

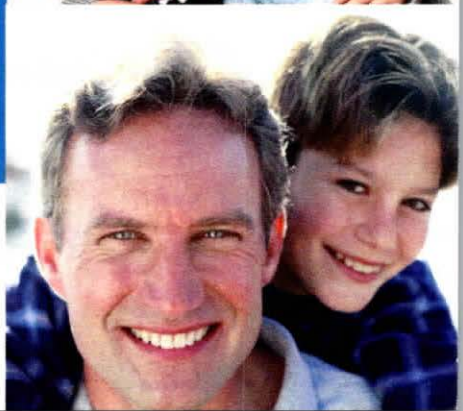
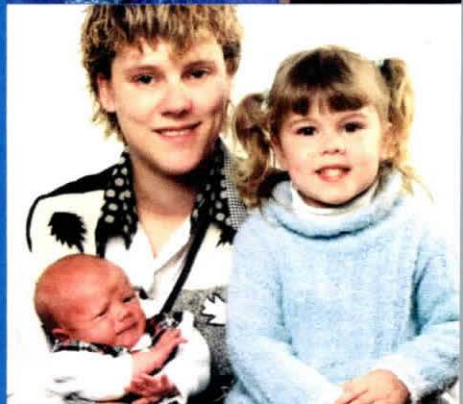
Connecting with
Volunteer Trends:
Creating an
Environment that is

Family- friendly

A guide for organizations
interested in involving families as
volunteers with a special focus on
involving children and young teens.



Volunteer
KINGSTON



Connecting with Volunteer Trends: Creating an Environment that is Family-friendly

A guide for organizations interested in involving families as volunteers, with a special focus on involving children and young teens.

There are many definitions of "family" today.

Volunteer Kingston's Family Volunteering Program embraces everyone who considers themselves a family--what you call family, we call family.

In the course of her research, Porritt (1995) discovered that, "While people do not necessarily label their volunteer activities 'family volunteering' they have been doing it for years. Working together at the art gallery, the church bazaar, knitting mittens, being good neighbours, or delivering meals on wheels are but a few examples of family volunteering activities.

Seen this way, family volunteering is not new. What characterizes the now identified "trend" of family volunteering relates more to the management strategies built around this kind of involvement.

Family Volunteering: A Discussion Paper; Volunteer Canada 2002



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Member Agency



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Why Involve Families?

“Family volunteering is on the horizon. If it is not on the minds of voluntary organizations, public policy makers or volunteer development specialists it should be. Jones (2001) suggests that, in an effort to capitalize on this generally overlooked category of volunteering, community leaders and governments should pay greater attention to the amount of volunteering that parents and families are involved in.”

Family Volunteering: A Discussion Paper; Volunteer Canada 2002

“As early as 1987 a survey by the J.C. Penney Company Inc. revealed that 55% of non-volunteers felt that involving their families would be an important incentive in getting them to volunteer.”

Family Friendly Volunteering: A Guide for Agencies (1999)

Have you ever heard yourself say: “There just aren’t enough volunteers out there?” There is a growing concern in the non-profit sector that people aren’t volunteering as much as they used to, and this was substantiated when the results of the 2000 National Survey on Giving, Volunteering, & Participating indicated a 6% drop in the number of volunteers compared with the results of the same survey, conducted in 1997.

But are we, as a sector, really doing all we can to attract all segments of our society? Does your existing pool of volunteers truly represent your community? Are your recruitment efforts successful?

If the answer to any of these questions is “No” then it’s time to think outside the box about how volunteers make a difference to your organization. Non-profits need to look at the “way we do business” in order to attract a more diverse population.

One often-overlooked source of volunteers is families. Families are the backbone of any community. They represent diversity in age, talent and skill and convey a broad sense of community needs.

By involving family volunteers you can:

- Expand your market of potential volunteers
- Generate more volunteers through recruitment efforts
- Involve younger volunteers more effectively through adult family support
- Have access to fresh, creative ideas
- Benefit from inter-generational volunteers
- More easily fill difficult-to-recruit-for positions (e.g. event/activity set up, driving, mail-outs) as they are attractive to families who are self-motivated by their desire to volunteer together

Families that volunteer together:

- Learn more about their community
- Share family values
- Communicate
- Make family time valuable
- Gain a mutual sense of accomplishment
- Participate in positive, productive social activities
- Have fun!



Volunteering has been linked to health benefits including reduced stress, lower blood pressure and heart rate, improved self-esteem and self-worth, stronger immune system and increased endorphins. Stronger, healthier families make for a stronger, healthier community – and that's good for everyone.

Volunteer Kingston's Initiative

Based on local and provincial discussions around barriers to volunteering, and supported by trends and developments in Canada and the US, Volunteer Kingston initiated a Family Volunteering Program in the Fall of 2001; with the intent to increase the pool of available volunteers in the Kingston community by offer-

ing opportunities for families to spend quality time volunteering together.

Volunteer Canada's Initiative

Around this same time, Volunteer Canada initiated research on a national level to find out more about the positive aspects, barriers and gaps that exist in our knowledge of family volunteering and the ability of the voluntary sector to involve family units. *Family Volunteering: A Discussion Paper* was produced as a precursor to further research. Volunteer Canada is undertaking about this topic. See the section *Highlights from Volunteer Canada's National Survey* for a summary of the results of their work.

About this Manual

This manual is designed for non-profit organizations that have a structured volunteer management system in place and are interested in exploring the benefits of involving families as volunteers.

Through Volunteer Kingston's Family Volunteering initiative, pilot sites and advisory committee members shared their ideas, opinions and experiences, addressed policies and procedures, and developed forms and other support material to address the special needs of involving volunteering families. In the Appendix section, you will find a **Planning for Action** form (Appendix 6) and a **Goal Planning** form (Appendix 7) to help guide you through the process of involving families and to set timelines in order to meet your goals.

Resources purchased and downloaded for the purpose of this initiative have been added to Volunteer Kingston's Resource Library.



Three Generations at Community Foundation of Greater Kingston

June Dinsdale has seen three generations of her family serve as volunteers with the Community Foundation of Greater Kingston (CFGK), in addition to being involved as volunteers in numerous other organizations.

For several years, June has been chair of CFGK Special Projects. June's daughter, Jan MacDonald, sits on the CFGK Board of Directors, is Chair of the Marketing & Communications committee,

and sits on her mother's art auction committee.

Kate MacDonald, one of Jan's daughters, is a high school student at Kingston Collegiate Vocational Institute. Following her family's tradition, Kate is a member of CFGK's Youth Advisory Committee who produced a film, *Kelowna or Bust*, to help raise funds to support their trip to Kelowna, B.C., for the annual meeting of the Community Foundations of Canada.

Asked why they chose to offer their time and talents to CFGK, all three responded warmly and enthusiastically; they like our commitment to community and perpetual legacy; they are investing in the future. "It's fun," said Kate on behalf of three generations. Tempted though we might be to clone June Dinsdale, the Community Foundation simply thanks her."

Adapted from an article by Lin Good which appeared in CFGK's Summer/Fall 2002 issue of Ripples.

Creating a Family-friendly Environment

Ensuring a strong foundation for family involvement requires the support of administration (direct supervisor, executive director, board of directors, etc.). Before you present the idea of involving volunteering families, gather supportive material that explains how families will enhance your programs and services.

When an organization is considering engaging families, it is important to get everyone involved right from the beginning. As with your existing volunteer program, you need to engage the commitment of the entire organization to ensure that family volunteers are well managed and supported.

Take the pulse of your organization. Ask staff how they feel about expanding the volunteer program to include families. Talk to current volunteers and ask them how they would feel if they were asked to bring along their families. Ask yourself and your team:

- Will families fit in here?
- Is our organization ready to accept families?
- What do we need to do to make our organization family-friendly?

This section of the manual highlights tips and ideas for effectively involving volunteering families in your programs and services using the Volunteer Development Cycle model (Appendix 1).

1. Planning for Recruitment/ Assessing Risk
2. Recruitment: Where to Find Families
3. Application and Selection
4. Orientation & Training
5. Supervision & Evaluation/ Reflection
6. Recognition

While many of your existing policies and procedures will be relevant to families as well, suggested policy areas that relate specifically to involving volunteering families are indicated with a **F**.

