? If so, how?

- Are the mentors paid or voluntary?
- How often would the mentees/mentors meet?
- Where would they meet (e.g. at school)
- What is the term of the mentors commitment (e.g. 12 months)
- Will the mentors be trained?
- If so, who trains them?
- How long is the training?
- What number of mentees would be optimal in the program?
- How many mentors would be in the program?
- How is the program funded? Will the program have a sponsor/s? (if so, please name)
- How will the effectiveness/impact of the program be measured and monitored?
- How often?
- Any other relevant information?

## ***USING THE PROFORMAS PROVIDED***

The proformas presented in this program are merely a guide for you. Feel free to use them as they are, or adapt to what is appropriate to your circumstances.

Some of the proformas may be more usefully used as Overhead Projection Sheets.

## ***PART A.***

### **SENIOR STUDENT PROGRAM [YEARS 10,11,12]**

#### ***Student Information for 'Reaching Out' Volunteers***

Welcome to the 'Reaching Out' course. I am confident that together we will make it a very worthwhile experience.

Included is a copy of the sheet that *[insert name of institution]* keeps as a report on each student's placement. At the end of your time with that particular institution I receive that sheet for my files. At the end of the year you receive the report sheets for inclusion in your resumés. This is a graded course, so you cannot expect to pass if you fail to attend your placement.

#### **ASSESSMENT PROCEDURES**

1. A period each week for debriefing and *COMMUNICATION SKILLS*.... Attendance is compulsory.
2. The keeping of a diary for reflection on your practical sessions. This will be taken up from time to time. [See Appendix A[2] ]
3. At the end of the course a paper is to be written by each student outlining and evaluating your experiences.

#### **GENERAL INFORMATION:**

Each week you are to go to your placement for two hours. While you are at each placement you are to follow all instructions issued by the person(s)-in-charge. These places are all reputable institutions and the people running them are all professionally trained people, so it would be very surprising if any requests were too demanding or unreasonable. However if you are of the opinion that an unreasonable request has been made, rather than attempting to deal with the situation yourself, please see your supervising teacher to discuss the situation.

It is highly probable that you will be exposed to some confidential information about particular individuals. It is expected that you will respect such confidentiality and refrain from discussing it with friends, family, or anyone else. From time to time there will be incidents and anecdotes you will want to share with others , by all means relate these, but please be sensitive to the dignity of the individual(s) concerned, and change names to ensure anonymity.

An important part of this experience is to learn more about how you relate to people of various socio-economic backgrounds and how you might improve your ways of relating. It is also an opportunity to discover a little about your prejudices and work on how you may be able to resolve some of these. You are therefore asked to keep a diary of your experiences [not an epic essay each week, but a brief outline of the experience, especially your feelings.] It is important that when you write up your diary you reflect honestly about your feelings e.g. "*How did I feel when confronted with Billy who is brain-damaged?*" On the outside

you might give the appearance of being 'cool, calm, and collected', but deep down you may have been '*scared out of your mind*'. Be honest! We learn from a situation by being completely honest with ourselves. It is also important to remember that by facing our fears in a mature way, we are more likely to be able to deal with and conquer them. At times you might find that what you are doing is *boring*. Rather than being negative about this situation, be positive and optimistic and think of the ways you might initiate some positive and appropriate excitement to the task. It might be a good idea to ask yourself why you are *bored*, what is going on in you? Also keep in mind the people who are doing what you are doing day after day. How are they coping with their job?

Debriefing is very important for this type of experience, so we will spend one period each week discussing your experiences and any problems you may have. Some further skills in communication, appropriate assertiveness, conflict resolution, and relaxation/stress management, will also be offered during this time.

We have a commitment with the institution you are involved with to have a particular number of students at particular times on particular days each week. Please do not ask to be exempted from this commitment unless it is absolutely unavoidable. In such a situation **PLEASE INFORM BOTH THE INSTITUTION AND THE SCHOOL**. This is just a part of general courtesy and responsibility.

#### **CONTRACTS:**

Most employees sign a contract at the beginning of an appointment, because we consider each of you to be responsible citizens of both the school and the community we ask you to sign the contract provided and return it to me as the co-ordinator of this program.

*Attendance and Report Sheet*

PLACE.....

