

Circles Youth Program Volunteer Handbook



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Overview of Circles

In Monroe County...

- National poverty rate in 2008 was 13.2%
- Monroe County poverty rate in 2008 was 20.7%
- 18.9% of children under the age of 18 live in poverty

This is why the

Monroe County Circles Initiative

is so important.

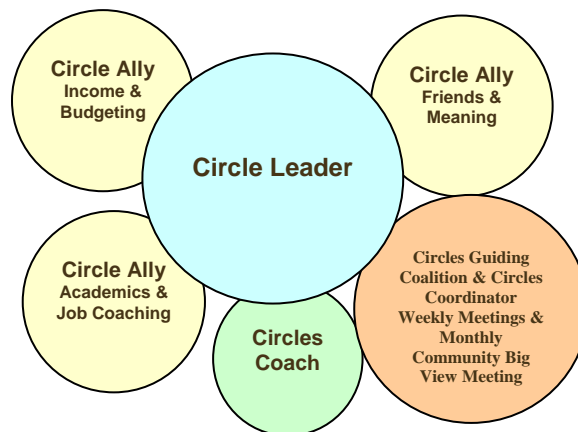
Circles™ is an intentional way for people to build relationships across class and race lines to end poverty in their communities. Circles™ is a **high impact strategy** that will:

- Change the mind-set of the community so it wants to end poverty
- Change goals, policies, and approaches to end poverty and,
- Empower people in poverty to help solve community problems while transitioning out of poverty themselves.

A **Circle** is a supportive, intentional, reciprocal, befriending relationship made up of one Circle Leader who is living in poverty and two to five Circles Allies who usually are from middle class. A Circle typically meets once or twice a month to build friendships and to work on the Circle Leader's dreams, plans, and goals.

A **Circle Leader** is an individual or family with a low-income who is interested in meeting her/his household needs on a consistent basis and becoming self-sufficient-. The Circle Leader is responsible for her or his Circle; convening, leading, and giving and receiving support. She or he will work with the Allies to complete her/his plan that was developed in the Getting Ahead group and with the Circles Coach. Getting Ahead prepares Circle Leaders to take a leadership role in the Circle and to use their knowledge and skills as problem solvers to work on poverty issues in the community as well.

Circle Allies are community members who want to be in a supportive, intentional, befriending relationship with an individual or family working to get out of poverty. Circle Allies work with the Circle Leader to figure out how to accomplish her or his plan. Within the guidelines set by the Community Guiding Coalition, Circle Allies do what makes sense and what brings joy to the relationship. Circle Allies are trained in Bridges out of Poverty as a way to work with Circle Leaders in supporting their plans to get out of poverty.



Circles provides support, making the sort of personal and community connections that are important to success.

For more information on the Circles™ Initiative, visit www.sccap.monroe.in.us – you can find us in the menu bar on the left hand side of your screen.



Circles Youth Program Volunteer Guidelines



How Volunteering with the Youth Program Works

Requirements for Volunteers – We require criminal background checks for all volunteers in the Youth Program. We ask that you sign a form acknowledging certain rules pertaining to childcare, including a No Striking policy and the “Two-Adult Rule,” requiring that two adults must be supervising any room of kids at any one time.

Times – Circles meets every Thursday (except major holidays) from 6:00 to 8:30 PM. At 6, we eat dinner – we really encourage you to join us for this free, fun, community building meal. It’s important to get to know the kids, the parents, and the other volunteers, and it’s part of what makes Circles so much different from your average volunteer experience – we are truly a community! At approximately 6:30, parents turn their children over to you, the volunteer. We lead activities, play games, and supervise free play during this time. We generally have a few activities planned, and all you have to do is show up, have fun, and be flexible.

Sign-in Form – When you enter each Circles meeting on Thursday, you will see a sign-in form. Everyone who attends the meeting should sign, from volunteers to Circle Leaders and their children.

Information Binders - Circles maintains binders containing profiles of each child in our care – please take a look at these. All parents complete an information sheet for their child, which includes an overview of any behavioral or health issues the child may have. You will also find a photo of each child, which will help you put faces to names. The records we keep are confidential, so no one except Youth Program volunteers and Circles staff are to see these.

Age Groups – We typically divide children into three age groups: Infants to 4 year olds; 5-9 year olds, and 10 years and older. Some weeks, particular age groups may only have a couple kids, and in that event, we may combine some of the age groups.

Rules for the Children – The rules can be summarized easily – as a volunteer, ask yourself, “**Is the behavior being displayed by the children in my care conducive to a safe environment, both physically and emotionally?**” If the answer is no, do not hesitate to politely but firmly ask the child or children in question to change their behavior. If at any time you feel frustrated or that you aren’t in control of a situation, get the attention of Circles staff. **You will not be interrupting** – we would rather you let us know what is happening than have you find yourself in a situation that makes you feel uncomfortable. Parents can also be contacted at any time; sometimes it just takes bringing in Mom or Dad – to change inappropriate behaviors. We ask that you access the parent through a staff person if a child refuses to change his/her behavior after being asked to do so for the second time.