“Assuming that an organization has policies and procedures in place that guide the recruitment, oversight and recognition of volunteers, introducing a family volunteer program will probably be more a matter of adjusting than complete innovation.”

Family Volunteering: A Discussion Paper; Volunteer Canada (2002)

1. Planning for Recruitment: Ensuring a Strong Foundation

Prior to involving volunteers in your organization, you need to build a strong foundation that supports volunteers and the work they do. Be prepared for potential volunteers who approach your organization or respond to a recruitment message. Know the opportunities available and their related risks for family members of all ages. Know what your expectations are and how you plan to support volunteers once they have been selected.

Planning for Recruitment focuses on groundwork that needs to be considered before you initiate a recruitment plan targeted toward families.

“The finite resource of time has come under increased pressure through demands at work and additional responsibilities within the family, such as caring for extended family. Family volunteering poses a scheduling problem – it’s sometimes difficult to find a time when everyone is available.”

National Survey on Family
Volunteering, Volunteer
Canada (2002)

Address Benefits & Challenges

Benefits and challenges will vary from one organization to another based on programs, services, clients, staff, volunteers, and environment/atmosphere. Some benefits are listed in *Why Involve Families*. Here are some challenges that you may encounter when involving families:

- Most volunteer opportunities are developed for individuals as opposed to couples or groups
- Co-ordination of time schedules
- Insurance and increased liability where children and youth are involved
- **P** Applying screening steps, especially when children are involved or when one family member doesn't seem appropriate but others do
- **P** Re-imbusement for out-of-pocket expenses
- Handling family relations (internal tensions, supervision)
- **P** Discipline and dismissal - when one family member leaves, it is likely other family members will leave as well

Identify volunteer opportunities that are family-friendly

Think outside the box. Whether you're reviewing existing volunteer opportunities, or considering something new, ask yourself the following:

- Is it something that can be done as a group or is it more of a one-person task such as data entry? If it is a one-person task, can it be shared by rotating responsibility (phone reception, newspaper clipping, web site searches, etc.)?

“While there may be instances where engaging family volunteers would be obviously inappropriate...for most organizations, adapting a volunteer position or creating a small project for a family will not require a great deal of effort or change”

Family Volunteering: A Discussion Paper; Volunteer Canada (2002)

- Is it active, fun, and hands-on?
- Does it allow for a range of experience, talent, and strength?
- Is it flexible in schedule and worksite?
- Does it involve an educational/learning component?
- Does it allow for interaction with other families?
- Can a direct impact be seen?
- Considering there would be direct supervision from an adult family member, what seems to be an appropriate minimum age? Check with people from that age group, or people who work closely with that age group (i.e. teachers) to see if it seems interesting, appropriate. Can changes be made to make the opportunity more appropriate?

(Modified from Family Friendly Volunteering: A Guide for Agencies 1999)

Keep in mind that family volunteering can be performed through an organization, in a neighbourhood, school, or even from home.

It can be:

- Sharing the same volunteer task and working together at the same time
- Sharing the same volunteer task but working at different times by rotating responsibility among the group
- Working on different tasks, but doing so at the same time or during the same event

Here are a few ideas where families would be a great addition to your team:

- Arts & crafts
- Musical entertainment
- Tea Time and/or Sunday Sweets
- Inter-generational programs like Grand pals
- Draw portraits, create a mural, share family photos
- Organize monthly birthday parties
- Hospital refreshment cart
- Gardening
- Trail Maintenance in a park or conservation area
- Costumed interpreters at local museum
- "Adopt-a-resident" where volunteers mail cards, notes, greeting cards, for nursing home residents who don't have family
- Host Families for Newcomers
- Room-to-Room Manicures. Volunteers can make up a pretty basket of supplies to carry from room to room, filing and polishing nails and having a visit. Involve teens and go wild with funky colours and styles



- Set up and clean up for events, collecting "a-thon" pledges, selling flowers, calendars, door-to-door canvassing, information displays/presentations
- Invite families to bring their pet and visit with house-bound clients or nursing home residents
- Decorate facility/make cards for special occasions/holidays
- Connect clients/participants with pen pals
- Host an ethnic potluck/folklore involving countries of origin of your clients/residents/participants. Create a cookbook with photos from your event!

With a little creativity the possibilities are endless.

Assess Risk

P As non-profit organizations are subject to criminal, common, and constitutional laws, you need to review federal and provincial legislative issues that apply to your organization and affect screening decisions. Related documents can be downloaded from Volunteer Canada's site www.volunteer.ca. They address such legislation as Change of Name Act, Child and Family Services Act, Christopher's Law (Canada's first sex-offender registry), Education Act, Student Protection Act, Safe Schools Act, Freedom of Information and Protection of Privacy Act, Human Rights Code, and others.

When identifying related risks, you need to consider the:

- Vulnerability of the participant
- Nature of the relationship between the volunteers and the participant
- Nature of the activity
- Setting where the activity takes place
- Level of supervision involved
- **P** Appropriate minimum age of volunteers

Where individuals may be more willing to take on the risk of being involved with an organization that doesn't have a formal volunteer management structure in place, adults are less likely to expose children to those risks.

Keep in mind that many risks that relate to the involvement of children and young teens can be lowered through the involvement of a supervising adult.

Tip

Add the following to applicable volunteer position descriptions: "Volunteers under the age of (determined by the organization) must have signed parental consent and be volunteering together with a supervising adult that has been appropriately screened".

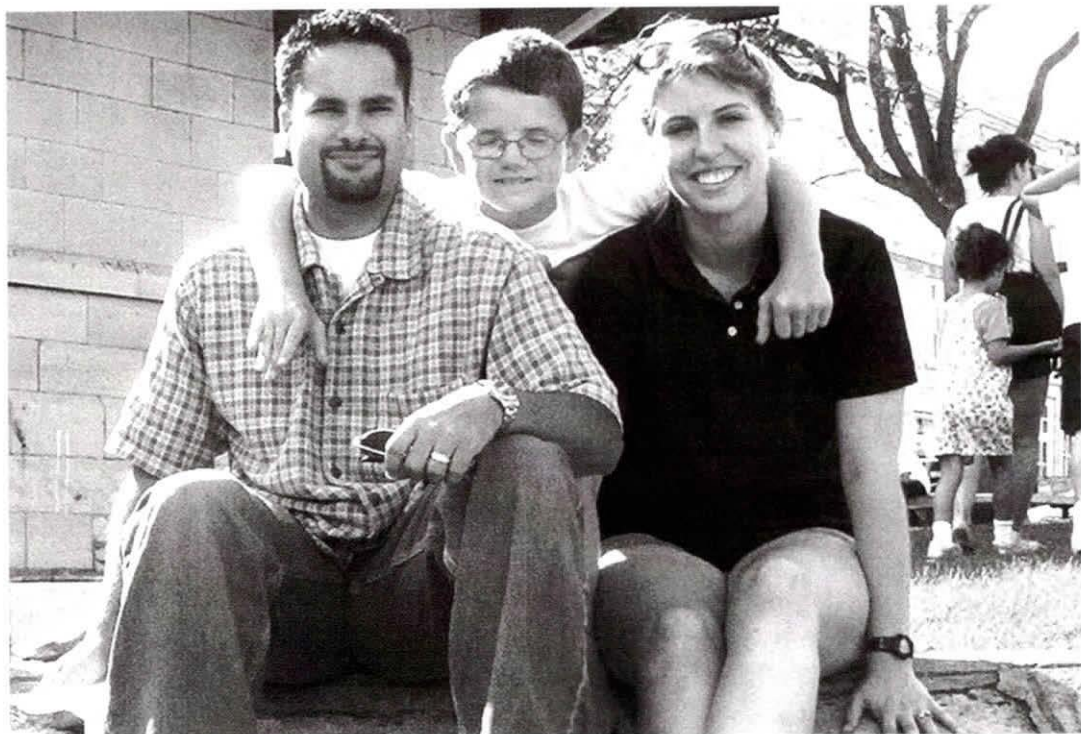
Volunteer Canada has produced resources to guide organizations through the necessary steps of developing effective screening procedures. The material is based on the following 10-steps:

- Determine the Risk
- Write a Clear Position Description
- Establish a Formal Recruitment Process
- Use an Application Form
- Conduct Interviews
- Follow up on References
- Request a Police Record Check, where appropriate
- Conduct Orientation & Training Sessions
- Supervise & Evaluate
- Follow-up with Program Participants

For more information about screening or to obtain copies of Volunteer Canada's material, contact your local volunteer centre or visit www.volunteer.ca.