STUDENT..... TERM..... 200....

ATTENDANCE: [Please tick appropriate weeks]

WEEK 1	WEEK 2.	WEEK 3	WEEK 4	WEEK 5
WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10

PLEASE COMMENT ON THE FOLLOWING AREAS:-

**PUNCTUALITY:**

.....  
.....CO

**URTESY:**

.....  
.....CO

**-OPERATION:**

.....  
.....ST

**UDENTS ATTITUDE TO THOSE THEY WORKED WITH:**

.....  
.....INI

**TIATIVES TAKEN:**

.....  
.....FU

**RTHER COMMENTS:**

.....  
.....

**SIGNED**.....

**DATE**.....

**POSITION**.....

## **COMMUNITY INVOLVEMENT CONTRACT**

I, *[Please Print]* ....., understand that during this course I am expected to attend my placement for *Community Involvement* as part of my school requirements. I also understand that as with any of my other courses, that the only reason I would miss a session would be due to sickness or any other very serious reason. As a responsible citizen I therefore undertake to inform the person-in-charge of my placement as well as the school, if I am to be absent, due to sickness etc.

I am in agreement with all the points mentioned in this contract and will endeavour to fulfil them to the best of my ability.

**Signed:** .....

**Date:** .....

**Co-ordinator:** .....

Always feel free to discuss any issue or inform me of any problem. My door is always open.

[Name] .....

**Community Outreach Co-ordinator.**

## ***PLACEMENT INTEREST QUESTIONNAIRE***

[This questionnaire is designed to ascertain your area of interest regarding your placement. Please fill it out as fully as possible. We will endeavour to place you in your preferences as far as we are able, taking into account limitations regarding availability of placements.]

**Name** \_\_\_\_\_

**Address** \_\_\_\_\_

\_\_\_\_\_ **Phone No.** \_\_\_\_\_

**Volunteer or Part-time Work Experiences** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Leisure Activities** \_\_\_\_\_

\_\_\_\_\_

**Prefer to work with:** [indicate all areas of interest]

\_\_\_\_\_ preschool

\_\_\_\_\_ school age

\_\_\_\_\_ adults with disabilities

\_\_\_\_\_ children with disabilities

\_\_\_\_\_ nursing home/elderly

\_\_\_\_\_ homebound

\_\_\_\_\_ homeless

\_\_\_\_\_ no preference

**Time for placements (state hours):**

**Monday** \_\_\_\_\_

**Tuesday** \_\_\_\_\_

**Wednesday** \_\_\_\_\_

**Thursday** \_\_\_\_\_

**Friday** \_\_\_\_\_

**Skills that I have and would like to share are:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Skills I would like to develop are:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**My Hobbies are:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Personal Preference:** [Please tick appropriate statement/s]

- \_\_\_\_\_ **I would prefer to work alone.**
- \_\_\_\_\_ **I would prefer to know what is expected at all times.**
- \_\_\_\_\_ **I would prefer challenging new assignments.**
- \_\_\_\_\_ **I prefer to not have to take initiatives.**
- \_\_\_\_\_ **I prefer to be able to take initiatives.**
- \_\_\_\_\_ **I prefer to be with other classmates.**
- \_\_\_\_\_ **I prefer opportunities to meet and get to know new people.**

**SIGNED:** \_\_\_\_\_

**DATE:** \_\_\_\_\_



## ***WHINGES TO GOALS***

*Complete the following statements as honestly as possible.*

1. My major whinge, frustration, or anxiety about being part of this course is....

2. Think about the above sentence and write:

My real concern (underlying my frustration) is....

3. Now turn the concern into a wish by completing the following sentence:

What I am really wishing for is....

4. Then complete the following sentence:

Therefore, my goal for this course is....

## ***RELAXATION/MEDITATION EXERCISES***

### **EXERCISE 1.**

**Relax, close your eyes and remember a time when you felt that some action you took made a difference that was positive. What happened? Who was involved? What was the setting? Remember as vividly as possible the qualities of mind and feelings you had at this time.**

Spend some time writing this down for yourself and then share your stories in the group.

### **EXERCISE 2.**

This exercise is similar to the previous one, but uses different methods. Some people respond better in a non-verbal mode.