While inside, children should not run, throw/kick balls, or engage in other hazardous behaviors. They should speak respectfully, in appropriate indoor voices. Children in our care are not allowed to bring guests – this makes things safer and easier for our volunteers. Church property must be respected.



Circles Youth Program Volunteer Guidelines

1. Two Adult Rule

During any family program, event, or service where children are present, the “two adult” rule will be observed. This requires at least two adults, 18 years of age or older, be present. If a situation arises in which only one adult can be present, the door must remain open for the entire length of the session.

2. Application Procedures:

Any person wishing to work with children or youth in the Circles™ community on a regular basis will complete our application process and a criminal history background check. All volunteers must be at least 18 years of age.

3. Volunteer Training

All volunteers working with children shall be informed of agency policies and state laws regarding child abuse and ways to identify child abuse.

4. Reporting Abuse:

All staff and volunteers shall immediately report to their supervisor any behaviors which seem to suggest abuse. Volunteers shall report to the child care coordinator or a staff member. These individuals shall follow SCCAP policy for reporting.

5. Supervision Policy:

Children must be accompanied by an adult at all times, both inside the building and on the grounds. Children are only allowed in the child care wing, and under supervision in Garton Hall during dinner. If a volunteer ever feels that they are not in control of a situation, or if any kind of emergency arises, they should immediately seek help and support from a Circles staff member.

6. Ratios:

At all times, adults working with children shall maintain (child/adult) at least the following minimum ratios.

Infants – 4:1	4 year olds – 12:1
Toddlers – 5:1	5 year olds – 15:1
3 year olds – 10:1	6 year olds – 20:1

Regardless of numbers, the ‘two adult rule’ will apply

7. Bathroom Policy:

Children or youth who need assistance or supervision when using the bathroom facilities will be accompanied by an adult and the main door of the bathroom shall remain open.

8. No Striking Policy:

No adult or youth care giver (including paid staff, volunteers, parents, acquaintances or visitors) may strike any child or youth during a Circles™ event for any reason, including corporal punishment.

9. Church Property:

We must be respectful of the church building and property at all times. Balls may not be thrown, kicked or rolled inside the church. Hallways are always off-limits for play.

I have read the above policies and agree to abide by them. If I have any questions, I will contact the child care supervisor and/or staff.

Print Name: _____ Date: _____

Signature: _____



Volunteer Rights and Responsibilities

Adapted from the Bloomington Volunteer Network <http://bloomington.in.us/volunteer>

As a Volunteer, It is Your Right:

1. **To be assigned a job that is worthwhile and challenging** with freedom to use existing skills or develop new ones.
2. **To be trusted with confidential information** that will help you carry out your assignment.
3. **To be kept informed** through via email, phone call, or newsletter about what is going on in your organization.
4. **To receive orientation training and supervision** for the job you accept and to know why you are asked to do a particular job.
5. **To expect that your time will not be wasted** by lack of planning, coordination or cooperation within your organization.
6. **To know whether your work is effective** and how it can be improved: to have a chance to increase understanding of yourself, others and your community.
7. **To indicate when you do not want to receive telephone calls** or when out-of-pocket costs are too great for you.
8. **To be reimbursed for out-of-pocket costs**, if it is the only way you can volunteer.
9. **To declare allowable non-reimbursed out-of-pocket costs** for federal (some state and local) income tax purposes if serving with a charitable organization.
10. **To expect valid recommendation and encouragement** from your supervisor so you can move to another job - paid or volunteer.
11. **To be given appropriate recognition** in the form of awards, certificate of achievement, etc., but even more important, recognition of your day-to-day contributions by other participants in the volunteering relationship.
12. **To ask for a new assignment** within your organization.

As a Volunteer, It is Your Responsibility

1. **To accept an assignment of your choice** with only as much responsibility as you can handle.
2. **To respect confidences** of your sponsoring organization and those of the recipients of your services.
3. **To fulfill your commitment or notify** your supervisor early enough that a substitute can be found.
4. **To follow guidelines** established by organization, codes of dress, decorum, etc.
5. **To decline work not acceptable to you;** not let biases interfere with job performance; not proselytize or pressure recipient to accept your standards.
6. **To use time wisely** and not interfere with performance of others.
7. **To continue only as long as** you can be useful to recipient.
8. **To refuse gifts or tips**, except when recipient makes or offers something of nominal value as a way of saying "thank you."
9. **To stipulate limitations:** what out-of-pocket costs you can afford, when it is convenient to receive calls from organization or recipient.
10. **To use reasonable judgment in making decisions** when there appears to be no policy or policy not communicated to you; then, as soon as possible, consult with supervisor for future guidance.
11. **To provide feedback, suggestions and recommendations** to supervisor and staff if these might increase effectiveness of program.
12. **To be considerate**, respect competencies and work as a member of a team with all staff and other volunteers.



