How to Develop a Volunteer Program:
Three Model Practices

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How to Develop a Volunteer Program
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Those of us who work in campus and community programming know that we could not meet the needs of our students, scholars and their families without the generous help of student and community volunteers. From orientation to year round programs, what would we do without them? Recruiting, training, managing and rewarding volunteers is not always an easy task, however.

In this NAFSA Campus and Community Programming (CCP) Resource, you will find three institutions who offer their models for successful volunteer management. The University of Arkansas, James Madison University and Michigan State University have shared their best practices and sample materials to help you put together a volunteer program from start to finish. Each university tailors their program to meet their unique needs, and you will want to do the same.

We hope you find this information helpful and encourage you to share your tips and questions regarding volunteer management on the CCP discussion board.

Volunteer Practices
Office for International Students and Scholars
Michigan State University

Volunteer Management
Office of International Programs
James Madison University

International Culture Team
International Students and Scholars Office
University of Arkansas
Office for International Students and Scholars
Michigan State University

The Office for International Students and Scholars (OISS) relies heavily on the time and efforts of both student and community volunteers throughout the year to execute our various programs for more than 8,000 international students, scholars and family members. Included in this report are sample roles, training documents and techniques we have used to create sustainable and effective volunteer positions.

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Volunteer Roles

Based on the program at hand, volunteers can fill a number of roles. Here are a few of our signature programs at Michigan State University, with details on the types of volunteers that make the events possible.

**International Student Orientation (Mid-August):**

Lansing Airport Meet & Greet - This shift will include welcoming students to Lansing, helping them find their luggage (or report missing luggage), and providing and explaining the taxi coupons. Parking passes will be provided by the Lansing Airport.

Olin Health Center - This shift will include keeping students company while they wait in long lines at Olin for their tuberculosis (TB) testing. They may be anxious, so this is a great time to just get to know them, share a bit about the community in East Lansing, answer any questions they may have about campus or culture. This will not involve helping Olin with the tests at all, but rather being a friendly presence for students during the process. Parking will be available in the parking ramp at an hourly rate or the Grand River campus ramp by meter.

Hospitality Table International Center Lobby - This shift will include welcoming students to the international center, directing them to the ID Office or to OISS, and providing general information about upcoming orientation events, directions around campus, etc. The table will be stocked with pamphlets and flyers for you to use. Parking will be free in lot 39 (across Shaw Lane from the International Center) and in lot 79 (South side of the Stadium).

Resource Fair - This shift will include assisting with the ISO Resource Fair in the Breslin Student Events Center on Monday, August 19th. The fair is from 4:30-6PM but will require set-up and tear-down.

**Global Festival (November):**

Gift Shop Merchandise Movers - Volunteers will help move merchandise from the Lending Center (located in Spartan Village) to Brody Complex. Some lifting may be required.

Gift Shop Set-up - Volunteers will help with unpacking World Gift Shop items and organizing/arranging them on tables. There will be a large quantity and variety of unique items from all over the world that need to be unwrapped and set up.

Performance Rehearsal Assistant - Students and groups performing at the Global Festival
will need to rehearse on Saturday afternoon. These volunteers will help groups get set up, make sure the needed equipment is available, and make notes of special requirements for the Festival Coordinators. Bonus: volunteers get a sneak peek at the performances before the big day!

Exhibit Set-up Assistant - Volunteers will assist exhibitors in finding their spots and setting up their booths. Some assistance in signage preparation may be needed as well.

Gift Shop Volunteer - Volunteers will assist in running the World Gift Shop. This may include arranging/restocking items, helping take payment at the cashier table, or other tasks as assigned.

Performance Assistant - Volunteers will help keep performances running on schedule by assisting with set up of different acts, communicating with performers who are waiting to go on stage, troubleshooting in the performance area as necessary and inviting attendees to enter the auditorium.

Welcome Guide - Volunteers will help welcome guests to Global Festival, passing out passports or programs, directing traffic and answering questions as needed.

Clean-up Volunteer - Volunteers will help with clean-up after the event and packing up unsold merchandise from the World Gift Shop to then move back to the Lending Center.

**East Lansing Welcomes the World and One World, Many Stories (August):**
For these community-based events, we recruit from a variety of sources to serve as general volunteers surrounding the events. The key needs are to be the welcoming faces of the East Lansing community.

**Student Panelists**
For various intercultural training workshops we host across the community, we often put together volunteer student panels to speak to the topics we are addressing. We try to recruit a diverse panel of students from different countries, majors and at various degree levels. We try to prepare them ahead of time with the kinds of questions they will be asked in the panel. Here is an example of the questions we asked for trainings with the local police department in East Lansing.
1- Introduce yourself. Name, major and year, home country
2- What is something/a few things about police in your home country that may be different from here?
3- What surprised you about local police here in the beginning?
4- What are some common misconceptions among international students about police and their accessibility or responsibilities?
5- How would you recommend the police department to reach out to international students such as yourself?

**Community Volunteers for International Programs (CVIP):**
A proud partner with OISS since the 1950’s, CVIP is a nonprofit organization run by community members across the Lansing area who seek to internationalize the community and serve international students. They run a variety of volunteer programs throughout the academic year. Find out more at [http://cvip.isp.msu.edu](http://cvip.isp.msu.edu)

**iSPEAK**
The iSPEAK program takes student volunteers into local schools, retirements homes and community organizations to share about their language and culture. Students volunteer, are trained in how to present their home country, and are provided transportation to the speaking events by community volunteers.

**International Friendship Program**
Community families are matched with international students through an application process run by CVIP. After an initial meeting/orientation, families and friends initiate their own relationship building and culture sharing throughout the academic year and beyond.

**Lending Center**
The Lending Center provides household items for international students and scholars living in MSU apartments. This free service is staffed by community volunteers throughout the academic year. Donations are taken from the community and dispersed as needed.

**International Spouse Connection/Every Tuesday**
These two weekly program are led by community members and seek to get student spouses involved in the community and active in culture sharing events.

**Volunteer English Tutoring Program**
This free conversation practice program is staffed by volunteers from the campus and community. Students and scholars can attend weekly sessions focused on different topics.
Training Volunteers

Making sure volunteers have enough information – and the right information – to fulfill their roles is key. Included in the appendix are a few examples of documents we have provided to volunteers at different events to ensure they are equipped to serve confidently.

Each fall we hold a training dinner for community volunteers helping with orientation week events. Volunteers are given a free t-shirt, and are asked to read and sign the Code of Ethics provided by OISS.

Volunteer Management Software

Managing volunteer contact information and availability is a large task that requires great organization. With new technology, there are simple – and free – ways to get help with volunteer management. Here are some examples of online resources we have used.

**OISS Volunteer Database**--
The IT professionals of Michigan State University’s International Studies Programs created a “home grown” database, which helps organize our orientation student staff.

**Volunteer Spot** –
[www.volunteerspot.com](http://www.volunteerspot.com)
This free online tool allows event organizers to write detailed volunteer positions, then export signups through email, social media, or web postings. Volunteers can sign up for shifts, while organizers keep contact information securely in one place.
The web platform includes exportable data sheets to keep track of hours worked, etc. and has options for sending e-reminders and e-thank you notes after the event has been completed.
We used this site for managing over 50 volunteers for the weekend of the Global Festival and found it was convenient and easy-to-use for students and community members alike. It was also a lifesaver for the event coordinators.