**Close your eyes and relax. Let images float up of events, sources of inspiration and people that contribute to a sense of empowerment for you.**

Now draw or paint something which represents these images. No artistic ability is needed. Now share what you have drawn explaining its symbolism.

***DESCRIPTION OF PLACEMENT JOB***

**JOB TITLE:** \_\_\_\_\_

**RESPONSIBLE TO:** \_\_\_\_\_

**JOB DESCRIPTION:** \_\_\_\_\_

\_\_\_\_\_

**PLACEMENT TRAINING PROVIDED:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**QUALIFICATIONS AND SPECIAL SKILLS:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**COMMENTS:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**DATE:** \_\_\_\_\_

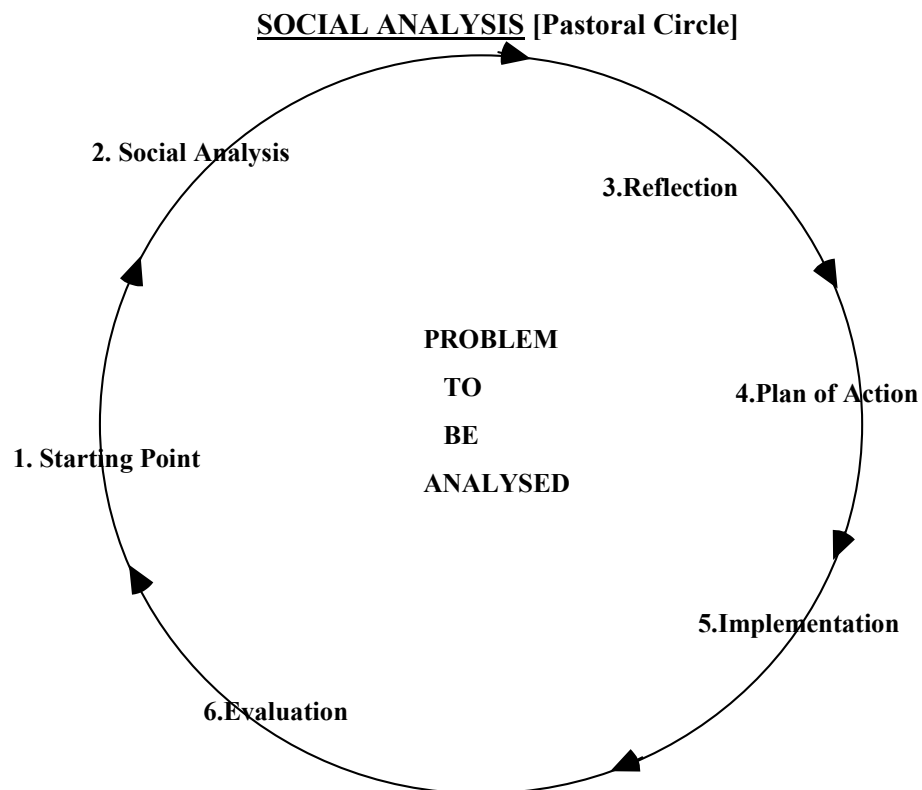
**SIGNED:** \_\_\_\_\_

**POSITION:** \_\_\_\_\_

## ***SOCIAL ANALYSIS***

During the ten weeks of your placement you will be keeping, as well as your diary, an ongoing analysis of the place you are involved in. The aim of this exercise is not for you to judge what is good or bad about its operation but rather to learn how to look objectively at a structure, examining the ways in which it is organized and the links it has with other structures in society.

Another name for "Social Analysis" is a "pastoral Circle". Below is a diagram of what it actually looks like.



[Adapted from Holland & Henriot Social Analysis; Linking Faith and Justice. Center of Concern, Washington D.C. 1980.]