Insurance Coverage

As there is obviously an increased risk when involving children and young teens, check insurance coverage to ensure that it applies to volunteers of all ages.



Couples for Kids at Big Brothers

"When my wife Charlene and I permanently settled in Kingston in 2000 we knew we were ready to be a Big Brother and Sister. After going through the screening procedure in January 2001, we were matched with Jonathan.

On our first outing with John we went tobogganing at Fort Henry. We discovered that John was a bit of a wild-child when he hurtled fearlessly down the hill at full speed, only to be stopped by a large tree trunk at the bottom. As he lay motionless on the ground, Charlene and I

thought that we'd be "fired" for sure; but after a few long seconds he bounced up and waved and we both exhaled.

We learned that this resiliency was one of John's greatest strengths. Life has not been easy for John, but you will never know a more positive, caring and well-mannered child. In the time that we have had the pleasure of knowing him, John has experienced immeasurable growth, physically, emotionally and mentally. We are very proud of him.

We try to instil in John the

importance of volunteerism, and make this a part of our time together. We have helped at Big Brother events like bowling, promotions, and the Kids Community Fair. We have also participated in the Terry Fox Run; and after just learning to ride his bike, John rode the whole 8km course in 40 minutes, non-stop.

This match has taught, and continues to teach, all three of us about friendship, patience and caring.

Adapted from a speech by Andrew & John at the United Way Kick-off Breakfast, September 2002

2. Recruitment: Where to Find Families

Now that you've done your background work and identified your family-friendly volunteer opportunities, it's time to plan your recruitment strategy. Remember that families, in their broadest definition, can be found anywhere in your community. They are going to school, raising children, working, seeking employment, retired. They are listening to the radio, watching television, reading the newspaper, eating at restaurants, going to the gym, visiting the library, playing/watching sports, going to the theatre, etc.

Families are available for different shifts during the week. Weekday opportunities may be attractive to shift workers, people seeking employment,

home schooling families, and those available during the summer season, school breaks, and PD days where evening and weekend opportunities might suit families with children in school, or adults who work regular business hours.

Where to Recruit

By listing the opportunities with your local volunteer centre, you will gain access to volunteers through 1-1 interviews, local media announcements, and the Internet. For a list of volunteer centres in Canada, visit www.volunteer.ca. In addition to this form of community-wide recruitment, you can target your focus to family-related events and activities. Here are some examples to get you started:

Look close to home

- Appeal to existing staff and volunteers by inviting their family members to get involved. Hold a "Bring a Family Member" event (i.e. fundraiser, annual general meeting, recognition evening, open house, etc.)
- Place notices in your newsletter
- Check out the neighbourhood. Is there a school, church, community centre, gym, grocery or corner store where you can post recruitment messages?
- Can you set up a display at a neighbourhood school's parent night, report card night, open house?

Look for family-focussed community events/activities

- Restaurants that host "Kids Eat Free Night" or "Family Night"
- Culture & Recreation Showcase where families sign up for Fall/Winter and Spring/Summer activities
- Special occasion celebrations such as Halloween, Thanksgiving, and Christmas where a display could be set up and treats and information could be distributed



Target families

How many times have you said, "I need more time for my family"? What better way to spend quality time than by volunteering together?

Your family can add to the rich history of Kingston by gathering together to clean and catalogue artefacts from local digs conducted by the Cataraqui Archaeological Research Foundation.

Make history! Call Paula at 555-5555 to find out how your family can get involved.

Remember...your definition of family is our definition of family.

Post your opportunities on the Internet.

The Volunteer Opportunities Exchange is a web site that was developed by Volunteer Canada to connect volunteers and non-profit organizations. Visit www.voe-reb.org to list your volunteer opportunities on the web. You can check your profile to see when people have indicated an interest in volunteering for you, and also search the database of volunteer profiles to see if anyone meets your needs.

Employee or Corporate Volunteerism

Consider employee or corporate volunteerism where a business supports the non-profit sector through donations of good, services, and/or human resources. Research the business/corporate sector

in your community to find a partner who shares your organization's mission and vision, or relates to a particular program, service or event. This is a great way to include employees and their families in your organization.

Piggyback on

kid-directed mailings.

If you know of local mailings that are geared to children (i.e. stores, activities, etc.), see if the sender will include a recruitment message on your behalf.

Contact your local home schooling association

Where families with elementary school-aged children are looking for productive, meaningful learning experiences.

Recruitment Tools

By simply modifying your existing recruitment practices you can let people know that your organization has opportunities for families to volunteer together. Here are a few ideas:

- Add "I am volunteering as an individual or as a family/group" to your application form. It will let all prospective volunteers know that you have opportunities available for families to volunteer together.
- Add "...suitable for families who want to volunteer together" to your normal recruitment message or develop a recruitment message that is targeted specifically to families.
- Prepare handouts/give-aways for display and presentation opportunities such as bookmarks, custom-made crosswords and word finds, treats (check with adults before offering to children), balloons, stickers, colouring pages, etc.



- Place a basket of suckers/lollypops/pens/etc. at your display with an adhesive label that promotes the availability of volunteer opportunities for families:

Strengthen Your Family and Your Community. Volunteer Together.

Find out how your family can get involved

Volunteer Kingston ^ 542-8512 ^ info@volunteerkingston.ca

- Prepare a flyer/poster for distribution in your organization's neighbourhood that focuses on volunteer opportunities for families
- Circulate a list of volunteer opportunities to local businesses, for posting or distribution to their employees and customers





The Geris Family: Winners of the 2002 Annual Tribute to Family Volunteering

"Lindsay Geris was nine months old when she was diagnosed with Type 1 diabetes. Over the last ten years Lindsay, her sister Ashley, and parents Marie and Leo have been exceptional ambassadors for the Canadian Diabetes Association (CDA).

Marie has been a volunteer for both the Kingston Branch Executive Committee Service Chair and Re-

gional Director of the Ontario Division for the last four years. She is an inspirational role model to her family. Along with her husband Leo, her oldest daughter Ashley, and Lindsay, they are the first to volunteer for CDA's events.

In 2001, Marie was recognized nationally for her dedication to the Association. Leo, Ashley and

Lindsay have received their 5 Year Service pins, and in addition, Lindsay has received the International Year of Volunteers Youth Award from the Kingston Branch.

The Geris' list several reasons for volunteering for Kingston Branch events but at the top of the list is the determination to help find a cure for diabetes."

3. Application & Selection

There are unique challenges in the application and selection process of family volunteers. Organizations need to address policies as they relate to reference checks, police records checks, medical tests, and confidentiality related to those background checks.

Application

As was mentioned in the previous section on Recruitment, by adding, "I am volunteering as an individual or as a family/group" to your application form you are letting all prospective volunteers know that you have opportunities available for families to volunteer together.

In addition to this application form, provide a form for young family members to fill out. This helps capture the unique skills and interests of the children and involves them in the process (Appendix 2).

Give families a copy of the relevant position description to take home and discuss prior to setting up an interview. Depending on the skills, interests, and time availability required, only some family members may decide to get involved, or the family may decide to keep searching for an opportunity if they want something that will involve all members.

Interviews

Interviewing families as a couple or group gives you the opportunity to find out how family members interact and how keen they are to volunteer together. In order to get feedback on individual skills and characteristics, each family member should also be addressed separately while in the group setting.

Use the interview as an opportunity to discover a family's opinions/thoughts/beliefs and ensure that they meet with your organization's values.