Volunteer Thank-Yous

Thanking volunteers is another very important step in the process of retaining good volunteers. They are giving of their time and skills – make sure they feel appreciated! A free t-shirt or meal at the dining hall are good options, but a personal note goes a long way as well! Make sure you
include an option for volunteering again: ask if they would like you to keep in touch about future volunteer opportunities.

**Useful Documents**

**Volunteer CODE OF ETHICS**

OISS asks that anyone participating in our activities follow the guidelines below:

- Demonstrate awareness of, sensitivity to, and respect for other values, beliefs, viewpoints, systems, and cultures.

- Recognize their own culture and value orientations and be aware of how those orientations affect their interactions with people from other cultures.

- Respect all persons without regard to race, color, national origin, ethnicity, sex, religion, sexual orientation, marital status, age, political opinion, immigration status, or disability.

- Avoid proselytizing. Proselytizing is defined as unsolicited, coercive, manipulative and/or hidden persuasion that seeks to influence others to adopt another way of thinking, believing or behaving, particularly in relation to religious and political views.

- Refrain from exploiting, threatening, coercing, disrespecting, or sexually harassing others.

- Seek appropriate guidance and direction when faced with ethical dilemmas.

Please help us ensure that OISS is a place where international friendships can truly flourish. Let an OISS staff or board member know immediately if anyone involved in an OISS activity does not respect the above guidelines.

**Legal Notice – Foreign Nationals Volunteering**

Please be advised that a foreign national who is not authorized to work in the U.S. cannot volunteer at the University in a position for which wages would normally be paid or other benefits would typically be provided. DHS has stated that if any foreign national provides a service that is normally provided by a paid employee, then the activity constitutes work and the foreign national is receiving the “compensation” of valuable training or experience and/or the compensation of possible future paid employment. It doesn’t matter that no money was paid to the foreign national at the time the work was being done “voluntarily.” USCIS has specifically stated that, “If any type of benefit could accrue to the alien, though it may not be wages or fringe benefits, the services will be considered
unauthorized employment.” (89-05 Immigr. Briefings 1). The Fair Labor Standards Act also states that if a person provides a service for which a person would normally be employed, the activity is work/employment, and the employer must pay the person. According to the Department of Labor, this is done to protect both U.S. and foreign workers from abuse and to protect U.S. jobs. The Department of Labor considers true volunteer activities to be those which are traditionally done by non-paid persons out of their own sense of altruism and their own pleasure or fulfillment.

Orientation – Airport Instructions
*For Volunteers ONLY. Do not give cell phone numbers to new students!

Important Phone numbers
OISS orientation coordinator, Amber cell: XXX XXX XXXX
OISS outreach coordinator, Joy cell: XXX XXX XXXX
OISS: XXX XXX XXXX

BEFORE YOU ARRIVE

T-shirts
Please wear an MSU shirt (preferably green) to help identify yourself as an OISS volunteer.

Busy or Bored
You are likely to be either crazy busy or super bored. Take snacks, your cell phone, a book, a laptop (free Wi-Fi is available at the airport), chargers, playing cards, mp3 player, homework, etc.

Parking
When you arrive, park in short-term parking. Be sure to get a parking pass so that you do not have to pay. Parking Passes will be locked up in the storage closet or will be at the airport volunteer station near baggage claim. Don’t take more than one pass each visit. Give the pass to the parking attendant when you exit short-term parking.

Volunteers may contact Bonnie (located on 3rd floor administration office) to obtain additional parking passes or access to the storage closet: Monday – Friday from 8am – 4:30pm, office number XXX-XXXX or house phone 714. Outside of those hours, you may contact the operations office at house phone XXX

Be On Time!
Please keep your commitment and show up a few minutes before your shift is scheduled to begin to relieve the person before you. If you cannot make your shift, please let OISS/Amber know so we can find an emergency replacement.

WHILE YOU ARE AT THE AIRPORT
**Welcome Table**
A welcome table is at the baggage claim area beneath a large “Welcome International Students” banner. You will mostly greet students from this area. Greet new students with a smile and tell them you are a volunteer with the MSU Office for International Student and Scholars (NOT AOP).

**Community Volunteers/Student Volunteers**
Student volunteers and community members will be helping at the table. Please work together! Please know that student organizations must not have their own table or give out non-OISS materials or fliers.

**Supplies**
Call Joy (XXX XXX XXXX) or (XXX XXX XXXX cell) if papers on the table are getting low so she can refill them. If you could come to 105 International Center to pick supplies up before heading to the airport, that would be amazing!

**Documents in storage**
Speak to a Traffic Safety Officer walking around the airport for the key to the storage closet for info sheets and parking passes.

**Airport Meet and Greet**
**Materials on the table** - We have a list of hotels, a welcome letter for students, and a confidential handout listing phone numbers for your reference only (please do not give students the handout with personal phone numbers and keep them locked up when no volunteer is present) listing phone numbers you should use.

**Accommodations**
Students that arrive before August 12th are responsible for making their own hotel reservation and taking a taxi if not complimentary shuttle is available. Free taxi coupons are not available prior to August 12th or after August 18th.

Some students, especially those traveling with family, reserved hotels in advance and will need a taxi. **ONLY NEW INDIVIDUAL INTERNATIONAL STUDENTS ARE ELIGIBLE FOR FREE TAXI COUPONS.** Families will need to pay for a taxi service to their hotel or make arrangements for hotel shuttle.

For students who have not made any accommodations, an inexpensive hostel is open on campus in Mason/Abbott hall from August 15th and 16th for $16/night for students with a fall housing contract. **NO PRIOR RESERVATION IS REQUIRED.** Students should be given a taxi coupon. Please try and call the hostel to let them know how many students are on their way. The taxi should take students to the reception desk at Abbot Hall to check-in.

**Transportation**
OISS has arranged for coupons to cover the taxi fare and two suitcases for new international MSU students for the dates of August 12-18. These coupons will be distributed at the Welcome Table. If students have more than two suitcases, there may be a cost per suitcase. **The taxi**
coupons are for new MSU international students only. The taxi is able to take students to any location within the greater Lansing area. We will have a volunteer leader that will be responsible for the distribution of taxi coupons and parking passes for volunteers. This volunteer will receive detailed instructions on how distribution should be managed.

**Ethical/Safety/Liability**

**Don’t take students in your car!** Some student groups have pre-arranged to pick up students, which is okay. Don’t let people run you off from the table. Some religious groups or nationality clubs have taken over the table in the past.

**Leaving shift at appropriate time**

Don’t feel obligated to stay later than your shift if you cannot…even if no one else shows up…even if you know a flight is delayed and will be coming soon. It’s up to you! : ) If you have the midnight to 2 am shift and you know the last flight of the night has already arrived and all students have left the airport, please go home. Security officers or airport volunteers can help you know if any more flights are coming in. Flight delays are very common.

**Closing down for the evening**

Please leave the table and non-confidential papers where they are, but lock taxi coupons and food, parking passes, the contact list, volunteer instructions and so on away in the storage closet before leaving at the end of the night or if your replacement does not show up.