## ***EXERCISE IN SOCIAL ANALYSIS***

*This particular exercise can be used with any secondary school age group. In the junior years it could be used as part of a research project on a particular organization; Red Cross, St Vincent de Paul, Salvation Army, City Mission... in your particular geographical area.*

**Build up a profile of your placement, the local area, regional, national and international links.**

**Add to your profile every time you learn something new.**

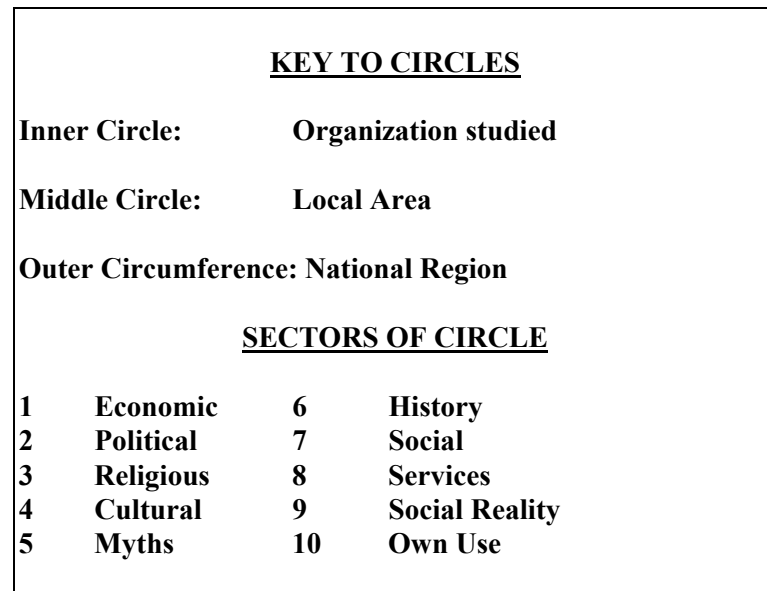
**Ask questions.**

**Make links.**

[The following diagram is a suggested model. I would recommend that you pin it on a board somewhere that you will see it frequently.]

**\*\*How does this picture as it builds up effect the people at your placement?**

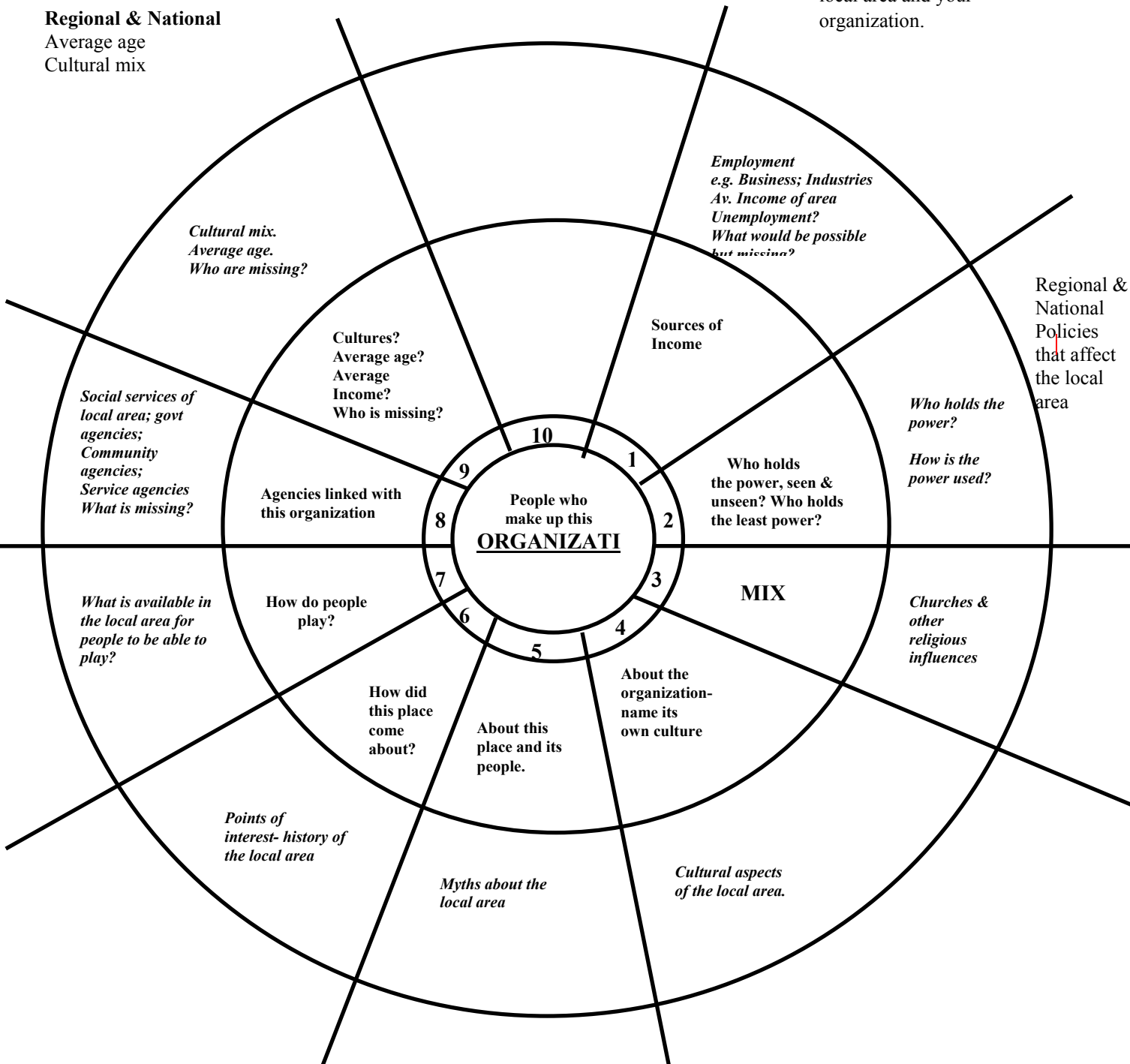
**\*\*\*What would you name as the main thing that you have learnt from this brief exercise in Social Analysis?**