Child Abuse/Neglect: Protecting the Children in Your Care



Most child care providers are natural advocates for children. But there are times when speaking up for kids can be hard or uncomfortable. Often those are times when children need your support most, like when you suspect child abuse or neglect in a family you know.

Your courage to act on a child's behalf could be the start of positive changes for both that child and their family.

Knowledge is the first step...

What is Child Abuse? Indiana Law says:

- "The child's physical or mental health condition is seriously impaired or ...endangered as a result of the inability, refusal or neglect of the parent/guardian/custodian to supply the child with necessary food, clothing, shelter, medical care, education or supervision; or
- The child's physical or mental health is seriously endangered due to injury, by the act or omission of the parent/guardian/custodian...; or
- The child is a victim of a sex offense...; allowed to participate in an obscene performance; or...to commit a sex offense..."

Indiana recognizes 4 types of child maltreatment:

1. **Neglect** is failure to provide basic physical, medical, educational or emotional needs.
2. **Physical Abuse** is any non-accidental injury caused or allowed, even if harm was not intended.
3. **Sexual Abuse** is any sexual activity, direct or indirect, by an adult or older child, or allowing another person to do so, with anyone under 18 years old.
4. **Emotional Abuse** is a pattern of interaction that harms emotional development or self-worth, usually along with other forms of maltreatment.

Attention is the next...

How can I tell that a child is in danger at home?

There is no sure way, aside from seeing abuse happen. Child abuse/neglect can be part of any family, in any culture, career or income group, even when everyone seems happy.



Sometimes, "gut" feelings are our best guide, especially if they are shared by co-workers who also know the child and/or family well. Although any type of abuse or neglect may occur alone, often several types happen in one home. Possible warning signs, among others, can be:

Children who...

- have many injuries, or ones that aren't well explained;
- ...are very tired, very sad or just "not there";
- ...often fight with classmates/act out abuse, destroy things, or are violent to animals;
- ...talk in detail about sexual matters;
- ...seem afraid of a parent/guardian/custodian or other adult, like a teacher or baby-sitter;
- ...spend a lot of time anywhere but home/don't want to go home, as if avoiding something there.

Children's parents who...

- ...are under lots of on-going stress and have very limited support or coping skills;
- ...stay away from other families or groups and don't take part in kids' activities;
- ...have drinking or drug abuse problems;
- ...don't want to talk about or treat their child's injuries, or are nervous or angry when they do;
- ...say they were abused as children, or are now in a violent relationship.

One sign or incident does not always mean that child abuse or neglect is going on, but it can. If you have doubts, call your county Child Protection Service with questions. Keep in mind that many troubled parents feel trapped in the cycle of abuse, and actually are relieved after a report is made, because they are no longer alone in dealing with a terrible secret.

When action is needed...

Who must report? By state law, **ANY** person who has reason to believe that a child is a victim of abuse or neglect, must make a report to child welfare or law enforcement services. *Remember, you do not need to prove child abuse/neglect, only have some good reasons to suspect abuse and/or neglect.* To report call: **IN State Child Abuse Hotline: 800-800-5556.**

Can I get in trouble for a report, if I'm wrong?

NO! Any person who reports, or is part of any investigation of a child abuse or neglect report, is immune from criminal or civil penalty, unless they acted in bad faith. However, such penalties are possible for *not* reporting suspected abuse/neglect.

Resources:

- Prevent Child Abuse Indiana: 800-244-5373 or www.pcaain.org
National Clearinghouse on Child Abuse & Neglect Info: 800-394-3388 or www.calib.com/nccan/ch
Child Help USA: 800-422-4453 or www.childhelpusa.org

Information consistent with Caring for Our Children, 2002:
www.nrc.uchsc.edu





Circles™ Initiative of Monroe County

We want you to know that confidentiality is extremely important in the Circles community. However, there are a few exceptions:

- In the case of potential or suspected abuse or neglect
- In the case of suicide or attempted suicide
- In the case of harm or attempted harm/plan to attempt harm to yourself or someone else

In Indiana every one is mandated to report suspected child abuse or neglect. For the safety of everyone in the Circle, a Circles staff member may need to call child protective services or the police in the above cases. The purpose of mandated reporting is to ensure safety. Please take your concern directly to any of the Circles staff.

I understand that the relationships within the Circle community are confidential. Volunteers will not share information unless a report is needed to ensure safety.