**OISS Hospitality Table**

Please tell students they can get more information about orientation and settling in at the hospitality table in the International Center lobby from 9am-5pm (August 12th -19th) or at [http://oiss.isp.msu.edu/students_orientation.php](http://oiss.isp.msu.edu/students_orientation.php)

**Time Line Review**

- Residence Hall move-in- August 17th
- Provisional Orientation Day – August 18th at 8:30 in Wells Hall
- Regular Orientation Day-August 19th at 8:00am in Breslin Center

**TROUBLESHOOTING**

**Lost luggage**

If students have luggage on the conveyor belt, feel free to help them if you can, but don’t hurt yourself. You are not expected to be a luggage porter.

Students often arrive but their luggage doesn’t until several days later. They may be VERY upsetting. Try to comfort them and tell them it will be okay and their things should arrive to their residence hall soon.

Helping students- Make sure students know their housing assignment and write it on the lost luggage form which can be found at the airline check-in counters down the hall. Help students complete the form. Tell them their residence hall will receive their luggage and will make sure they get it as soon as possible.
Helping airline staff- Help distribute forms and pens. Also, if you aren’t busy at the table, offer to help the airline staff at the check-in counters to identify where found luggage should go.

**Housing assignments**
If students do not know their housing assignment, please help them call Housing Assignments office to confirm their dormitory. Students may use the hospitality phone located in baggage claim to call either office: Housing Assignments: 517-884-5483 or Owen Hall: 517-355-4216. Student will need to tell them their MSU PID number.

**Owen Hall (open 24/7 for questions)**- You can call Owen after hours and on weekends if a student doesn’t know where they live and has general housing questions. Also call Owen to get info for lost luggage if the airline needs help.

**Calling the residence hall** - If you have time, please call the residence hall where the student lives (after August 16th only) to let them know how many students are on their way in a taxi so staff can be prepared. Use the residence hall service center (reception desk) numbers listed in Key Contacts; only one service center per hall will be open and staffed during this time. Examples, the Abbot Hall desk will check-in both Abbot and Mason residents).

Dear Fall 2014 International Academic Orientation Program (IAOP) Hospitality Table Volunteer:

**Community Volunteers:** Please keep your commitment and arrive a few minutes early to review the information at the table, which you will be distributing to our visitors. If no one shows up to replace you at the end of your volunteer shift, you can stay if you have time, but you don’t have to if you need to go. Please let OISS know you are leaving and that someone failed to keep their commitment.

Please familiarize yourself with the information on our Orientation webpage so you can inform new students of important information. (http://oiss.msu.edu/students/orientation/)

The hospitality table is located in the lobby of the International Center. You may want to bring your laptop, a book, smart phone, snack, chargers, etc. to keep you busy if you are bored. Do not leave any computer or other valuables at the table unsupervised for even a second! Please

Please familiarize yourself with the information on our Orientation webpage so you can inform new students of important information. (http://oiss.msu.edu/students/orientation/)

**Here are the big things we want to tell students:**

1. International students may move into their fall housing assignments 24 hours a day starting August 16th from 8:00am. If they have not received their housing assignment, contact the Housing Assignment Office at xxx-xxx-xxx. Please give students living on

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1. On-campus the welcome letter that says “Go Green! Go White! Go State” at the top. There are separate additional handouts for new undergraduate and new graduate students.

2. All international undergraduate students with F-1 and J-1 visas must have created an online personal schedule and bring a print out to all orientation events. They can create a schedule or reprint it if necessary at https://aopschedulebuilder.itservices.msu.edu. On-campus students should use the printing labs in their Neighborhood.

3. Orientation begins at **8 am on Monday, August 18th in the Breslin Center for Undergraduate Students.** All undergraduate students with F-1 and J-1 visas are REQUIRED to attend (graduate students are not). Parents are welcome! A detailed undergraduate schedule booklet is at the table for volunteer reference and can be found online at http://oiss.isp.msu.edu/documents/students/orientationschedule/IAOP_UN_Schedule2014.pdf. The schedule is online and will be included in student packets they receive on Monday. We do not have enough to distribute to all students who visit the table so don’t let it go!! Give students the flier about IAOP if they want it.

4. **Provisional Undergraduate Students: Sunday, August 17:** Take the MSU English Language Test and complete government check-in in Wells Hall at the time selected in the personal schedule builder at https://aopschedulebuilder.itservices.msu.edu.

5. No one except Teaching Assistants who missed their special orientation August 12 can complete government check-in before IAOP officially begins.

6. Students need to get their Spartan ID card ASAP!!! It's in the IC lobby behind the hospitality table. It is open on the weekend Saturday August 17th from 11:30pm-4:30pm and Sunday August 18th 11:00pm-3:00pm. Students must have their A# PID (located on their admissions letter) and their original passport. If someone asks you where the ID office is, asks them if they know their PID before pointing to the ID office behind you.

7. If students do not know their PID # and don't have their admissions letter with them that contains their PID, please help them look it up online at www.stuinfo.msu.edu. They will have to log in with their netID and password. Many students have the same name, so having their NET ID or birthday and address can help distinguish them. If they don’t know how to log in, send them to OISS Room 105 to get their PID.

8. Students who are here early can go ahead and get a bank account set up, but they cannot do things like get their driver's license or Social Security Card until 2 days after government check-in. Again, no one will be checked in early in order to get these done early.

9. Give them a flier about the Meijer and Bed Bath and Beyond shopping trips.

10. Give them any other fliers that they need.
If someone asks a question you can’t answer, send them down the hall to OISS in 105 International Center.

If you notice any fliers getting low, please let OISS staff know which ones need to be copied so that we don’t run out. Some of the professionally printed ones will have to be photocopied from an original because we do not have extras.

Thanks so much. We couldn't do this without you!
Joy and Amber

Email Samples:

Dear Welcome Table Volunteers,

Thank you for being willing to donate your time to help welcome visitors to the Global Festival!

Enclosed are all the important documents you should need during your shift as a Welcome Table Volunteer:

-Global Festival Maps (PLEASE KEEP THESE AT THE TABLE. USE FOR DIRECTING ONLY)
-Table assignments and a diagram for Global Festival exhibits. Use these to help direct student groups to their tables/booths as they arrive. Please check off group names as they arrive.
-Volunteer Assignments. As volunteers arrive for specific shifts, please check in that they are here and direct them to their volunteering location:
  -Exhibit assistants – general help in exhibit halls
  -Gift Shop volunteer – Gift Shop in rooms 134-136
  -Performance Assistant – Auditorium in room 112
  -Welcome Guides – Welcome Tables or as needed
  -Children’s Activities Volunteer – Children’s Activities Area
-Timeline of Days’ Events
-Diagram of World Gift Shop
-Joy’s cell phone number – for urgent needs only, please
-Name tags. PLEASE WEAR A NAME TAG AND ENSURE ALL VOLUNTEERS WEAR ONE.

Thank you for your time and efforts. Let’s make this Global Festival great!

Joy Walter, Global Festival Coordinator
September 10, 2014

Dear World Gift Shop Volunteer,

Thank you so much for helping with the Global Festival World Gift Shop. Some of you helped with selling on Sunday; others with sorting and pricing, displaying, repacking unsold items, transporting, and many other ways during the year. We had over 80 volunteers assisting with the World Gift Shop. It was good to have so many student volunteers this year.