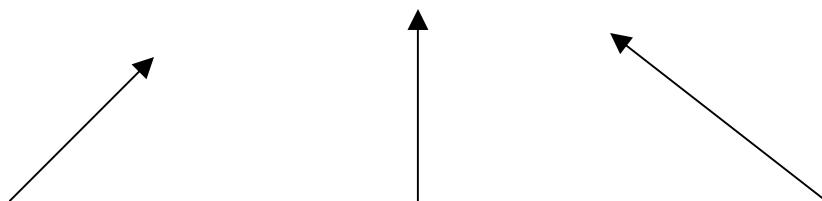
[Adapted from; Brackley, Dean People Power. Paulist Press, New Jersey. 1982]

Economic policies Regional & National that affect this local area and your organization.

**Regional & National**  
Average age  
Cultural mix



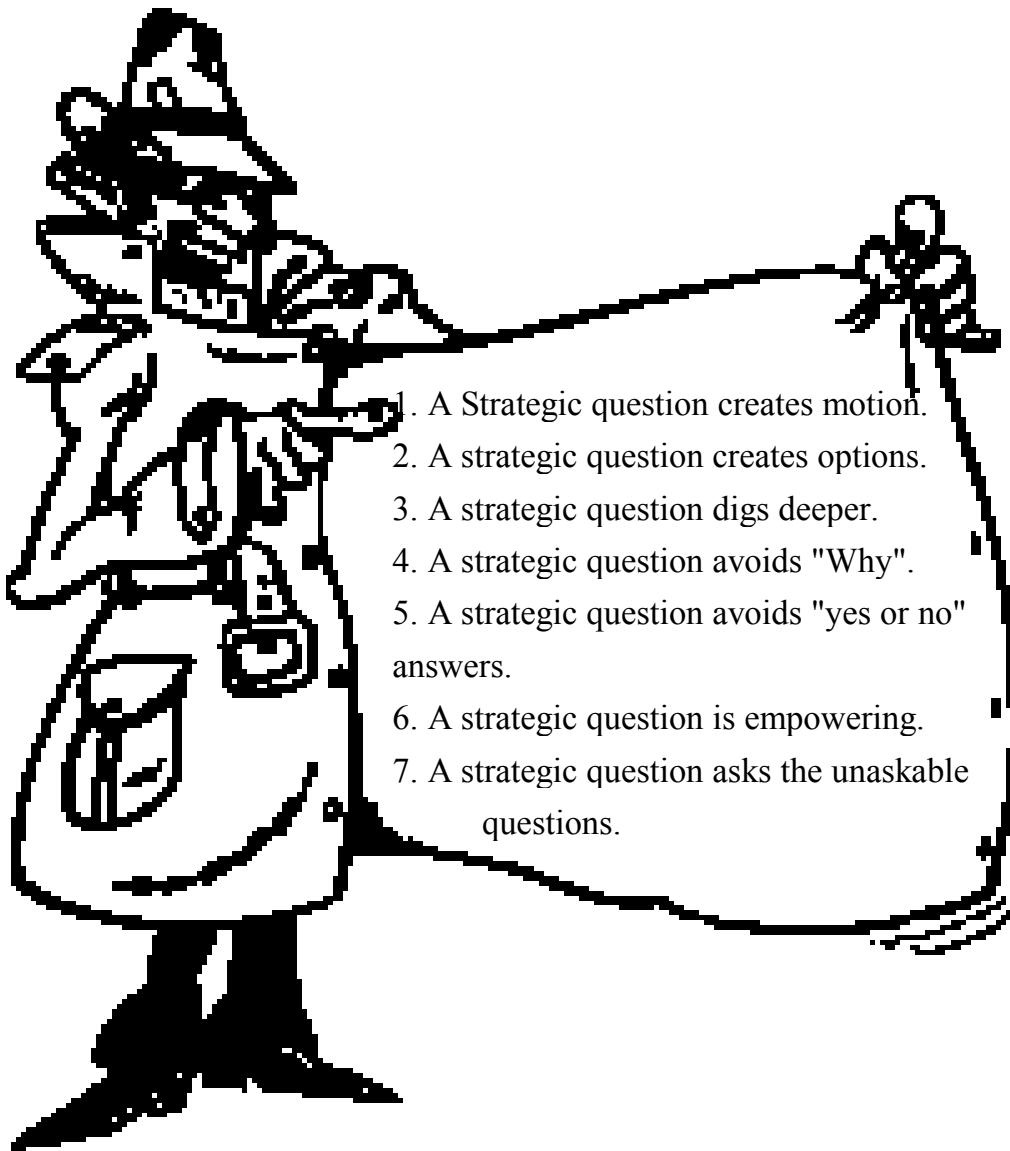
**INTERNATIONAL LINKS THAT HAVE INFLUENCE ON THIS ORGANIZATION**



## ***STRATEGIC QUESTIONING***

Strategic Questioning is the skill of asking the questions that will make a difference. It is an important aspect of the 'Social Analysis' tool. It is a powerful and exciting tool for social and personal change. It involves a special type of questioning and a special type of listening. It is a process that may change the life of the listener as well as the person being questioned.

Shaping a strategic question involves seven key features.



All questions differ in their power. They differ in their dynamic quality through time. A question can be more or less dynamic, more or less strategic, more or less action-creating, longer or shorter levered.<sup>4</sup>

<sup>4</sup>Adapted from *By Life's Grace; Musings on the Essence of Social Change* by Fran Peavey, New Society Publishers, Philadelphia, PA 1994 [Part 4]

# ***STUDENT REPORT AND EVALUATION OF VOLUNTEER INVOLVEMENT***

**NAME:** \_\_\_\_\_

**NAME OF PLACEMENT:** \_\_\_\_\_

**JOB DESCRIPTION:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

*Please comment as honestly as possible on the following areas.*

**1. This placement has been satisfying for me because:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**2. The major frustrations for me have been:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**3. I believe that I used the following skills during this time:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**4. The training I received for this placement included:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**5. I felt supported during this experience in the following ways:** \_\_\_\_\_

\_\_\_\_\_

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**6. I would have been able to do this better if:** \_\_\_\_\_

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**7. The highlights of this placement for me have been:** \_\_\_\_\_

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**8. The major accomplishments I feel that I have achieved through this opportunity include:** \_\_\_\_\_

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**9. A person following me to this particular placement needs to know:** \_\_\_\_\_

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*Please rate each of the following as they enabled you to work in this placement effectively by placing an "X" in the appropriate column.*

	<b>Outstanding</b>	<b>Average</b>	<b>Inadequate</b>
10. The way in which the job was interpreted & explained before I began.			
11. The training I received for doing the job.			
12. The support I received from debriefing sessions.			
13. The challenge & responsibility I felt in doing this job.			
14. The sense of importance the community places on this job.			