Find out what they are used to/have been exposed to (e.g. are they used to being around seniors, people with disabilities, people with medical conditions, etc.) Ask how they would describe [someone with a disability], [a senior], [etc.]. The answers will give you an opportunity to break down myths and indicate where further training might be necessary.

Points to Ponder...

- ? How will you accommodate the time schedule of families who are only together as a family outside of your normal working hours.
- ? **P** What happens when one family member doesn't meet your needs but the others seem great.



As part of the selection process, a family could spend some time observing/shadowing other volunteers in their role so they can see whether it would be an appropriate atmosphere/activity for their family.

Interviewing families with children and young teens

Where young family members are involved additional interview questions should address parenting/supervisory skills (e.g. "how would you handle...").

Here are some sample questions that you can use during an interview with children (adapted from *Children as Volunteers*; © 1991)

- What would you do with a free afternoon if you could pick anything at all? Why would you pick that?
- Of all your hobbies, which do you like the best? Why do you like that hobby best?
- Of any sports you play or watch which do you like best? Tell me what you like best about that sport.
- What types of volunteering have you done in the past, if any? What did you like the best about it? What didn't you like?
- What kinds of volunteer activities do your friends do?
- What kinds of things do you and your family do together?
- Sometimes when you are volunteering with us you will hear things or read things that are confidential or private. Can you tell me what you think that means?
- Add others that are specific to the position you are interviewing for.

To keep younger family members busy during "boring adult conversation" check out these leads to help you develop a customized interview package for children. You can use information/terminology that relates to your organization and/or your volunteer opportunities and add your organization's name and logo.

- www.yahooligans.com - crossword puzzle maker and other neat kid stuff
- <http://www.coloring-page.com> - find colouring pages that relate to your organization or volunteer opportunity
- <http://www.familyservicecanada.org> - includes word search, skills assessment match game, colouring pages, etc.
- www.puzzlemaker.com - a puzzle generation tool that lets you create and print customized word search, crossword and math puzzles using your word lists.
- <http://pbskids.org/zoom/action/> - a site about how kids help out. Includes some free downloads (e.g. stickers, magnets, thank you note, etc.)

Tip

P Upon selection, and ensuring that there is an understanding of what confidentiality means, have young family members sign your oath of confidentiality and file it with their application form. Depending on how your current oath is worded, you may decide to develop a separate oath of confidentiality with age-appropriate wording. (Appendix 3)

Helping Out is Cool by Ellen Feinman Moss (©1997) is available in print format and can be viewed on-line as an e-book through Tumbleweed Press at www.tumbleweed-press.com

Tip

P Be careful not to breach confidentiality if you are going to ask for references for children as the most relevant references would tend to be teachers, ministers, coach, instructors, etc. who would be bound by rules of confidentiality. Instead, ask other family members or have children and youth to write a letter of intent explaining why they are interested in volunteering/what they wish to gain.

- Helping Out is Cool - Volunteer Kingston developed a quiz (Appendix 4) with an accompanying page to encourage young volunteers to write a story or draw a picture to tell how they would make a difference. (based on a booklet of the same name).

Make it a win-win for everyone. After the interview, encourage families to write down some goals that they would like to accomplish during their time as volunteers with your organization. Reflect on these goals when it comes time for evaluation/reflection.

Background Checks

Reference Checks

An important step in the selection process, references should be obtained for individual family members as well as from references who know the family as a unit. Similar to the interview, find out about the family's skills as they relate to the volunteer opportunity and also how they interact as a family unit. Facts obtained from a reference can help you understand your volunteers and to train, supervise and motivate them accordingly.

Police Records Check

P Decide what minimum age you will require a police records check from. While it is possible to obtain a police records check on individuals under the

age of 18, it may not be necessary if they are under the supervision of a properly screened supervising adult.

The decision to request a police records check should be based on the results of a risk assessment. As the process/forms/fees change from one municipality to the next, you should check on the procedure used by your local police services.

Medical

P Depending on the nature of the organization (e.g. nursing home, hospital), you may require proof that a flu shot or TB test has been administered before an individual can volunteer. There is no age restriction on these tests. You may also need to ask for proof of vaccination (polio, hepatitis, tetanus, measles, etc.).

Parental Consent

P Parents and Guardians have many legal rights over their children; therefore it is important that you obtain their consent before involving children in your organization. Whether or not you obtain consent for legal rea-

sons, the process of getting permission allows you to convey to parents the overall picture of their child's involvement. Then the parent/guardian's signature is as much an acknowledgment of understanding as it is a sign of legal permission. See Appendix 6 for a sample parental consent form.

The parental consent form can also be combined with a

liability waiver, which stipulates that the signer understands the possible risks of a situation and agrees to hold another party harmless in case of injury.

Parental consent and waiver forms should be approved by administration, in consultation with your organization's legal counsel.

(Adapted from Children
As Volunteers 1991)



Good Little Citizens

"Turning six became a community project for young Aidan and Ainslie! With some help from Mom and Dad and all of their kindergarten friends, they turned their Clowning Around Birthday Party into an opportunity to give to a local charity. The twins invited their friends to bring a donation for the Humane Society instead of bringing birthday presents. So, instead of the usual Hot Wheels and Barbie Dolls the birthday guests arrived with bag upon bag of pet food,

treats and toys for their canine and feline friends. The following Monday their family loaded up their mini-van and proudly delivered their haul to the Kingston Humane Society. It prompt-

ed such a good feeling the twins decided they couldn't wait to turn seven and do it all over again!"

*Submitted by Aidan & Ainslie's
mom and dad*

More stories are posted on-line
through "Local Stories"
at www.volunteerkingston.ca/family.htm

You can add your stories to our Family Volunteering
web page through "For Non-Profit Organizations" at
www.volunteerkingston.ca/family.htm

4. Orientation and Training

Hosting an Orientation/Training session is an important step to take when involving volunteers in your organization, and especially so when involving families with children. Adults draw on past learning and life experience and can, more easily than children, understand and adapt to your organization's environment and procedures.

Some General Orientation Tips:

- Ensure that expectations are clear.
- **P** Address boundaries and limitations. What can the volunteers do/not do (e.g. what are the staff responsibilities, compared with volunteers)
- What is considered "normal" behavior for this client base? What should volunteers be concerned about and what is considered o.k.?
- Be clear with terminology – for example: "not counselling" refers to not giving medical or other advice that could influence clients/ participants/residents.
- Be aware of scheduling needs for families. You may need to adjust your work hours in order to orient/train all family members at the same time.
- Produce a video that covers the consistent information (e.g. history, mission, values, programs and services, volunteer/staff roles, etc). Post this part of the orientation on your web site so volunteers can do some of it from home. Set up a questionnaire/quiz based on what's covered on your web site. Have the family bring the information in for their on-site orientation
- Include information about who the family goes to for support if they are unable to complete their shift or if they need assistance in carrying out their responsibilities.
- Address family rules/organization's rules – do they jive? Is there a balance?

Include a Learning Component

Over and above the general orientation to your organization's policies and procedures, it is important to include a learning component as part of the training (e.g. increase comfort level with people with disabilities, medical conditions, seniors, environment, use of a wheelchair, handling artifacts, etc.). This is especially attractive for families who consider volunteering an opportunity to spend time together, to help out the community and learn something new all at the same time.

“There is only one thing worse than training your volunteers and having them leave--and that's not training them, and having them stay.”

--UNKNOWN



Pick out the key aspects of your orientation and set up a scavenger hunt. Give families some specific objects or activities to look for or questions to answer and send them on a tour of your facility. Use pictures and words and ask the children where they can be found.

Tips for Teaching Children & Young Teens about Your Organization

- Gear some of your material to children, in addition to what you would present to adults (e.g. have a cartoon version for the children that the adult can go over with them).
- Involve the children/youth as important members of your team. They are more likely to take ownership of something if it's not seen as an adult activity they are being "dragged along" to.
- Be aware of the timing -- keep it to the attention span of the age group you are teaching.
- Allow for more time and questions when children are involved as responses may require more thought, time and clarification.
- If working with people, prepare children for a variety of personalities so they don't take it personally if someone is cranky or unhappy. Explain that everyone has good days and bad days. Ask children "what makes you angry or happy or sad, etc." or "what is it like when you don't feel well?" and explain that everyone is the same - some days are better than others.
- **P** Include information about your discipline and dismissal policy so they know up front what to expect. You don't want to discourage children if the placement doesn't work out.