Volunteer Signature _____ Date _____

Volunteer Print Name _____



Developmental Theory

adapted from the work of Jean Piaget

Consider your audience...

Stages of Cognitive Development

Stage	Characterized by
Sensorimotor (Birth-2 yrs)	-Differentiates self from objects -Recognizes self as agent of action and begins to act intentionally: e.g. pulls a string to set mobile in motion or shakes a rattle to make a noise -Achieves object permanence: realizes that things continue to exist even when no longer present to the senses
Pre-operational (2-7 years)	-Learns to use language and to represent objects by images and words -Thinking is still egocentric: has difficulty taking the viewpoint of others -Classifies objects by a single feature: e.g. groups together all the red blocks regardless of shape or all the square blocks regardless of color
Concrete operational (7-11 years)	-Can think logically about objects and events -Classifies objects according to several features and can order them in series along a single dimension such as size.
Formal operational (11 years and up)	-Can think logically about abstract propositions and test hypotheses systematically -Becomes concerned with the hypothetical, the future, and ideological problems

The accumulating evidence is that this scheme is too rigid: many children manage concrete operations earlier than this, and some people never attain formal operations. Children with special needs may be delayed in reaching these stages.

As a volunteer, don't try to force the children in your care into tasks they are not ready for:

- **Be aware that children in earlier stages of development or with special needs simply may not be capable of considering or predicting the emotions of others in the same way that you can. If they are unkind to their peers, don't get angry – but do suggest an apology and a more appropriate behavior.**
- **Be concerned with the process rather than the end product. For example, watch how a child handles and manipulates play dough instead of concentrating on a finished shape.**
- **Children should be encouraged to learn from each other. Hearing other's views can help to breakdown egocentrism. It is therefore important to provide lots of opportunities for paired work and sharing when conducting activities.**
- **Act as a guide in children's discovery learning. Be adaptable to individual needs and intellectual levels.**



Emotional and Behavior Disorders

adapted from the United States Department of Health and Human Services and About.com

The number of young people and their families who are affected by mental, emotional, and behavioral disorders is significant. It is estimated that as many as one in five children and adolescents may have a mental health disorder that can be identified and require treatment. **While volunteering at Circles, you may interact with youth who have Emotional or Behavior Disorders.** Some common Emotional or Behavior Disorders that you might encounter are:

- **Bipolar Disorder** - Children and adolescents who demonstrate exaggerated mood swings that range from extreme highs (excitedness or manic phases) to extreme lows (depression) may have bipolar disorder (sometimes called manic depression). Periods of moderate mood occur in between the extreme highs and lows. During manic phases, children or adolescents may talk nonstop, need very little sleep, and show unusually poor judgment. At the low end of the mood swing, children experience severe depression. Bipolar mood swings can recur throughout life. Adults with bipolar disorder (about one in 100) often experienced their first symptoms during their teenage years (National Institutes of Health, 2001).

- **Attention-deficit/Hyperactivity Disorder** - Young people with attention-deficit/hyperactivity disorder are unable to focus their attention and are often impulsive and easily distracted. Attention-deficit/hyperactivity disorder occurs in up to five of every 100 children (U.S. Department of Health and Human Services, 1999). Most children with this disorder have great difficulty remaining still, taking turns, and keeping quiet. Symptoms must be evident in at least two settings, such as home and school, in order for attention-deficit/hyperactivity disorder to be diagnosed.

- **Learning Disorders** - Difficulties that make it harder for children and adolescents to receive or express information could be a sign of learning disorders. Learning disorders can show up as problems with spoken and written language, coordination, attention, or self-control.

- **Autism** - Children with autism, also called autistic disorder, have problems interacting and communicating with others. Autism appears before the third birthday, causing children to act inappropriately, often repeating behaviors over long periods of time. For example, some children bang their heads, rock, or spin objects. Symptoms of autism range from mild to severe. Children with autism may have a very limited awareness of others and are at increased risk for other mental disorders. Studies suggest that autism affects 10 to 12 of every 10,000 children (U.S. Department of Health and Human Services, 1999).

Possible Implications in the Circles setting	Best Practices and Accommodations
<ul style="list-style-type: none"> • Disruptive to classroom activity. • Impulsive. • Inattentive, distractible. • Appears pre-occupied. • Disregards rules. • Poor concentration. • Extreme resistance to change and transitions. • Speaks out, repeatedly. • Is aggressive. • Low self esteem. 	<ul style="list-style-type: none"> • Communicate with parents. • Clearly express rules and expectations. • Provide time for relaxation techniques, chances to relieve stress and anxiety. • Set limits and boundaries. • Apply established consequences immediately, fairly, and consistently. • Acknowledge and reinforce acceptable behavior. • Avoid confrontation and power struggles. • Establish a quiet cool off area. • Redirect to avoid situations that may increase anxiety levels. • Remain calm and aware of your body language when addressing the youth. • Give feedback frequent feedback.