The Festival was a huge success and the Gift Shop raised $8000 from the sales which will go in its entirety toward scholarships for spouses of international students. Without your help we would not have been able to have such a successful fund raising event. Thank you very much.

As tuition costs increase, our need to raise more money is very important. Please tell your friends that our gift shop is always in need of quality international items to sell and that we will accept items throughout the year. Donations are tax deductible.

We ask for your continued support and look forward to working with you again next year.

Best wishes for a happy holiday season.

Sincerely,

Joy Walter
Global Festival Coordinator
Introduction:

For the past 15 years I have supervised over 600 volunteers to help coordinate events and programs such as the Duke Language Program, the Spouses’ Group, orientation programs, the International Student Leadership Conference, etc. None of these programs would have been as successful and effective without the involvement, energy, time, and input of volunteers. Volunteers can play a significant impact in your program/event and the same can be said about the outcomes that the volunteer projects have on volunteers.

If planned and managed well, volunteer projects can:

• enhance the experiences of your event/program participants as the latter are more likely to relate to a volunteer better than they are with a full time staff person by virtue of their shared experiences.

• provide the volunteer with the ability to better themselves by virtue of:
  o gaining more expertise and/or experiences in a certain area.
  o networking and meeting new individuals.
  o being involved in a project that can be of special interest to them.

Have you ever volunteered your time and energy to help someone or an organization? What has made this a positive and/or negative experience? What lessons can you draw from to improve the way you manage volunteers?

Keep in mind that the volunteers you will be working with will be primarily college students, who

• are in need to be empowered personally and professionally. Think of your volunteering opportunities as ways of helping your volunteer(s) become more marketable.

• need to be challenged. Be creative and think outside of the box. The more creative you are the better and the more likely it will be to catch the attention of your participants and volunteers.

• rely on technology. 98% of the time they rely on their smart phone to conduct their day to day activity, writing emails, going online, playing games, etc… Meet them at their level and make yourself and your volunteer related material available online.

• are used to multi-tasking. The little free time that they use to volunteer ought to be rewarding where they feel rewarded and their ideas and input are valued.

While having volunteers provide many advantages, properly managing volunteers demands time and efforts. To manage volunteers, I suggest that you take the following four stages: Recruitment, Expectations, Reward and Input into consideration.
Recruitment:

- Think carefully about the different responsibilities and tasks that you want the volunteer(s) to perform. The more specific you can be, the easier it will be to find the right volunteer with the specific qualifications and experiences that you are looking for. Will the volunteer need prior experiences with putting together an event? Will they need to facilitate a small group discussion? Will they be required to report at a special time and day? Will they need to attend an orientation/training program? If so, when?...
- As you think about what the job will entail, be specific about the time commitment (this is especially important when dealing with students). Also, think about what is to happen if the volunteer is unable to attend the entire stipulated time-frame.
- Consider creating a title for each of your volunteer positions, just like you would for a staff position. Referring to a volunteer as a “program assistant” as opposed to “volunteer” will validate the volunteer’s work and their contribution. It will demonstrate a certain level of respect towards them.
- Use an application form and place it online. Ask questions and use case studies that will help you identify the qualification and experiences that candidates possess. Making the process online will also help you keep track all of you volunteer requests, and volunteers’ information.
- One of the most effective ways to actually recruit volunteers is by word of mouth. Use your personal and professional connections and inform them via e-mail and/or face to face that you are looking for volunteers. Student orgs, previous volunteers, the service learning office are the most natural connections, but you should also consider your university’s judicial office, career and academic planning office, leadership office, student org office as they have their own natural connections to students and potential volunteers.

Expectations:

- While you may have set some of your expectations of what your volunteers ought to do in your recruitment materials and job description, you cannot assume that your volunteers have read, understood, and will remember them. Reinforce your expectations during an orientation/training session.
- Your training/orientation session is also your opportunity to go over their schedule, to train them for the skills and or experiences that they may be lacking. This is also an opportunity to connect with them on a personal level.
- Explain and go over restrictions and policies in place. While volunteers may want to go out of their way to provide rides in their own car they may not take into consideration what would happen in case of an accident and who would be liable for example.
- Consider using ice-breaker activities during your training/orientation not only to ‘break the ice’ and to avoid having to lecture the entire time. Moreover, the usage of ice-breaker activities can reinforce the main points that you want your volunteers to retain and perhaps even what they will ultimately need to re-create on their own.
- Sometimes a training/orientation session is simply not enough to ensure that a discussion is properly facilitated and that all of the points/issues are covered by your volunteer/facilitator. Such instances call for additional resources such as printed volunteer materials & handouts. Volunteers may need some additional ‘cheat sheets’ to help them better answer questions, and guide participants.
- The use of these ‘cheat sheets’ may be particularly useful if your volunteers are on the go for an entire day, nevertheless if they are moving around and are using their hands for different responsibilities (such as during the international student orientation) they
may not know where to store their ‘cheat sheets’ and loose them. Usage of mobile applications, or shared drives may be a good way to store these ‘cheat sheets.’

- When volunteers are truly passionate about their responsibilities, they may take on more that they have time more and over-commit themselves. Not only may they feel burned down, but they may also not know how to say no to a participant who is asking them for a personal favor. Drawing a line between volunteer responsibilities and their own personal life may also be challenging. Any assistance that you can provide your volunteers related to these points will be useful for everyone involved.

**Reward:**

- T-Shirts tend to be very popular amongst students and therefore be well appreciated by your volunteers, but can also be useful for your participants to easily identify your volunteers.
- Food is almost always referred to as being a great way to entice students. This reward system if used to often can loose its appeal. Hence having pizza (since it is used too many times, and something that not every globally-minded student is used to or a fan of) may not be the best choice. A home meal/dish or even home-made cookies may have a bigger impact in demonstrating your respect and gratitude for your volunteers.
- A certificate detailing what the volunteer has accomplished along with a small description of his/her position can be more effective than a t-shirt and food as it is more concrete and personal. While certificates may appear insignificant, it can be very beneficial for volunteers who are looking to build their resume and looking for a job.
- On the same point of job hunting, offering to serve as a reference and/or provide recommendations to employers is a great benefit that you can provide to the volunteers you believe are deserving of it. Students can have a hard time finding staff and faculty to serve as references, especially ones who can articulate some the intercultural competence that these students have to bring to the table.
- Any of your ‘perceived’ personal time that you can give anyone (especially volunteers) should for the most part, be greatly appreciated. See if you can meet with some or all of your volunteers during their lunchtime or during their student event to informally connect with them.