Below are some further tips from Children as Volunteers (1991)

Handouts and Worksheets

These are concrete tools to expand on information just presented. Boys and girls can work in small groups to complete such exercises. Remember to use large print and simple vocabulary

Tour of Facility

Take a leisurely tour. Allow time for the children to satisfy their curiosity, both by peering into corners and by asking questions. Introduce each area as you approach it, but before you enter it. While still in the hall, prepare children for what they are about to see. Then enter the area and encourage exploration when possible.

Visual Aids

Most children cannot sit through long speeches without things to look at. You can use illustrative posters, cartoons, puppets, slides, and videotapes. Hands-on items are wonderful for helping children understand reality. Being allowed to touch and sit in a wheelchair, for example, teaches more than words or even pictures can convey.

Small Groups

Try to limit the size of the trainee group to not more than ten, to encourage participation and to help you get to know each child.

Children as Volunteers (1991)



Address Expectations of Supervision from Adult Family Members

P From the outset, parents/guardians should understand that they, or a designated adult family member, are responsible for the supervision of the children and young teens in their care. The orientation session/period gives you a chance to express your expectations for supervision, to learn about how a family interacts, and about their perspectives on parenting/supervising children/young teens.

Some Points to Cover:

- It is common for people to express opinions about someone else's parenting skills, and even to go so far as to "assist" with discipline. Find out how parents, or other supervising adults, feel about this, and how they would react.
- Present situations that would be inappropriate in this setting for this age group – e.g. yelling, throwing a tantrum, not using manners – and ask the parent how they would address their child if this situation occurred. Be careful not to sound accusing as parents are very sensitive to other people's opinions of their children
- Let parents know that it's o.k. if they want to take their child out of the room or home if they feel it's necessary (e.g. during a tantrum, if the child gets tired, etc.) and that although you expect dedication and commitment to the program, they are not obligated to/or forced to keep their children there until the end of the scheduled time
- In some circumstances/organizations, children may be exposed to inappropriate language/behaviour from residents/clients/participants (e.g. people with impeded social skills, or someone who is ill and having an 'off' day). Offer advice on how this could best be handled by the supervising adult and the children in their care.

“Keep in mind that children often express their enthusiasm in a louder and less reserved manner than most adults. Young people may need to learn proper workplace demeanour, but should also be permitted to express normal levels of ebullience. Attempt to set reasonable boundaries for the type of behaviour you expect, but also try to give young people adequate opportunity to blow off some steam.”

Reprinted with permission from
Kidding Around? Be Serious!
(1996)

Identification of Family Volunteers

It is important to distinguish your volunteers from paid staff and clients/residents/participants, no matter the size of your organization. Identification establishes an understanding that volunteers are privy to the same shared parking, washrooms, equipment, etc. as paid staff, especially in a large facility or when sharing a building with another organization.

Identification of young volunteers is especially important in helping clients, staff and visitors recognize the role that youth are playing in your organization. Remember, for confidentiality reasons, to only use first names on a name tag or only refer to the family's last name (eg. The Kelly Family), especially with children and teens.

To make nametags more appealing, dress them up with stickers or with a theme that symbolizes your organization, program or event (e.g. butterfly, sunshine, birds, etc.)

Clients and visitors need to know who's who and what they can expect from paid staff and volunteers, or to whom they can ask for what from.



Decide how you will identify children as volunteers; and families as a unit (e.g. who belongs to whom)? If you currently identify your volunteers with a vest, button, nametag, etc. you could colour code them to identify family units or have families design their own emblem/crest to wear as a badge or nametag.



Retired from Work, Not from Life...

Chuck McIvor, retired from the Bank of Montreal, now works tirelessly on the S/L PHOEBE at the Pump House Steam Museum. He and a group of dedicated volunteers are refurbishing the PHOEBE to her 1914 splendour. Chuck is very energetic to help out in many other ways at the Marine Museum of the Great Lakes, where he is a member.

Maggie McIvor, retired from Real Estate, is a real asset to the Marine Museum through her good work and pleasant demeanor as receptionist; she especially helps out with telephone calls among other volunteer activities.

The McIvors are one family that really make the difference in our museum and we encourage other families to join our volunteer team.

Submitted by the Marine Museum of the Great Lakes



5. Supervision & Evaluation/Reflection

Supervision

Although family volunteering is not a new concept, it does require some education/training for staff and

other volunteers who will be working directly with volunteering families, particularly those who will be responsible for supervision.

“Strive to develop “self-supervising systems” where families take responsibility for managing themselves. This eases the workload on you and empowers families to make decisions about what is important and how things can be best accomplished.”

Family-Friendly Volunteering:
A Guide for Agencies (1999)

“Families are naturally constituted to be self-oriented and independent. Give a family a task to do, and they will find the best way to get it done, allocating the tasks to members as appropriate, based on the mysterious and unspoken knowledge that exists within any family.”

Family Volunteering: A Discussion
Paper; Volunteer Canada (2002)

Prepare a package of information for supervisors. Include:

- A list of the benefits and challenges of involving family volunteers
- Policies and forms that have been developed specifically for family volunteers
- Details about involving families with children and young teens (see section on “Is Your Organization Child & Youth-Friendly?”)
- A copy of the relevant position description
- Other information that will help supervisors support volunteering families

As a supervisor of the family unit, you need to concern yourself with the overall picture – that the volunteers are meeting your organization’s needs, not whether you think 9 year-old Suzy is capable of working the photocopier but her mom only lets her grab the papers as they come out. Let families decide which members will carry out certain tasks and who needs more or less supervision to accomplish the goals.

Remember – different cultures have different traditions on disciplining children, carrying out activities, etc.

Parental Supervision

When families are volunteering together, who supervises and gives direction to the

children – staff or the supervising adult? Adults that realize their children are more comfortable/productive working under someone else’s guidance may ask you to work with them to delegate responsibilities (have you ever noticed that children don’t mind cleaning up or washing dishes at someone else’s house but hate to do it at home?).

P Set clear policies around the supervision of volunteering children – who supervises who, for what activities? Include in your parental consent form, a piece that indicates the signer knows they, or another designated adult family member, are responsible for their child(ren) while they are volunteering together.

“Some adults may find it difficult having their children witness their being given instruction and constructive criticism. On occasion, parents, thinking they have discovered “a better way” to implement a task, will direct their children to ignore your organization’s instructions in favour of another method. To avoid such situations, you must set firm policies that discourage this behaviour. If such a scenario presents itself, you will need to gain control quickly. Speak privately to the parent and have them work with you to re-instruct the child.”

Reprinted with permission from
Kidding Around? Be Serious!
(1996)

“Encourage volunteering families to assess what they’ve learned and the skills they’ve developed during their volunteer work. It is especially important that kids identify what they’ve learned and what they can do now that they couldn’t do before.”

Volunteering Works! Parent’s
Handbook; Volunteer Canada
(1999)

Evaluation

While the process of evaluating a family that volunteers together is not unlike evaluating individual volunteers, you will need to consider how your discipline and dismissal procedure will affect the family as a unit:

- Do you correct an adult in front of children, or one partner in front of the other
- Letting one family member go will probably mean letting the whole family go

Evaluating a family gives you the benefit of receiving a variety of opinions, perspectives and viewpoints from different ages and experiences. It is important to get feedback from children as well as adults.

Reflection

Reflection can be as informal as “the car-ride home” conversation or a “high-low” discussion during dinner. A more formal reflection might involve a meeting to review the initial goals set during the interview stage. Have the goals been met? If not, then why not? Do changes need to be made? Reflection gives families a time to highlight successes and identify areas for improvement.

Family members will “reflect” differently. Some will be more comfortable writing down their thoughts, rather than speaking about them. Encourage families to keep a journal or scrap book of their experience.

P What does the family do with the results of the reflection? Ensure that there is a system in place for families to share their feedback with the organization.