Respecting the Children in Our Care

Adapted from the Canadian Child Care Federation http://www.cccf-fcsge.ca/docs/cccf/rs030_en.htm

Enforcing the rules is only one part of encouraging good behavior – how you do it is just as important. Consider the following as a useful guide to respectful, productive interaction with all of the children in your care.

I show respect when:

- I listen to what a child has to say.
- I play with the children.
- I recognize the children's accomplishments.
- I show interest in a child's project.
- I make eye contact with each child.
- I encourage the children to express different viewpoints.
- I allow the children to make choices.
- I let the children have privacy.
- I consider each child a unique individual.
- I call the children by their names.
- I encourage independence.
- I respond to the children's questions.
- I do not interrupt a child who is talking.
- I allow the children to make mistakes.
- I am flexible and adaptable to the situation at hand.
- I keep my temper while being firm on the rules of conduct.
- I allow transition time.
- I listen to a child's problem and realize how upsetting the situation can be for him/her.
- I talk to the children as people.
- I give each child a chance to communicate.
- I ask a child for his/her solution to a problem.
- I value the children's opinions.
- I remember that play is of great importance in each child's life.
- I 'catch them being good.' Giving them attention and praise when they are behaving like we would like them to act more often is amazingly rewarding to children. "I like the way you are sharing, John." "You're doing a great job of being quiet in the hallway, Jill." are both very effective at stopping undesirable behavior before it starts.

I am disrespectful when:

- I do not take a child's opinion seriously.
- I avoid dealing with an issue that a child feels needs immediate attention.
- I walk away from a child while he/she is crying.
- I use a "baby-talk" tone of voice with younger children.
- I use angry words when I am under stress.
- I cut a child's conversation short.
- I finish tasks for the children in order to hasten time.
- I forget to follow through on something that I promised.
- I answer questions for the children.
- I behave impatiently.
- I respond to a child sarcastically. Young children generally do not understand sarcasm.
- I shout.
- I force a child into a situation in which he/she is uncomfortable.
- I set my expectations too high.
- I rush the children.
- I call the children names (e.g. stupid).
- I focus on children's bad behaviors.
- I belittle the children's feelings.
- I ignore the children.
- I stop a child who is really interested in completing a project.
- I don't allow a child to explain why or how a friend got hurt, or how an accident occurred.

Find Circles staff if at any time you feel uncomfortable, frustrated, or unable to deal with a situation. All of this is good advice, but occasionally things will happen that are beyond your control. You won't be interrupting, we will be happy that you found us – this is why we are here!



Youth Role-Playing Scenarios

As the responsible volunteer in the room, what do you do next?

Jorge and Leon are playing catch inside. You ask them to stop, and they do... for a few minutes. When you turn your back, they are back at it, this time more wildly than before. They are jumping and bumping into furniture and other youth. You ask them to stop, but they give no indication that they even hear you. What do you do?

You are leading a discussion among the youths. They are generally restless, as you might expect at 8 PM on a Thursday, but not outright uncooperative or disruptive. Ralph, is particularly attentive, though, sitting quietly, raising his hand, waiting his turn to speak, and listening to others as they take their turns. What do you do?

One youth punches another. Garfield is down for the count, and Heathcliff is standing over him, still visibly angry, his shoulders rising and falling, his fists clenched, and his mouth tight. What do you do?

One youth shares her toy with another. What do you do?

You're getting ready to play a great game with the youth. It's Uno, and everybody loves Uno. Except this one girl. Eunice refuses to play. She would rather sit and sneer quietly. What do you do?

Everyone walks quietly and at an appropriate pace from the youth room to the playground. Calm and orderly, it's a sight to see, mostly because they aren't making a sound you can hear. What do you do?



Circles Youth Program – Curricular Suggestions

Feel free to be creative and engaging, however you choose to discuss these topics!

Guide to Working with Children, Infant to Four

Evening Schedule	Examples (see also, Detailed Suggestions):
Circle Time (10-15 minutes)	Welcome song, Sharing/Discussions, with an emphasis on taking turns: “What do you do when the weather is this way?” “Say something about this toy.” And pass it.
Free Play (15-20 minutes)	General play using toys and games in the childcare room.
Story Time (10 minutes)	Circles has some books of our own, and nonreligious books may be borrowed from the St. Mark’s library.
Restroom Break (5-10 minutes)	Practice quiet hallway skills, hands to self, etc!
Craft Time (15-20 minutes)	Color in the lines, practice drawing/tracing shapes/names/identifying colors in English and Spanish.
Movement (15-25 minutes)	Kinesthetic group activities like Simon Says, Follow the Leader, Red Light/Green Light. Weather permitting, head to the playground.
Clean Up (5-10 minutes)	Sing a song, make it a game.
End Games (5-10 minutes)	While waiting for parents to pick their kids up, engage kids in games like Simon Says, “If you like ... stand up!”