*The following questions are about other volunteer opportunities.*

15. Are you already involved in another form of Community Service? If "YES" please state the name of the service and describe how you are involved. \_\_\_\_\_

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16. After having this experience would you consider continuing volunteer work in your own time? Explain your reasons. \_\_\_\_\_

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17. Do you think that such a program as this aid the development of positive values in your life? Explain. \_\_\_\_\_

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18. Do you think that such a program helps prepare young adults for the future? Explain. \_\_\_\_\_

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19. Does this program provide the opportunity for discovering hidden personal talents or skills? How has this happened for you? \_\_\_\_\_

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20. Would you recommend this program continue in the future? Explain. \_\_\_\_\_

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21. Additional Comments. \_\_\_\_\_

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*Thank you for answering this questionnaire, your participation has been very valuable.*

## ***FINAL PAPER***

As well as keeping a diary of your practical sessions, and a Social Analysis Chart, each student is expected to complete a 1,000 word paper, evaluating his/her experiences.

**Areas to be addressed by this paper include;**

- \*brief description of work/placement
- \*personal challenges provided
- \*strategies [successful or otherwise] utilized to meet challenges
- \*personal growth that may have resulted from the experience e.g.:-
  - self knowledge... insights, surprises, discoveries, disappointments etc...
  - relationships with others
  - listening/communication skills
- \*evaluation of program within the Curriculum
  - does the program aid the development of sound values?
  - does the program help prepare young adults for the future?
  - does it provide opportunities for discovering hidden personal talents or skills?
- \*recommendations for future continuation of program?
- \*suggestions for improving the running of the program.

**DUE DATE:**



**RESUME CERTIFICATE**

*This is to certify that*

[Student name]

*completed a 10 week Volunteer  
placement at*

[Organization]

*And fulfilled all requirements of the course in a satisfactory way.*

Signed \_\_\_\_\_

Position \_\_\_\_\_

Date \_\_\_\_\_

## ***PART B.***

### ***ORGANIZING A 'VOLUNTEER OUTREACH' MARKET DAY***

#### **THE PROCEDURE**

There are a number of steps one needs to follow in order to achieve a successful day or morning or afternoon. The least of which is having the support and assistance of fellow members of staff, parents, local community organizations, as well as the students themselves. Appropriate advertising and information is absolutely essential. A day of this nature cannot be organised over night, it needs time and careful planning. Perhaps a committee made up of staff, students, parents and members of the local community would be beneficial. This way, every body is able to take ownership of the event.

Appendix 1 offers an example of an advertising flyer that could be used. Be creative! Ask the students to design something eye catching and simple.

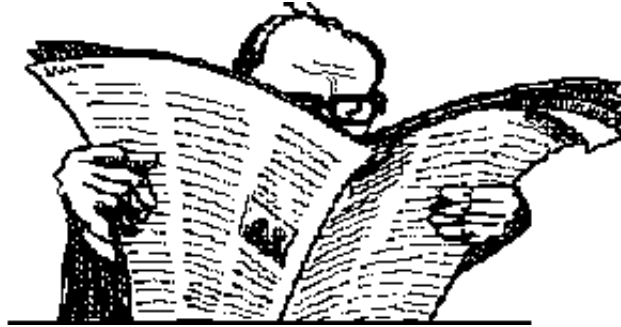
Before you advertise, it is a good idea to establish a commitment from various organizations appropriate to your local community and the age range of the students. In the past I have sent out letters to those targeted and then followed up with a phone call and fax.

Appendix 2 offers an example of the initial letter of contact .

Appendix 3 offers an example of the fax used for confirming the organizations presence and needs. You may think of some more practical needs to add to the list.

*APPENDIX 1*

*What's News?*



Extra, Extra...

*"A Social Justice-Community  
Volunteer Outreach Market"*

**[Day] ... [Date]...at [Time]**

**[Place].....**

Come and check out what is on  
offer.....



...don't be left wondering what's going on!