Example: When volunteers sign out have them share a written comment about their shift e.g. “Great day! Elsa finally came out of her shell and she showed me pictures of her grandchildren.” This information is noted by staff and logged in the resident’s chart. This benefits the residents because staff can better determine consistencies and inconsistencies in the resident’s health and well being.

6. Recognition

Volunteers are inspired to help out for many different reasons. But whatever the motivation, it is the organizational environment and the satisfaction of making a dif-

ference that keeps volunteers coming back. A main motivator for volunteering families is the opportunity to spend time together making that difference.

“The top reason agencies say families give for volunteering together is “to teach values of service and community involvement” (70%). 57% of administrators say families volunteer because they feel “social responsibility to give back to the community.” Yet too few service projects include intentional time for reflecting on the experience. Why are there hungry people in such a rich nation? What can be done about pollution in rivers? What is happening in families and schools that cause so many children to need special tutoring?”

Reprinted with permission from *Involving Families in Service* (Minneapolis, MN: Search Institute). Search Institute, 1994. www.search-institute.org.

Some tips on recognizing volunteering families:

- Offer activities where families can interact with other families (e.g. bar-b-que, movie night, mini putt, inter-family baseball game, etc.)
- Celebrate National Family Week, the week prior to Thanksgiving, by promoting family volunteering and recognizing families who volunteer in your organization
- Organize recognition that comes directly from the clients/participants/residents (talent show, tea party, luncheon, hand-made cards/certificates, etc.)
- Present the family with a framed photograph of them in their volunteer role
- Gather everyone together at the end of an event or canvassing blitz for “Pizza & Pop”
- Send letters of accomplishment to family member’s workplace or school
- Send success stories to the media

Reimbursement for Out-of-Pocket Expenses

P 39While not traditionally considered recognition, reimbursement for out-of-pocket expenses is a great way to thank volunteers for the contribution they make. Organizations that reimburse volunteers for expenses (e.g. bus fare, meals, community events, movie night, sporting event, etc.) need to consider how this will affect their budget when families of two or more are involved.

If your volunteering family

will be going on community outings with a client, provide them with a list of free and low cost activities that they can participate in. Consider establishing a minimum coverage policy (i.e. the organization will cover up to X amount of dollars toward the cost of an activity.)

Recognizing Young Volunteers

Parents are satisfied if their children are happy – children are happy if they are recognized for their work and they are having fun.

“If our time together is limited, I don't want to go to a restaurant where they won't eat, or take them somewhere where they're going to be miserable. We want our kids to be happy, so we involve them in the decisions.” It is an attitude expressed again and again: family time is too precious a commodity to make the decision how to spend it without input from the whole gang. Kid's opinions count.”

Kidfluence (2001)

To show your appreciation:

- Have staff and clients identify young volunteers who have done something extra special and recognize them by adding a sticker to their name tag or a beaded pin to their vest or uniform. Even some adult volunteers go for this!
- Give children a sticker each time they successfully complete a shift. After they have received a pre-determined number of stickers have them choose something from the treasure chest (stock it with items from the dollar store)
- Offer snacks/treats, but be sure to check first with the parent or guardian
- Offer event t-shirts, mugs, pins, balloons, etc.
- Show consideration for the top teen complaints which include: age restrictions, not being taken seriously, parental pressures/hassles, lack of respect (Kidfluence: 2001) by offering opportunities for age-appropriate independence

Is Your Organization Child & Youth-Friendly?

“It is the nature of toddlers and pre-schoolers to be busy and change activities often. Restrict time commitments for this age group to 60–90 minutes with opportunity for varying activities.”

Family-Friendly Volunteering:
A Guide for Agencies 1999

“Volunteer agencies note that one of the major barriers to involving families is the difficulty in including young children in volunteer projects. Yet families that develop patterns of service early in life are much more likely to sustain that commitment through the years. Young children may not be useful in building a house, but they can be the key to a delightful visit to a nursing home or an after-school program. And they can help pick up litter as long as a parent is free to hold hands with the youngster. Patience with the lack of productivity now will reap the benefits of committed service in future years.”

Reprinted with permission from
Involving Families in Service
(Minneapolis, MN: Search
Institute). Search Institute, 1994.
www.search-institute.org.

National statistics show that early exposure to volunteering equates with life-long giving. Young children are keen to help and are capable of doing more than you think.

Although volunteering is more commonly seen as something that adults do, more and more young people are becoming involved in their communities through volunteer work...on their own, with a group of friends, or with their families.

Involving children and youth can be challenging at its best but can be even more difficult if you're unaware of age-appropriate activities and responsibility levels. The most limiting thing an organization can do is to assign a minimum age requirement without looking at all the angles and knowing the characteristics of various age groups. Ask some young people to review your volunteer positions with you to get a true sense of what they're capable of.

When involving children and young teens, keep in mind limited literacy skills, immaturity, naivety and limited and unsophisticated appreciation of hazards, in comparison to working with adults. Be flexible where you can. Save

judgement for who should and shouldn't be involved as volunteers for the selection process when children and teens can prove their level of maturity and responsibility through an interview and reference checks.

Anne Sutherland and Beth Thompson, authors of the book *Kidfluence: why kids today mean business*, present a marketing perspective that focuses on children, tweens and teens and the economic influence they have on our society today. Although this book is geared to the for-profit world, non-profits can gain from its insight into the importance of marketing the organization and volunteer opportunities to attract this sector that makes up 26% of the Canadian population.

Think about how excited kids get when they are going to visit the doctor's office where there's a kid-sized picnic table with books and toys, or the dentist with the really cool castle and fish tank. These are generally places kids don't like to visit and yet because their is a kid-friendly space, children look forward to the experience; so it should be easy to turn your organization into a place that gets kids excited about volunteering.

“...move over, boomers, the world belongs to the young. Kids today have a grip on society that is stronger than their parents’ ever was...”

(Kidfluence 2001)

“What happens when a brand is rejected by the next generation?”

- “Skiing is old-fashioned, elitist and boring – something that your parents do” – according to a Teenage Snowboarder in the Economist.
- In the late 1990’s Levi’s lost more than 10% of the share of the jean market because their potential future buyers associated their product with “someone who lived in the country, was friendly and boring, drove a Cavalier or pick-up and was really old” – they were “your dad’s jeans”. Levi’s is fighting back by involving youth and keeping an eye on the trend market.”

(Kidfluence 2001)

Businesses such as IKEA, Home Depot, Starbucks, Apple Computers, Gap, and La Senza see the potential of catering to this group and have changed the way they do business and the products they produce in order to attract the under 16 age group. Even banks and car companies are focussing on this group realizing the future potential for their business and the influence they have over the spending power of their parents.

So, how would kids and youth respond if asked what they think about volunteering, or about your organization? How can your organization become more child & youth-friendly? Start by involving them in decision-making. You’ll quickly find out what will attract them to your organization. “By bringing kids into the process earlier we benefit from their direct feedback and unfiltered ideas. Rather than guessing what they would like in a car and researching it after the fact, we work with them to build it” (Ford Canada in Kidfluence; 2001)

By positively promoting volunteering and your organization to children and youth, you naturally attract the attention of their parents/guardians and other family members. Children and youth will be keen to be involved, and not feel like a

tag-along, if your message is geared to them.

Although there may not be opportunity for younger children to participate as volunteers, making your environment family-friendly can also mean offering on-site child care, reimbursement for child-care or allowing adult volunteers to participate while in the company of their children (e.g. bringing a baby or toddler to a meeting or event set up). Although the children are not actively participating, you are making your organization more attractive to a unique group of potential volunteers, and creating a positive reputation for your organization.

For reasons of confidentiality, don’t post children’s names on lists, web sites, newsletters, etc. without parental permission/consent.

Highlights from Volunteer Canada's National Survey 2002

Family volunteering is an established, albeit informal principle that has thus far scarcely been utilized by the voluntary sector in the targeted recruitment of volunteers for their organizations.

One component of Volunteer Canada's Family Volunteering Initiative was to conduct a National Survey on Family Volunteering. The survey was designed to identify current

practices in family volunteering, assess the readiness of the voluntary sector in Canada to approach and accommodate families as volunteers, and to lead to the development of tools for the implementation of family volunteering as a formalized volunteer opportunity.