**Input:**

- A large attendance to a program/event you organized can be a great measurement tool to assess whether that program/event was successful. However, feedback can only help the organizer improve on that program/event. Different assessment tools exist to collect data, yet the ones that volunteers can provide can sometimes be more valuable and helpful considering the personal connections that volunteers establish with participants. Furthermore, since their experiences of the event at hand can be very similar to those of the participants, their own observations of the program/event is particularly valuable.
- The feedback that they can provide may relate to the event or program that they volunteered for, but they can also help you evaluate you as a trainer/ facilitator/supervisor to help you improve yourself and/or your future volunteer training/orientation sessions.
- Feedback or input does not always have to come from them. Your volunteers might very much appreciate the feedback that you can provide them. Think about how your feedback might help them develop a better sense of who they are as individuals such as their strengths and weaknesses.
**Additional Resources:**

Managing Volunteers: a Step by Step Guide  

Managing Volunteers: A Good Practice  
http://www.citizensinformationboard.ie/publications/providers/downloads/Managing_Volunteers_08.pdf

Step by Step Guide to Working with Volunteers- 
http://www.volunteercentremerton.org.uk/organisations/information-bank

Volunteer Management Resource Center  
http://www.idealbst.org/info/VolunteerMgmt
International Culture Team
INTERNATIONAL CULTURE TEAM

(ICT)

A HANDBOOK FOR VOLUNTEER SPEAKERS

Produced by:
Office of International Students and Scholars (ISS)

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Office of International Students & Scholars
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Partial support for this project has been provided by the United States Department grant from the Cooperative Grants Program of NAFSA: Association of International Education.
PROGRAM PHILOSOPHY
About the Office of International Students and Scholars:

The University of Arkansas Office of International Students and Scholars (ISS) is home base for approximately 1,200 international students who attend the University each year. In addition to serving students through advising, orientation, and scholar exchange services ISS offers student involvement programs to promote linkages between the campus and the surrounding community. Representing about 117 countries, the international students provide a rich resource of cultural knowledge for Northwest Arkansas by volunteering their time and energy to provide personalized cultural education for local schools, businesses, and community groups.

About the International Culture Team:

The International Culture Team is typically comprised of about 200 international graduate and undergraduate students representing about 50 countries. Team members normally include students from the People’s Republic of China, Malaysia, Indonesia, and India as well as the Middle East, Europe, Africa, the Caribbean, Central and South America. Many of the students on the team are recipients of scholarships or exchange programs.

International Culture Team members serve as student “ambassadors” for their countries and cultures. They volunteer their time to the Northwest Arkansas community for the purpose of visiting classrooms, businesses, and local organizations that are interested in promoting global education and enhancing cultural knowledge. **These students receive no course credit or other compensation for their volunteer hours. Other than the satisfaction of knowing they are helping to add something positive and beneficial back to the community during their brief stay in Arkansas.** During the past few years, the International Culture Team has provided lectures, presentations, demonstrations, and panel discussions for the following schools, businesses, and organizations throughout the region:

- University of Arkansas
- Holcomb Elementary School
- Root Elementary School
• Fest of All – Fayetteville town Square
• Butterfield Trail Retirement Village
• University Baptist Church Senior Citizens Group
• Green Forest School District
• Upward Bound
• Arkansas Association of University Women
  Others

**Programs Expectations:**

The International Culture Team can provide cultural education for classes or groups in a variety of ways. Typically, a teacher or coordinator requesting a presentation by one or more team members can expect a general cultural lecture, followed by an interactive question-and-answer session. A presentation usually lasts for about an hour, and is often supplement by photographs, artifacts, traditional crafts, or native dress. Depending on the expertise of the presenter, demonstrations of music, dance, or other traditions may be included with the lecture.

Besides the standard lecture format, specialized formats may be negotiated, such as panel discussions on specific political, social topics, pen-pals through electronic mail, day-long cultural events, or whatever means that may serve best the cultural education needs of a particular institution or organization.

**Because the speakers are also students, they are available on a first-come, first-serve basis and must be confirmed well in advance of any speaking event in order to prepare the lecture and to arrange their schedule.**

Educators and community leaders who wish to utilize the service provided by the International Culture Team should contact the Outreach Coordinator at the Office of International Students and Scholars or her graduate assistant:
**Cynthia Smith**  
Outreach Coordinator  
Office of International Students and Scholars  
ISS Direct Extension: 479-575-6665  
Email: csmith@uark.edu

**Massiel Rodriguez**  
Outreach Graduate Assistant  
Office of International Students and Scholars  
ISS Direct Extension: 479-575-6665  
Email: oga@uark.edu
SCHOOLS
UNIVERSITY
AND COMMUNITY
Schools

K-5: Presentations in the classroom for young children should be kept simple and as interactive as possible. Include topics concerning holidays, traditions, what a school day is like in your country for their age group, etc. More technical subjects such as the economy, government systems, and business should be only highlighted. Keep the actual talk brief, and get the children involved whenever possible.

A good basic guide for this age group such as the following may be used:
1. Introduce yourself and write your name on the board. Use your home language if appropriate. Use lots of smiles!
2. Show where your country is on a map or globe. What is it near? How far is it from Arkansas? What is the weather like? What does it look like? If the children were visiting your country, what places would you like to show them?
3. Speak or read something in your native language for at least a couple of minutes.
4. Show some examples of writing, if it is not a Latin-based alphabet.
5. Talk about topics of interest to kids for about 10 minutes - tell what people in your country typically eat, what they wear, what sports are played, what holidays are celebrated and how, what school is like, what kids do for fun after school.
6. Show and describe any props or other items you may have brought.
7. Ask for questions and have a short discussion period of about 10-15 minutes.
Middle School through High School: A similar format may be used but increase the economic, political, and historic information. A good way to demonstrate the governmental system is to compare it to the U.S. system, and give examples of how they differ. Be sure to include current information concerning trends or issues in your country. This age group will also be interested in what people in your country watch on TV, whether or not you have fast food places like McDonald's, what social relationships such as dating are like, and what activities or sports are important to the teenagers in your country.

College/University Classes or Organizations: Each year a number of faculty members, campus clubs, sororities and fraternities request international speakers to supplement their teaching or programs. These presentations are normally individual talks or panel discussions, and are generally specific to a particular area or topic representative of your culture.

Cultural Fairs: Sometimes we are asked to take part in cultural fairs. At most of these you need to bring cultural artifacts to show, demonstrate how to play a game, make a craft, or write in your native language. Usually, you will not be only one at your table from the team, but will need to work with someone else in planning for this event. Sometimes these events also include food, but we must be careful of event regulations.
**Community:** Many times community leaders who request international speakers have a specific topic of interest in mind. For example, European speakers may be asked to address the topic of the European Union and its implications. Or, they may simply wish for you to give a general talk about your culture. You will find that adult community groups usually have lots of questions. Some may have traveled internationally and may wish to add their own perspectives to your presentation. It is important to have a well-rounded knowledge of your country's geography, population, religions, economy, history, etc. But remember that you are not expected to be an expert. If you do not know the answer to a question, it is fine to simply say that you don't know.

As an international student speaker, you are truly an "ambassador" for your country. You may be the only person from your region that your audience members have ever met, so what you do and say will strongly impact their attitudes toward your home country. It is very important for team members to conduct themselves in a professional manner at times when representing the International Culture Team. The use of profanity or the inclusion of any topics, which may be offensive, is always prohibited. This is your opportunity to demonstrate first-hand the unique qualities of your culture, and to raise global awareness and appreciation for many American children and adults.

ICT members: David (Panama), ChenWei (China), Rudra (India)
Working with Retirement Homes: Many elder people are agile and healthy and get around just as well as people half their age. Many others are not. They may have difficulty walking far or climbing steps; they may tire easily, have poorer eyesight and hearing, be reliant on public transport, or indeed be unable to use it. It is important to consider that some people are wheelchair users or other older people have mobility difficulties. Many elder people are hard of hearing and have poor vision. Black pens on whiteboards are best. Handouts of slide presentations are very welcome. (Source: http://www.add.nsw.gov.au/PDF/COA_Including_us_too.pdf)

Some people may be diabetic or have other dietary requirements such as egg gluten-free, dairy-free meals or low-cholesterol meals. Please always consult with the retirement home what are their food regulations before bringing food in.
Some Tips that can help!