• Circle Time Activities (10-15 minutes)

Circle Time is the best way to start the evening – this is the time that we all gather into a circle, children and volunteers alike, to say hello, to welcome each other. It’s a time to foster a sense of community so that we aren’t just strangers playing in a room, and it’s an important chance to reinforce social skills like turn taking, hand raising, verbal sharing, and cooperation. Some sample Circle Time activities (choose one or two, or invent your own):

-Sing a welcome song

Here Today Song

tune: If you're happy and you know it

(Child's name)'s here today, shout hurray!
 (Child's name)'s here today, shout hurray!
 (Child's name)'s here today, she will learn and laugh and play,
 Oh (Child's name)'s here today shout hurray!

I Wonder What Your Name Is

(volunteer sings) I wonder what your name is, I wonder if you know, (look at the child and make eye contact) your name is (wait for the child to respond) hello, hello, hello. Continue singing to each child until everyone has said their name.

-Have children and volunteers introduce themselves and name their favorite color, food, holiday, etc.

-Circle Sharing/Discussions, with an emphasis on taking turns:

- “What is something good that happened to you today?”
- “Who here is your friend, and why are they your friend?”



- “What is one thing you did today?”
- “What is the weather like today? What do you do when the weather is this way?”
- “What holiday is coming up?”
- “Can you name something that is blue?”
- Choose a toy in advance and pass it around the circle with the instruction that each circle member should, “Say something about this toy.”

● **Free Play Time Activities** (15-20 minutes)

When the volunteers break Circle Time, it's time for Free Play. Make sure children are playing nicely – sharing, using toys safely and properly, etc. You can join in, too:

- Play Uno or War (Hi/Low with Uno cards), Go Fish**
- Make matching cards – the numeral 2 on one card, two dots on another, etc**
- Sort objects into categories, based on size, color, the sound of the letter they start with.**
- Use pages from illustrated storybooks to play *Memory* – “What kind of animals were in the picture I just showed you?” “What color was the car?” etc.**

● **Story Time** (10 minutes)

Choose a storybook from the collection of Circles books, borrow a nonreligious one from the St. Mark's library down the hall, or bring one from home/the public library. Children should listen quietly. If a child doesn't want to listen to a story, don't make them – but do insist that they play quietly so that other children can enjoy the story.

● **Restroom Break** (5-10 minutes)

After volunteers finish reading the story, it is restroom time. All children need to walk to the restroom, whether they need to use it or not! This helps set up a predictable routine from week to week, which is important for children this age. While walking to the restroom, emphasize skills like walking quietly at an appropriate indoor pace, walking in a line, etc. That doesn't mean the children can't have fun, though. You may:

- Have a quiet scavenger hunt on the way to the restroom – children can raise their hands silently when they see a picture of a man or a picture of a woman, or the color red, etc.**
- Pretend to be mice, turtles, spies, or something else known for being quiet, and the children have to walk quietly while imitating whatever they are pretending to be.**
- Play silent Follow the Leader.**

● **Craft Time** (15-20 minutes)

Try to get the children gathered around the central tables. Encourage them to color and draw, paying special attention to staying in the lines, reproducing simple shapes by drawing or tracing, and color identification in English – and Spanish, if you know it. Some ideas:

- Trace hands and feet.**
- Roll die, and have the children draw that number of circles, squares, etc.**
- Write the child's name (or other words) and have them trace or copy it.**
- Practice folding scrap paper – this develops fine motor skills and spatial reasoning.**
- Color inside the lines.**
- Draw what I draw!**
- Use a measuring tape or ruler to measure shapes, objects, or the children themselves.**

● **Movement** (15-25 minutes)

Focus on some sort of kinesthetic activity during this time – get the kids up and moving around. Weather permitting, take them to the playground, but if the weather doesn't allow, lead the children in activities:

- Play Simon Says, Follow the Leader, or Red Light/Green Light.**



- Balance a ping pong ball on a spoon and have the children compete to see who can make it across the room and back without dropping the ball.
- Have a child balance a stuffed animal on his or her head, and have them navigate around the room without dropping it.
- Use the CD player in the room to play children’s music then invent dances with the children.
- Have children face each other, walk forward, touch (not hit!) their open palms, and walk back. Invent variations on this – it’s like simple line dancing.
- Have the kids hold hands and walk in a circle. Every once in a while, have them reverse direction or stop.
- Hide toys or shapes around the room, and have children find them.