A total of 740 questionnaires were returned (49% return rate).

The results confirmed three general assumptions:

- Family volunteers do exist and operate in almost all organizations
- Efforts made to formally incorporate family volunteers as a group are, at this point, uncommon
- Judging from the strong positive reaction within the voluntary sector to the survey, there is a tremendous interest in family volunteering as a viable opportunity for the sector's future operations

Requirements for Implementation of a Family Volunteering Program

In order to implement family volunteering programs, organizations felt that they needed to create interesting and socially relevant programs that were appropriate for all age groups. The tasks must be fun and the schedules flexible.

In addition to creating inter-

esting programming for a diverse base, agencies felt they needed to evaluate the level and type of demand, assess internal organizational capacity (staffing, staff support, structure and resources), invest time in careful planning (volunteer recruitment, training, etc) and create flexible volunteer program schedules. Recognition specific to family volunteering was also seen as very important.

Recommendations

To properly ready the voluntary sector and successfully implement family volunteering programs, organizations require the following tools:

- A manual on the benefits and challenges of family volunteering
- Training materials on how to implement a family volunteering program
- Awareness building with national organizations to encourage them to promote family volunteering to their provincial and local branches
- A public awareness campaign to encourage families to volunteer

Taken from *An Executive Summary of Family Volunteering: The Final Report*. To view the full report/analysis of the National Survey please visit www.volunteer.ca



Create Your Own Project

With a little imagination, families can create their own volunteer projects. Sharon Wilson and her sister Nancy Ambury both operated home daycares in the past and have always enjoyed helping children. Now in their early 60s, they meet weekly with four to six women living at Providence Manor, a home for the aged in Kingston. The women sew colourful bags which are then stuffed with age-appropriate toys, puzzles

and games. The bags go to children and teens who are patients at Kingston General Hospital to make their hospital stay more pleasant.

When Sharon came up with the idea for the group, Nancy decided to join her. Sharon thought the group would be a "nice crossover," showing that even as we age and experience some loss of independence and physical ability, we can still

help younger generations. And she was right.

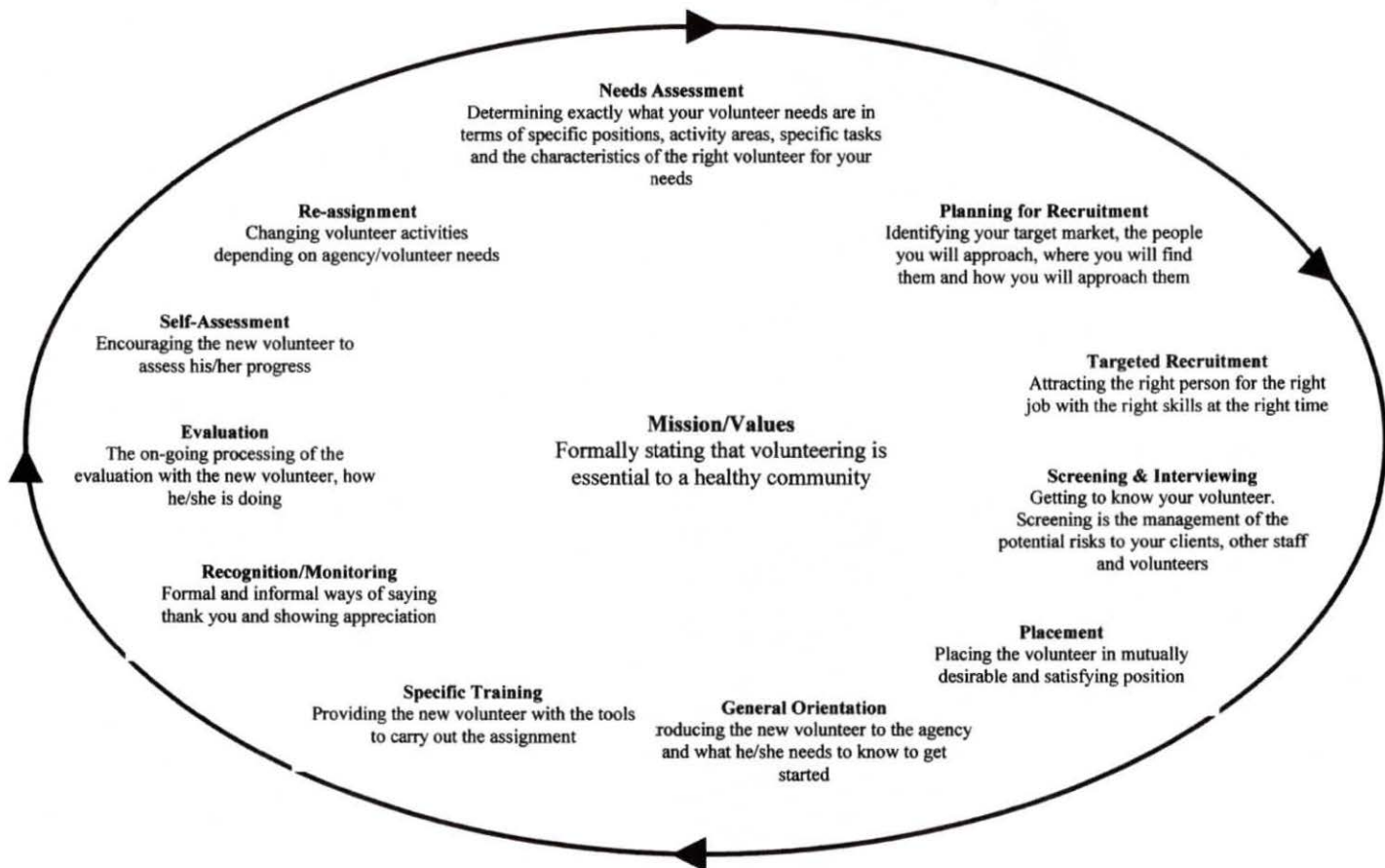
Patients, hospital and Manor staff, and the senior seamstresses-in-residence are all thrilled with the results. In fact, Joanne Cosgrove, Providence Manor's co-ordinator of volunteer services, believes residents who participate in the group have developed an enhanced sense of purpose and a special family-like connection.

Excerpt from an article in Good Time magazine by Chris Balicki;

April 2003



VOLUNTEER DEVELOPMENT CYCLE



NAME: _____ DATE: _____

GOAL PLANNING FORM GOAL # _____

PART A	
GOAL	Describe a goal which you will be held accountable for within this next review period. What do you want to accomplish?
BENEFITS	What are the benefits to be gained by achieving this goal (ie. savings, improvements, efficiencies?)
CONSEQUENCES	What could be the consequence of not achieving this goal?
MEASUREMENT	How will you know what you have accomplished? What are your specific targets, yardsticks or methods by which you can measure completion of this goal?

PART B	Itemize below, those resources needed to successfully achieve this goal. What will you need?
RESOURCES	<p><u>Space:</u></p> <p><u>Funds:</u></p> <p><u>Employees/volunteers:</u></p> <p><u>Equipment:</u></p> <p><u>Materials:</u></p> <p><u>Outside assistance:</u></p> <p><u>Other:</u></p>
ACTION	Outline the activities/steps involved in completing this goal and the timeframe for the activities/steps.

Getting to Know You

Thank you for your interest in volunteering with Volunteer Kingston

Date: _____

Name: _____

Address: _____

Phone Number: _____ Email: _____

Parent's/Guardian's Name(s): _____

Age Group: 9 years and younger 10 - 13 years old

I am volunteering with (family member(s)): _____

Other volunteer work I've done: _____

My Favourite Subject in School is: _____

My Favourite Thing to Do in My Spare Time is: _____

When I'm not in school I participate in (e.g. sports, music lessons, etc): _____

What kinds of things do you and your family do together? _____

There are many ways that you could help out in your school, neighbourhood and community.