You may find these ideas very helpful:

- Always arrive 15 minutes earlier. This will help you to set up your presentation, rest for a little bit and get ready.
- Always introduce yourself. Your name, your country, your mayor and/or why you came to the United States/ University of Arkansas.
- First impressions count. Try to have all your material organized and neat (good quality pictures, clean outfit, big font for transparencies or slides, and clear sound/ good quality of tapes/CDs).
- Although in some settings you will have a microphone, it is always recommended to speak loud and clear. Take your time to pronounce slowly your words. Appropriate language is expected at all times.
- Visuals like a world map, your country flag, pictures and/or posters are highly recommended.
- Please, do not assume that they understand or that they are familiar with your culture. Give them some background information.
- Be prepared to answer a wide variety of questions. People may have different interests and/or different experiences... don’t be surprise if they have traveled abroad and have visited/lived in your country!
- Always be flexible and try to read their non-verbal body language... avoiding long lectures that are just talk and talk.
- One gold rule: the timing of your session/ presentation is particularly important.
FOR THE INTERNATIONAL STUDENTS

SPEAKERS
What is the Experiential Learning Cycle?


The theory sets out a four part framework that, in short, says that we learn if we a) have an experience, b) reflect upon it critically, c) generalize what we have learned from that reflection, and then d) apply that learning to new, similar situations.

The cycle is represented in the following diagram:

![Diagram of the Experiential Learning Cycle](image)

Figure 1: The experiential learning Cycle
Experience

Individuals who are concerned with their own learning find themselves processing and learning from their experiences. However, in our role as speakers, we can create or simulate experiences for our audience, then guide them through the cycle. In this way we are "facilitating" the learning of others and ourselves. The use of experiential activities is the best method employed to reach our goal with the audience. Creating an experience can be done through role playing, games, simulations, and much more. In fact, cooking is an experience. So are shaking hands, telling a joke, engaging in a conversation, shopping, etc. A good facilitator can draw learning from nearly any experience if s/he processes it properly.

One of the most common experiences created in cross-cultural awareness and adjustment training is one in which "cultures" are simulated. Participants are asked to act as members of their simulated culture and to interact with members of another simulated culture. Another common experience is an activity in which individuals are instructed to interact with one another while they incorporate a particular behavior that is not found in their own culture. For example, US Americans talking to one another while standing only a few inches away.

Facilitating discussion through the next three stages is often referred to as "processing" or "processing the experience". Myles Horton of the Highlander Folk School once said something to the effect of 'You haven't learned something just because you had an experience'; you have to reflect on it.
Reflection

The reflection stage involves posing questions that ask participants to look back on the experience and describe what they observed, what happened, how other people behaved, how they themselves behaved, how they felt in the situation, what they think of their own reactions, etc.

It is important to keep participants focused on what happened and reactions to it so that a full picture of the shared experience is formed; a picture that takes into account the observations, reactions and perceptions of all participants. It is difficult, at times, to keep people from jumping ahead to the generalization stage. But if they do this too quickly, they base their conclusions and generalizations on limited information. The reflections stage is for data collecting, not for analyzing.

Generalization

This stage begins with "Why did these things happen," and ends with "What conclusions can be drawn from the experience?" Questions that can be posed might include, "what caused you to react that way?" "What have you learned from this?" "Were these appropriate behaviors?" "Where do you think that comes from?" The goal here is to move the audience toward conceptualizing the motivations behind certain behaviors or to understand a reality they know little or nothing about.
Application

The act of applying learning’s to new situations comprises the final stages. Of course, we cannot be with the audience every hour of every day in order to help him or her apply his or her learning to new situations. We can, on the other hand, help them plan that action while they are in our cultural session. This is done through questions like, "how can you put that to use?" "In what future situations (for example, in another culture or country) will you change your behavior accordingly?" "What options has this discussion opened or closed for you?" Or simply, "how will you apply this learning?"

Dewey, Paulo Freire, Adelbert Ames, and others have laid the theoretical framework for our approach to this guide. It is our intention to create a guide that encourages and facilitates the use of experiential activities that will enhance the teaching and learning potential of all those international educators who choose to use them in their work.

Our efforts are based on the principle that "education, in order to accomplish its ends both for the individual learner and for society must be based upon experience — which is always the actual life-experience of some individual" (Dewey 1938, 89).
How to Plan a Teaching Session: The Recipe

We would like to introduce our basic RECIPE for what we believe will lead you to an effective presentation design:

Key Points:

- The greatest learning occurs when the audience goes through the full 4-stage learning cycle.
- Everybody have a preferred learning style that corresponds to the 4 stages of the learning cycle. Implication: different people will prefer to learn differently. Every person that attends your presentation will benefit from learning that involves each of the 4 steps.

Sample Activities:

1. **Examples.** A simple way of introducing experience into a presentation would be to give the audience a printed handout of examples drawn from the environment of the concepts that are covered in your presentation.

2. **Recalled Personal Experiences,** instead of using examples of outside experiences.

3. **Demonstrations.** The most effective demonstrations are those that are built to fit the concepts the speaker wants the audience to learn and remember.

4. **Role Plays.**

Source: http://www.fis.ncsu.edu/ugs/experien.htm
List of Universal Culture Topics:

The following information is intended to provide some guidelines for preparing effective presentations for various age and interest groups. Speakers are encouraged to take a creative approach with their talks, incorporating the basic guidelines with personal style.

What connections, if any, exist between the physical environment of your country/region (climate, land, plants/animals) and the choices people make about?

A. Apparel
1. Primary function (protection from sun, cold, etc.)
2. Type, weight, and/or color of fabrics/materials
3. Design (symbolic? religiously based?)

B. Shelter
1. Primary function (provide protection from elements, etc.)
2. Design: shape and materials
3. Locations of settlements (by oceans, rivers? in valleys? why?)

C. Movement
1. Human migration patterns
2. Modes of transportation

D. Food and Water
1. Types of foods locally or regionally harvested
2. Access to and uses of water

E. Work
1. Types of work related to/affected by climate and/or seasons
2. Types of work related to physical terrain
3. Types of work related to/affected by use of natural resources
How does your country/region function politically?

1. What governmental system does your country use?
2. Historically, how did the system originate/evolve?
3. What do you regard as the strengths of the system? Weaknesses?
4. How do religious traditions tie in with government, if at all?

Adding Interest to Your Presentation

• Props and Cultural Items: ISS has a selection of items from a number of countries, which may be borrowed for you to use during your presentation. These include items such as photographs, artifacts, crafts, fabrics, jewelry, currency, etc. (see Section 4). You may want to set up a display of items for your audience to view before or after your presentation, or you may wish to talk about them and pass them around the room during the talk.

• Traditional Dress: The dramatic effect of traditional dress cannot be stressed enough. A student presenter from India wearing a sari is far more interesting than one wearing jeans and a tee shirt. If you have not brought traditional dress to the U.S. with you, check with the ICT as some items from your country might be available.