● **Clean Up** (5-10 minutes)

Return all toys to the Circles bins and return those bins to the place you found them. Make sure all craft supplies are cleaned up as well. Engage the children in cleaning up as well. Make it a game:

-Sing a song:

 **The Clean Up Song**

Clean-up, Clean-up, Everybody, Everywhere.
Clean-up, Clean-up, Everybody do your share.

 **Cleaning Up**

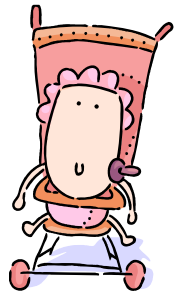
I see ___ cleaning up, cleaning up!
I see ___ cleaning up, my friend ___!

- Cleaning Race** – make it contest. Have the children race to see how many items they can put away. Make sure to praise the winner to his or her face to his or her guardian!
- Earn play time** – get full participation from every child in cleaning up, and offer to play a favorite game in exchange, or offer extended outdoor time.

● **End Games** (5-10 minutes)

After all the toys are put away, while waiting for parents to pick their kids up, engage kids in simple games like:

- Play Simon Says, Follow the Leader, or Red Light/Green Light.**
- Have all of the kids sit down.** Play “If you like pizza stand up!” “If you are wearing brown, stand up!”



Infants

Just because the youngest of the children in our care can’t play most of the games listed above doesn’t mean we can’t enrich their experience here at Circles. Make sure you do a few of these things with the babies in our care:

- Make lots of eye contact.**
- Hide things under a cup or a box or behind your back, then reveal them.**
- “I can touch my nose. Touch your nose!”**
- Filling and emptying containers.**
- Mouth sounds – long vowels – ooooo, eeeee.**
- Peek-a-boo.**
- Copy cat what the baby says and does.**

Younger Group (5-8) Outline

Friendship Skills

1. Meeting new people
2. Why friends are important
3. Qualities of a good friend
4. Evaluating relationships
5. Degrees of relationship
6. Social Support Networks
7. Resolving conflicts with friends
8. Appreciating your friend

Social Skills

1. Active listening overview
2. Verbal listening skills
3. Non-verbal listening skills
4. Active listening practice
5. Know your audience
6. Know your context
7. Staying on topic
8. Being Healthy
9. Being Healthy
10. Review of social skills

Conflict Resolution/Bullying

1. Identifying type of conflict
2. Barriers to resolving conflict
3. Using "I" messages
4. Resolving own conflicts
5. Overview on bullying
6. "Verbal" bullying
7. What to do (action steps)
8. Recap

Appreciating Diversity

1. Recognizing differences 1
2. Recognizing differences 2
3. Appreciating diversity 1
4. Appreciating diversity 2

Expression of Feelings

1. Identifying feelings 1
2. Identifying feelings 2
3. Expressing happiness
4. Expressing sadness
5. Expressing fear

6. Expressing anger
7. Expressing anger
8. Empathizing with others

Career Exploration

1. Overview- what do you know
2. Guest speaker
3. Guest speaker
4. Guest speaker
5. What do you want to do
6. Summarizing- what did you learn

Social Values

1. Fairness
2. Responsibility (self)
3. Responsibility (world)
4. Trust
5. Perseverance
6. Honesty
7. Generosity
8. Humility
9. Forgiveness
10. Citizenship

Identity/Self-Esteem

1. Identity collage 1
2. Identity collage 2
3. Family 1
4. Family 2
5. How others see us 1
6. How others see us 2



Older Group (9 and up) Outline

Friendship Skills

1. Meeting new people
2. Why friends are important
3. Qualities of a good friend
4. Evaluating relationships
5. Degrees of relationship
6. Social Support Networks
7. Resolving conflicts with friends
8. Appreciating your friend

Social Skills

1. Active listening overview
2. Verbal listening skills
3. Non-verbal listening skills
4. Active listening practice
5. Know your audience
6. Know your context
7. Communicating clearly 1
8. Communicating clearly 2

Conflict Resolution/Bullying

1. Identifying type of conflict
2. Internal conflict
3. External conflict
4. Understanding your conflict resolution style
5. Barriers to resolving conflict
6. Using "I" messages
7. Resolving own conflicts
8. Helping others resolve conflict (peer mediation)
9. Overview on bullying
10. What to do (action steps)
11. Gossiping/relational aggression
12. Recap

Appreciating Diversity

1. Recognizing differences
2. Stereotypes
3. Prejudice
4. Discrimination
5. Pulling it together
6. Cliques
7. Appreciating diversity 1
8. Appreciating diversity 2

Expression of Feelings

1. Identifying feelings 1
2. Identifying feelings 2
3. Expressing happiness
4. Expressing sadness
5. Expressing fear
6. Expressing anger
7. Expressing anger
8. Empathizing with others