- place a "G" beside the things you're really *GOOD* at
- place an "L" beside the things you'd like to *LEARN* about
- place a "D" beside the things you *DON'T* like to do

write a letter

paint finger nails

read out loud

use a computer

make a sandwich

teach a game, craft or skill

hand out flyers

answer a phone

be friendly - talk and listen

sing songs

make cookies

teach ABC's to younger children

speak other languages

plant a garden

pick up trash

use a video camera

wash and style hair

put on a puppet show

Signature: _____



Date: _____



Helping Out is Cool!

What Do You Think?

True

False

Coaches are paid to help you learn new skills

True

False

Floats in the Santa Claus parade are designed and built by volunteers

True

False

There are over 40,000 volunteers in Kingston

True

False

2001 was International Year of Volunteers

True

False

Altar Servers are Volunteers

True

False

Only Grandmas and Grandpas are volunteers

True

False

People who work don't have time to volunteer



Helping Out is Cool!

What Do You Think?

False

Coaches are not paid to help you learn new skills.

Your hockey, skating, swimming, soccer, karate and other coaches volunteer their time to teach you new skills

True

Floats in the Santa Claus parade are designed and built by volunteers. Hundreds of volunteers are involved in making a Santa Claus parade a success

True

According to national statistics one in three Canadians are volunteers. That means that over 40,000 people help make Kingston the wonderful place that it is

True

2001 was International Year of Volunteers. The United Nations declared the year 2001 as the International Year of Volunteers. Many events and activities took place in Kingston to honour our volunteers

True

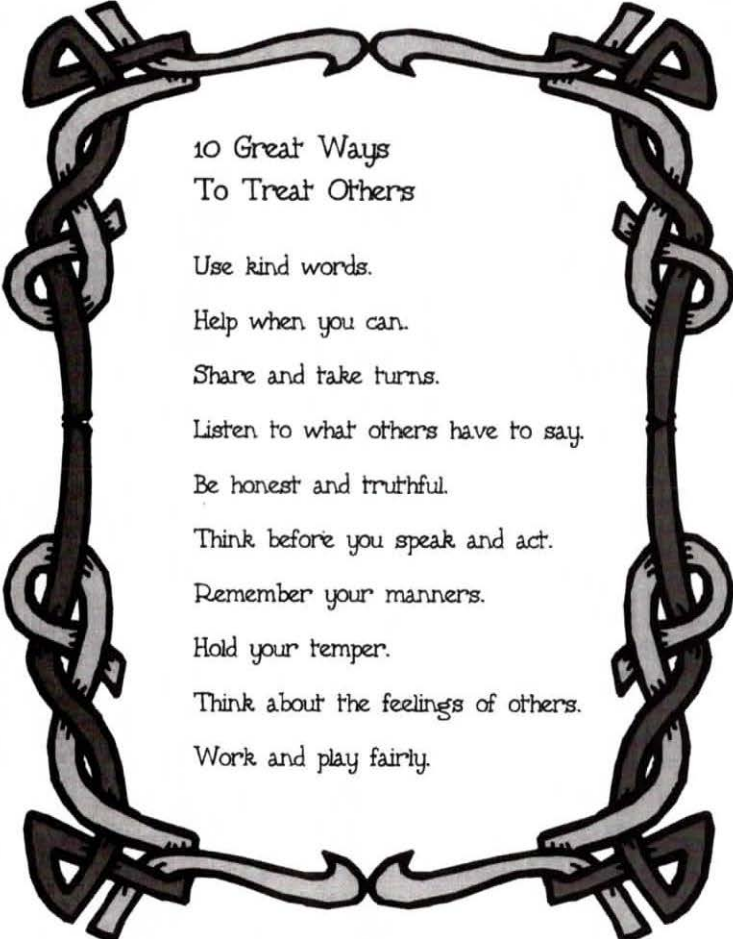
The young boys and girls who assist at mass volunteer their time

False

While many Grandmas and Grandpas are volunteers, people of all different ages can help out. Even people your age are volunteering

False

67% of volunteers have other jobs too!



10 Great Ways To Treat Others

Use kind words.

Help when you can.

Share and take turns.

Listen to what others have to say.

Be honest and truthful.

Think before you speak and act.

Remember your manners.

Hold your temper.

Think about the feelings of others.

Work and play fairly.

Confidential means:

- Ⓒ Secret
- Ⓒ Private
- Ⓒ Off the record
- Ⓒ Not to be mentioned outside

I understand that during my volunteer work, I will meet people, read information and/or hear stories that might be private, personal, or confidential. I respect the privacy of others and will only use this information through my work as a volunteer.

Signed: _____

Parent/Guardian: _____

Witnessed: _____

Dated: _____



PARENTAL CONSENT FORM

Volunteers under 16 years of age must provide written consent from the youth's parent or guardian and also be volunteering together with a parent/guardian or designated adult who is a registered _____ volunteer.

Name(s) Of Child/Youth Volunteer(s):

1. _____ Birth date: _____
2. _____ Birth date: _____
3. _____ Birth date: _____

Description and duration of volunteer assignment:

I understand that the child/youth named above wishes to volunteer at _____ and I hereby give consent for the above named to perform volunteer work with your organization. I am also aware that the above named must be volunteering together with a parent/guardian or supervising adult who is also a registered volunteer with your organization. If it is not I or another parent/guardian volunteering with the above named, I give permission for the above named to be accompanied and supervised by

Name of adult which child/youth will volunteer with: _____

Relationship to child/youth: _____

Parent/Guardian (signature): _____ Date: _____

**This section to be completed only if the adult volunteering with and supervising the youth isn't the parent/guardian.

I, the supervising adult as named above, understand that I must accompany and supervise the child/youth at all times while they are volunteering with _____. I also understand that in order to do so I must be a registered _____ volunteer.

Supervising Adult (signature): _____ Date: _____

Witness (signature): _____ Date: _____



Planning for Action

This chart will help you assess your current standing with family volunteering and provide you with a first step in building an action plan to create opportunities for families to volunteer together. Use the results to set goals and objectives, including timelines.

QUESTIONS	DONE	IN PROGRESS	STILL NEEDS TO BE DONE	N/A
Received support of my supervisor/executive director and/or board of directors to involve families as volunteers				
Identified challenges and benefits to involving families				
Assessed all existing volunteer opportunities for the possibility of involving volunteering families (including level of risk and minimum age/parental supervision)				
Reviewed insurance coverage and existing policies, especially where children and young teens will be involved				
Modified position descriptions, where necessary (i.e. divided up and shared among volunteers and/or combined and carried out using a team approach)				
Updated our volunteer opportunities listed with Volunteer Kingston's database to include minimum age requirements and to add search engine for "family volunteering"				
Added "Are you volunteering as an <input type="checkbox"/> individual or <input type="checkbox"/> family" to our application form				
Developed an application form for children and young teens, to be attached to that of supervising adult				
Identified places to recruit family volunteers and developed recruitment message(s) to attract them to our organization				

Developed a package/process for interviewing families, taking into consideration the unique needs of interviewing children and young teens.				
Developed a process for obtaining background checks on families, including references, police, medical, driving, etc				
Developed a package/process for providing orientation and training for family volunteers, taking into consideration the special needs/requirements of children and young teens				
Addressed the issue of parental/guardian consent and supervision and have developed forms for signature				
Developed an agreement for children addressing our expectations of confidentiality, performance/conduct				
Introduced the concept of family volunteering to staff, volunteers and clients/participants/residents, especially those who will work closely with and/or supervise families				
Developed a system to address supervisory needs of families based on the type of volunteer assignment being undertaken and the location and format of the work				
Developed a method to evaluate the family's contribution and encourage reflection (i.e. annual review)				
Developed a system to recognize the efforts of family volunteers, especially where children and young teens are involved				
Developed a policy to handle reimbursement for out-of-pocket expenses, addressing the fact that volunteering families may cause an increase in expenses (i.e. community outings, meals, etc)				
Developed a method for identifying family volunteers, especially children (i.e. ID tag, vest, button, uniform)				

Note: the shaded area above indicates actions that need to be repeated each time a new volunteer opportunity is being developed.



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For more information about Volunteer Kingston's Family Volunteering Initiative visit www.volunteerkingston.ca/family.htm