• Traditional Foods: Some students bring samples of some sort of traditional food or drink (such as tea) from their countries to share with their audience. If you choose to do this, you should keep it simple and supply only enough for each person to try a small amount. Also, pre-packaged foods are preferable to home made. This is a good opportunity to talk about the products used in preparing that particular food or drink. For example, a Brazilian speaker may wish to bring some brigaderos (a traditional chocolate candy) to share and talk about how chocolate is grown and produced in Brazil.
• **Spoken Language Demonstrations:** Many team members speak two or more languages. This knowledge is one of your most effective tools for capturing your audience's interest. Some presenters choose to begin their presentation using his or her home language, and then change to English after a minute or two. This is a very effective way of getting the group's attention ("Doesn't he/she speak English??") and of demonstrating how the language sounds. Many Americans have little opportunity to hear another language spoken at length, and find it very interesting.

• **Writing Demonstrations:** When speaking to the audience, it is effective to demonstrate how your language looks when written, especially when the alphabet is not Latin based. For elementary aged children (K-5) it is fun to ask one of the students his/her name and write it on the board in your home language. Then ask if there is one or two others who would like to see what their names look like in your language. This almost always results in class participation.

• **Do You Have a Talent?** Perhaps you can sing well, or dance, or play a musical instrument traditional to your country. If so this is a wonderful way to share your talent and use it as a teaching tool. Singing a traditional folk song, or dancing a traditional or ceremonial dance, will be greatly appreciated by your audience. Including the audience in some way, such as teaching them the dance or song, is even better.
Hints for Good Presentations

1. **See the ISS outreach coordinator in advance** to chat about your ideas and/or to see if we have any materials for you.

2. **Dress with neat-clean clothes. Dress in traditional clothes if you have them.** You don’t need expensive outfits to look good.

4. Have **all the material for the presentation ready** before you arrive. Always **arrive 15-30 minutes earlier than the stated starting time**. This will allow time before you start your presentation to **test the equipment** you are going to use.

5. **Know clearly what points you want to make.** Think of 3-4 key points that you want to get across, make these clear to the audience and use whatever you can to bring them to life.

6. **Bring pictures, books, crafts and a traditional custom** (if you have one). All these will help to set the mood for your presentation.

7. **Act out a situation that might happen in your country. Demonstrate** how to do something (example: greetings).

8. Use the **FIVE senses** in your presentation (see, touch, smell, taste, hear) **because people learn differently**!

8. **Use audiovisual materials** – if available – that illustrate a point. Be sure to tell the class what point you are making. **Use PowerPoint** if you like and if there is that kind of availability in the classroom.

9. **Test your Presentation and have a Back-up Plan (“Plan B”).** Remember when you make use of slide shows, you are using technology. We all know that technology is not always to be trusted. Have a Plan B ready. For example, have a paper copy of your presentation available for emergencies.

10. **Speak slowly and loud enough** that every audience can hear you. Sometimes people need a couple of minutes to get used to your accent.
11. **Always greet the audience.** Words like “Good morning!”, “Good afternoon!”, “Please”, and “Thanks!” can open lots of doors and bring lots of smiles.

12. **Encourage the audience participation.** Start and monitor discussions—keep them on track. Use materials such as brief surveys and case examples to jump-start a discussion. Be lively.

13. **Be enthusiastic about your culture and country!**

14. **Keep to your time constraints**

16. **Teach some of your native language!**

18. **Bring in examples** for various sources and personal examples that make a point. Opinion may be useful to start a discussion, but should not be its focus.

20. **Be respectful** of your audience. Disagreements encourage thinking so long as they are respectful of differences.

21. Be careful with your language. **Appropriate language is expected at all times. Do not use words like hell, damn, etc.**

22. **Allow audience to ask questions.** Please, do not assume that they understand or that they are familiar with your culture. Give them some background information.

26. **Move around** during your presentation. Make good use of your space.

28. **Always ask about food regulations** in the school before your presentation.

29. Remember to **HAVE FUN!**

Source:

http://www.psych.ufl.edu/~moradi/Hints%20for%20Good%20Presentations.doc
**Presentation Style Tips**

Doing well in presentations is about confidence and what you look and act like (body language) just as much as what you say. By understanding the dynamics involved in effective persuasive speaking, the audience will improve their overall confidence in communicating.

*When doing presentations remember:*

- **Body language** - Make sure that you have a proper posture (sit or stand properly). If your shoulders are sagging or you are looking at the floor you will not do very well. Move around purposefully.
- **Pronunciation** - Pronounce each word clearly. Avoid saying things such as "you know" too much. Remember to always use appropriate language.
- **Pitch** - Pitch refers to the highs and lows of your voice. DO NOT speak in monotone (only one pitch).
- **Speed** - Your speed, or pace, is important. Do not speak too fast or you will not be clear, but do not speak too slowly, people will become bored. You should use pauses when you want to emphasize a certain word, just pause for one second before; this highlights the word.
- **Volume** - Speak loud enough for everyone to hear you, don't talk to the floor, speak to the people in the room, too loud is better than too quiet.
- **Cards** - Don’t read your presentation. Index cards are a good way to prompt your memory and they can help you feel more confident. If you find that you need to have copious notes to help you remember, the chances are that the information will be too complex for the audience to follow. Put this information in a handout.
- **Variance** - Change your pitch, volume, and speed at least once every 30 seconds, if only for just one word. Never go more than one paragraph without a vocal variance. Lastly, do not be afraid to show a little emotion, your body and voice must match the tone of your words! Relax and enjoy!
Before you do any presentation:

• Check for Grammar and Spelling Errors on Handouts or Slides. When using slides, a computerized presentation or handouts make sure that there isn’t any spelling or grammatical errors. Let someone check your work.

• Practice your Presentation: Practice your presentation by yourself or with a friend. Make sure you keep within the time frame allowed for the presentation. The more you practice it before the time, the more confident you will feel when you give the presentation. Rehearse your talk 2 or 3 times. It will go much more smoothly if you do.

• Make Eye Contact: Remember to make eye contact with everyone in your audience. Never read your presentation - this is boring and you will lose the attention of your audience.

• Thank Your Audience: At the end of your presentation, thank your audience for their time.

Sources: 2003 Paul Sparks in http://www.xiangtan.co.uk/postgrad9presentations.htm
Peter Flach & Tim Kovacs. Last modified on Monday 10 March 2003 at 17:50. 2003 University of Bristol in
http://www.cs.bris.ac.uk/Teaching/Resources/COMSM0304/oral.html
Center for Careers and Academic Practice, Teaching and Learning Resources.
http://www.liv.ac.uk/ccap/teaching_and_learning/t_and_l_good_practice/downloads/present1.doc

General Steps in Planning and Preparing an Effective Oral Presentation

1. Select and limit the subject. It may seem an obvious thing to do, but before you start writing your presentation you must determine what precisely your topic will be or what aspect of a topic you plan to address. Once this is clear you can commence writing. Occasionally you will find that your topic, as determined, is actually too large or complex for the time available and you may have to go back and review the specific topic you wish to address.
2. **Determine the overall purpose.** There are many reasons for giving a presentation including to inform: to educate, to entertain, to inspire, to convince... An **entertaining speech** is constructed and delivered quite differently from an **informative speech**. Once you know the purpose of your presentation you can determine the structure, topics and method of delivery that will best achieve your purpose.