***APPENDIX 2***  
**THE LETTER OF INVITATION**

***[Date]***

«Attention»  
«Job\_Title»  
«Organization»  
«Address1»  
«City» «State» «PostalCode»

Dear «Attention»,

Community Outreach is very much part of the philosophy of ***[Institution]*** and we endeavour to encourage our students from *all disciplines* to become involved in community projects as much as possible, informally as well as formally through various areas of their courses. As a way of exposing our entire student body to ‘Outreach-Volunteer’ opportunities, I am co-ordinating a ‘Volunteer Market’ day to be held at ***[Institution]***, on ***[Date]*** (***Time***). The idea is to invite organizations such as yourself, to set up a stall with relevant information so that students can come and browse and ask questions and hopefully sign up with you in a volunteer capacity.

Would you be available to be a part of it? If you could advise me as to your availability as soon as possible, I would be very grateful. A survey to assist with the planning is included with this letter.

I look forward to hearing from you. Thank you for your time,

Signature

Name  
Position  
Ph:

Fax:

Email:

✂ -----

**Organization** ----- **Address**-----

**Contact Person** -----

**Phone No:** ----- **Fax No:**-----

**We are able to attend**

**We are not able to attend**

**Names of Representatives** -----

-----

**We will need** -----

-----

# APPENDIX 3

RE: [INSTITUTION] VOLUNTEER MARKET

[Date]

As a way of assisting us, could you please fill in the following information and return to us by [Date]

Yours Sincerely,

[Name]  
[Position]

**Organization** -----

**Contact Person** -----

**Phone No:** ----- **Fax No:**-----

[Please Tick Appropriate Boxes]

**We are able to attend**

**We are not able to attend**

**Names of Representatives** -----

-----  
-----

**We will need a display board**

**We can bring our own display board**

**We will need the following numbers of tables**-----

**We will need a monitor and video**

**We can bring our own TV/Video Unit**

**We will need a cassette player**

**Any other equipment?** -----

**Any other comments?**-----

-----  
-----  
-----  
-----  
-----

**Would you please supply your own thumbtacks, and blue tac etc**

## ***PART C***

### **USEFUL RESOURCES**

#### *The Web*

- Want to **volunteer** but unsure where to start? Check out [www.govolunteer.com.au](http://www.govolunteer.com.au), designed for Australians wanting to find volunteer work by selecting fields that suit the individual. Search, for example, for a tour guide position at an arts organisation in an area within 10 kilometres of home, or learn more about a particular organisation. **Time involved**, up to you.
- Do something for the-environment and join the **Australian Trust for Conservation Volunteers** - phone 1800 032 501 or visit [http://www.atcv.com.au/](http://www.atcv.com.au) The trust welcomes anybody of any ability (aged between 15 and 70) with a love of the outdoors and an Interest in the environment. Work is generally labour-intensive. **Time involved**; most projects run for one week.
- The **Starlight Children's Foundation** of Australia (<http://www.starlight.org.au/> or phone 1300 727 827) is a non-profit organisation dedicated to granting wishes to seriously ill children. Help out as a volunteer, run a fundraiser in your community, take out a corporate sponsorship or make a donation. **Time involved**; one to two hours a week is standard to help with specific wish granting.
- Keep public radio alive by offering your services. As not-for-profit organisations, community stations are always in need of volunteers to help keep the music pumping. Lend a hand 2SER-FM (02 9514 9514) or FBi (02 9692 9579). Type of work available: administration, production contribution such as announcing, producing and event management. **Time involved**; a weekly four-hour commitment.
- Help out with your local sporting club. There is a range of amateur and professional jobs for volunteers, from club umpiring to carrying the drinks. The AFL Commission can put you in touch with a club by phoning 02 9955 1722. **Time involved**: 4-6 hours a week.
- Live and work in developing communities through the **Australian Volunteers International's Australian Volunteers Abroad program**. Positions currently in demand include administrators, journalists, lawyers, educators and engineers. Salaries are equivalent to local rates. Visit the website (<http://www.osb.org.au/>) for more information. **Time involved**; placements are usually for two years.
- Need to talk to someone about volunteering? Contact Volunteering NSW (02 9261 3600). The service is run by a team of trained, volunteer (of course) information officers who point potential volunteers in the right direction, clarify areas of interest and discuss opportunities.

*[\* Natasha Wood Sunday Life 6<sup>th</sup> August 2000 p32]*

These are just a beginning. The students will be able to find more web sites very quickly through a quick search. <[www.google.com](http://www.google.com)> would be a good engine to use.

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