Career Exploration

1. Overview- what do you know
2. Taking a career inventory
3. Interpreting a career inventory
4. Backwards timeline
5. Guest speaker
6. Guest speaker
7. Guest speaker
8. Summarizing- what did you learn

Social Values

1. Fairness
2. Responsibility (self)
3. Responsibility (world)
4. Trust
5. Perseverance
6. Honesty
7. Generosity
8. Humility
9. Forgiveness
10. Citizenship

Identity/Self-Esteem

1. Identity collage
2. Self-esteem inventory
3. Personal bill of rights
4. Influence
5. Family
6. How others see us
7. Personal mission statement

Goals/Time Management/Study Skills

1. How you set goals
2. Importance of setting goals
3. Setting goals
4. Time management 1
5. Study skills 1
6. Evaluating goals



Youth Program Journal

Please keep a log of the activities you did, the stories you read, what worked, and what didn't – it'll help future volunteers do an even better job of taking care of our children! Thanks for everything you do!

Date: (Example) Nov. 5 - tried to play uno, little kids kept grabbing cards, next time set up separate game for little kids to do with some of the cards while the bigger kids use some of the cards to play uno. Or pair a bigger kid with a small one to help them with the cards. Did follow the leader in hallway - lots of different arm movements/placements - worked well. Kids loved "Old McDonald" song - took turns naming animal. Read Arthur book and talked about the pictures of animals in it. - Tara

Date:

Date:

Date:

Date:

Date:



Circles Youth Program Volunteer Handbook

Thank you for volunteering!

Circles Youth Program At a Glance

(We'll contact you to let you know if any of this changes)

When: Thursday nights, 6 – 8:30 PM. Dinner is served at 6, supervision begins at 6:30.

Where: St. Mark's United Methodist Church (Right behind Best Buy)
100 N State Road 46
Bloomington, IN 47408

If you are scheduled to volunteer, but for some reason cannot fulfill your commitment – please contact the volunteer coordinator via email at circlevolunteer@insccap.org or call any staff member. No one is going to get mad, but we need to know as soon as you know so that we can find someone else to cover your spot!

If you would like to volunteer with friends, put them in touch with circles staff – we'll get them a background check, and then we can do our best to schedule you on the same nights.

Circles Staff Role Call:

Linda – Circles Coordinator, helps to manage Circles as a whole.
lindap@insccap.org, at (812) 339-3447 ext 206

Carrie – Circles Coach, facilitates relationships within the Circles Community.
carrie@insccap.org, at (812) 339-3447 ext 263





Youth Program Policy for Parents

We want you to know your children are safe under our care. Along those lines, we want to provide the following information about the program so that you know where your children are, and what they will do. At the end, we ask for your signature acknowledging that you've read this policy. Thank you!

Information we need to keep your children safe - When you first join the Circles community we ask that you fill out an Information Sheet for your child, and we encourage you to be open about any behavioral or health issues your child may have. The records we keep are confidential, so no one except Youth Program volunteers and Circles staff will see these. We will also take a photo of your child for our records, so the Youth Program volunteers will be able to correctly identify your child.

Sign-in Form – When you enter each Circles meeting on Thursday, you will see a separate sign-in form for children. We ask that you sign your children in using this form so that we may better keep track of them.

When Youth Program Begins - Although we ask that you sign your children in when you first arrive at the Circles meeting, the volunteers do not take over responsibility for your children until after the dinner portion of Circles meetings. Until that point, you are still responsible for your children, and we ask that they remain with you under your supervision. Please keep them with you in the authorized area, use quiet voices, and walking feet. Use this time to talk with your children about the expectations of behavior when you are at restaurants, school meetings, or other public places. You and other adults in the Circles Community should model good behavior for your children.

Building Community with our Children - Because we are focused on building the Circles™ community with adults and children alike, it is our policy that children in the Youth Program may not bring guests with them. It presents too many difficulties to supervising children we aren't familiar with and who may have behavioral or health issues of which we are unaware.

Age Groups – We typically divide children into four age groups: Infants to 4 year olds; 5-6 year olds, 7-9 year olds and 10 years and older. Some weeks, particular age groups may only have a couple kids, and in that event, we may combine some of the age groups.

Requirements for Volunteers – For your children's safety, we require criminal background checks for all of our volunteers in the Youth Program. We ask that they sign a form acknowledging certain rules pertaining to childcare, including a No Striking policy and the "Two-Adult Rule," where two adults must be supervising any room of kids at any one time.

By signing below I acknowledge that the Youth Program Policies have been explained to me. I have been given a copy of the child abuse and neglect information, and I agree to abide by and support Circles™ policies. If I have questions or suggestions I will contact staff.

Name: _____ Date: _____

Signature: _____





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FOR YOUR RECORDS