3. Analyze the audience and the situation. Every audience is different and in order to ensure success you should always consider what your potential audience will be like and what their expectations will be. Failure to address the **needs and level of interest and understanding** of an audience can be deadly to a speaker.

4. **Organize the three parts of the presentation** (opening, body, and conclusion)

5. **Practice it before you deliver it** (several times if possible).

Source:

http://www.freenet.edmonton.ab.ca/toast/plan.html Created by: Patricia Nelson, DTM, pnelson@ecn.ab.ca

Revised: 1999-11-22
USING DIFFERENT TECHNIQUES TO DIVERSIFY YOUR PRESENTATION
Visual Aids

Visual Aids are good for changing the pace of a presentation, making an impact and explaining a point simply.

'You are your own best visual aid'

Overhead Projectors (OHP)

- Remember the Magic 7
- Not more than 7 OHP slides, Not more than 7 lines
- Not more than 7 words per line

To be effective, OHP slides should be clear. If the room is large then adjust the size of the print accordingly. Point to the OHP never the screen and check where you are standing i.e. to the side of the projector and not obstructing anyone's view. All these suggestions are also true for power point presentations.
Handouts

These are very useful if you need to give out detailed information or back-up evidence. You may want to hold these back until the end so that your audience aren’t distracted during your talk.

Flipcharts

These are good for small groups and provide a permanent record. The problem is that writing must be kept neat and space is limited. If prepared earlier it can be more effective.

REMEMBER THE KEY IS TO PRACTICE!!

Source:
Center for Careers and Academic Practice, Teaching and Learning Resources
http://www.liv.ac.uk/ccap/teaching_and_learning/t_and_l_good_practice/downloads/pres_ent1.doc
Dance

1) Narrow down the topic of your presentation by choosing one specific type of dance.
2) Start your presentation with a brief, but well explained cultural background of the dance. Explain its history, tradition, and whether it is still performed at parties or it is only done at special events like carnivals.
3) Get the necessary props, such as costumes, accessories, flash cards, and a map and of course the music!
4) Outline, ahead of time, a chorographical pattern to the dance you want to teach. Make it as simple as possible and give names to each move. This way the audience will remember the sequence as you call out the names.
6) Remember you might not be teaching professional dancers, so bear in mind that many people will not have any sense of rhythm and coordination. Be patient and enthusiastic. If necessary, start the dance session with a rhythmic exercise to break the ice and warm up the audience.
7) Be prepared to teach the man’s moves and the woman’s moves in case your dance is done in couples.
8) Suit your instruction method to your audience’s age. Children need a more dynamic and varied approach.
10) Flash cards are good to show the names of certain moves or rhythms that are in the native language. Sometimes, translation is not possible.
11) Do not be afraid to give the presentation. Rehearse it as much as you think you should. Remember that the audience is there to learn about your country and its dance, not to judge your style or how you look.

Source: ICT Member José Ricardo
Drama

Bringing Cultural Stories and Situations to Life: Using Drama in Presentations

Important Concepts/Terms:
- **Drama**: acting out something to make a point
- **Monologue**: one person
- **Dialogue**: two or more people
- **Skit**: a short humorous play
- **Puppetry**: using puppets to tell a story
- **Story Telling**: the art of using language, vocalization, and movement and gestures to communicate images of a story
- **Pantomime**: acting without using your voice
- **Coached Pantomime**: telling a story and acting it out

Tips:
1. Think of a cultural topic that you want to express.
2. Choose a topic that has a neutral message, something not offensive to the audience.
3. Do not create stereotype.
4. Use vocabulary that is easy to follow.
5. Write a script- meet with 2 or more others from the same cultural group and come up with a situation
6. Rehearse!!!!
7. Give context, background
8. Length-think about their attention span
9. Enrich with music or sound effects
10. Speak loudly and clearly
11. Face the audience
Techniques:

1. Use people in the audience to participate in the skit
2. Actors talk to the audience the same time they perform
3. Ask question, “Where is she?” “Behind You” Look and person is gone.
4. Ask audience what they think of the situation
5. Use Humor
6. Use Props- native costumes, artifacts, etc.
7. Act out a story together
8. Dub a foreign movie (no volume), have the audience figure out what’s going on then write a script together
9. Use puppets- glove (hand), shadow puppets, marionette (string), etc.

Sample Topics:

- Funeral
- Arranged Marriage
- Holidays
- Greetings
- Body Language
- Expressions
- Birth
- Weddings
- Coming of Age
- Pets
- Etiquette
- Myth, Legends esp. with animals
- Cultural misunderstandings - behave as in your culture
- Jokes – do they transfer to English???
Food

Some tips when you are involved in an event that requires some cooking:

1. Try to cook something that Americans may be familiar, many people prefer vegetarian or white-meat meals. For example, dumplings, rice or appetizers.
2. Be sure to describe all ingredients you need. For example, number of cans, size and trademark. Ingredients like fruits or vegetables should be fresh, dried, or frozen.
3. Wash your hands before cooking!
4. Wash all fresh vegetables and fruits and clean the top of the cans.
5. If cooking in Holcombe Hall be sure to leave all cooking utensils and kitchen CLEAN!!!!
6. Think on advance about the pans or kitchen utensils you will need to serve at the event.

Enjoy! Cooking events are wonderful and fun!

Tres Leche by Sierra Mendoza, ICT monthly meeting 2012
Music

Whether you sing, play an instrument or can play a CD player, you can introduce music from your country in your presentation.

1. Keep selections short
2. Play different styles of music if possible
3. Get the audience involved by singing along, allowing them to try your instrument, or keep the rhythm
4. If teaching a song, go over the words phonetically & slowly several times
5. Keep it simple
6. Teach songs that are significant in meaning to your country, tell a story or moral
7. Have fun!
Story Telling

The purpose of story telling

There are two very practical beneficent results:

• First it relaxes the atmosphere, so storytelling is valuable for its refreshing power.
• The second result, or aim, is that story telling is at once one of the simplest and quickest ways of establishing rapport between teacher and children, which will allow the students to fix their attention on the storyteller.

How to tell the story

First of all, most fundamental of all, is a rule without which any other would be but folly: Know your story. One must know the story absolutely; it must have been so assimilated that it partakes of the nature of personal experience. Such knowledge does not mean memorizing. It means, rather, a perfect grasp of the gist of the story, with sufficient familiarity with its form to determine the manner of its telling. The easiest way to obtain this mastery is to analyze the story into its simplest elements of plot. Tell the story in a logical sequence. The story should have a beginning and an end.

Next, the storyteller must feel the story. Whatever the particular quality and appeal of the work of art is, from the lightest to the grandest emotion or thought, you must have responded to it, sensed it, felt it intimately, before you can give it out again. Listen, humbly, for the message. The inner secret of success is the measure of force with which the teller wills the conveyance of his/her impression to the hearer.
The final suggestion is a purely practical one concerning the **preparation of physical conditions**. See that the children are seated in close and direct range of your eye; the familiar half-circle is the best arrangement for small groups of children, but the teller should be at a point opposite the center of the arc, not in its center.

Source:

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