Planning International Service Programs

WISE Conference – February 5, 2016
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Session Plan

Share the history of international service programs at Wake Forest
Share the logistics and planning for international service programs at Wake Forest
Share the student preparation program with emphasis on cultural competency
Question and Answer period – New ideas??
Jessica Davey (’95) with Mother Teresa
Service Locations Since 1994

India
Russia
Rwanda
Mexico
Belize
Honduras

Vietnam
Republic of Georgia
South Africa
Brazil
Nicaragua
Dominican Republic
General Logistics

We offer 4 trips per year – 2 at winter break and 2 after finals in May – Students travel for 2 weeks, although we have done longer summer trips

One returning student selected as trip leader

Faculty or staff advisor (student leader and faculty/staff advisor trips are paid by WFU)
Students selected in March/April for winter trips and in November/December for spring trips.

Groups meet weekly the semester before they travel (Approx 10 sessions).

Students sign a trip contract (financial obligations, behavior).

Additional expectations are laid out EARLY.
Meetings

For each session, we provide the following:

OBJECTIVES
DESIRED OUTCOMES
MATERIALS NEEDED
ADDITIONAL PREPARATION
INFORMATION
Preparation Topics

Fundraising  Group Contract
Health  Safety
Defining Service  Simple Phrases
Values and Worldviews  Food
Culture Shock  What is Culture?
Cultural Communication  IES
Kolb’s Cycle of Experiential Learning
More Preparation

Importance of Reflection
Paperwork and Packing
Re-Entry Shock
Interpreting Culture
Key Questions – What Do You Want to Know?
Student Presentations

Students create and present on topics of interest such as:

Food, Music, History, Politics, Religion, Key Events, or Other Topics of Interest to Them
It Starts with the Application Process

Application has 6 essay questions

Overall application cannot take more than 3 pages (plus semester activities)

Applicants must include a list of planned campus activities and involvement for the semester prior to travel
Application Questions

List three adjectives that best describe you. We will assume that you are caring, outgoing, and dedicated, so tell us something more insightful. How will these traits contribute to the group experience?

What is your personal philosophy related to service and community engagement? What experiences have contributed to this point of view?

Why do you want to participate in this particular service trip?
More Questions…

Describe a time when you felt out of your comfort zone and how you dealt with the situation.

Feel free to share any other pertinent information or thoughts that you would like the selection committee to know.
Financial Issues

Originally we expected students to engage in personal fundraising ($2,800 -- $4,200).

Student demographics have changed in the last 5-7 years. Sharp division between students who can pay entire amount and those who have difficulty coming up with $100 - $200.
More Fundraising

Group fundraising activities – “magical thinking.”

Crowd-funding – Some students have used social media to raise funds

We provide some scholarships and there are additional funds for first generation students.
TILT

TILT, created by a Wake Forest alumna, is a crowd-funding website.

Requires careful management.

Requires donor support and management. Alumni reach out was excellent.
First Meetings

Icebreakers and get to know you exercises

Group discussion – Why are you here? Why are you excited?

Quiz time – Learning about the country where we will serve. Prizes…..
Sample Quiz Questions

- South Africa is the world’s largest producer of what crop?
  - Rice
  - Sugar cane
  - Bananas
  - Macadamia nuts
Six countries border South Africa. Can you name them?

The first MBA program outside of the United States was started in South Africa in 1947. True or False?

South Africa is the only country in the world to have two Nobel Peace Prize winners who lived on the same street. True or False?
Group Contract

Statements on Flip Chart Paper Around the Room

*The one thing I am most worried about is.....*

*The things that I want to learn most about before we depart include.....*

*I am most excited about.....*
Group Contract #2

Ideas for fundraising include.....

In order for our preparation to be successful, our group must.....

Things I expect from my fellow participants during our preparation semester are.....
From Flipchart to Paper

We agree to:

Work together, have fun, be flexible, get along, become a team, genuinely get to know each other, attend meetings regularly, maintain a good sense of humor, learn as much about South Africa as possible, remain enthusiastic, and stay committed.

I acknowledge, with my signature, that I will do my best to uphold the Mission of Good Hope Group Contract.
Second Group Contract

Creating In-Country Expectations:

*In order to stay effective as a group we must*....

*While in Vietnam, it is important that we are sensitive to*.....

*I want to make sure that we don’t leave without*.....
I’m hopeful that the group will learn.....

Something we need to settle before leaving is.....

Ways that I see our group growing during the trip include.....
Third Group Contract

At the end of the trip:

Ways that this trip has changed me include.....

Things that we should do when we return to increase awareness include.....

I am most proud of our group for.....
Group Contract #3

Things that I learned on this trip are.....

I hope to share this trip with others by.....

Ways our group grew on this trip include.....
Defining Service

Defining service activity:

People define service many different ways. Represented on the handout are some examples of service. Study the list carefully. Place a “1” next to the action that most closely models your personal philosophy of service. Place a “2” next to the action that is the second closest to your philosophy of service. The example which is farthest from your own philosophy should be ranked “16.”
Service??

Providing dinner once a week at a homeless shelter
Joining the armed forces
Talking with a friend
Chaining yourself to an old tree as loggers enter the forest
Leaving your car at home and biking to work daily
Giving $50 to the Red Cross
Choosing professional work that makes a difference
Writing a letter to congressional representative about finance reform
Service??

Developing a micro-lending project for low-income teens to start small businesses
Serving on a committee at a religious institution
Giving blood
Tutoring a migrant worker
Adopting an eight-year-old boy
Organizing your peers to work for affordable housing
Participating in a one-week meditation retreat
Voting
Service Categories

Activism/Advocacy
Direct Service
Lifestyle/Personal Gestures
Charity/Philanthropy
Religion/Spirituality
Citizenship
Vocation/Call
Social Entrepreneurship
Language Lessons

Create flashcards with English on one side and language that will be used in-country on the other.

Have students download apps to practice together.

Invite other students who are native speakers to teach simple words and key phrases.
Brain Dump

Write down everything that you know about the country where you will serve in 5 minutes

Share with the group

Make a list of things that you would like to learn about the country where you will serve
What is Culture?

For this aspect of student preparation, I use the Peace Corps *Culture Matters Workbook*, which is available FREE online. There is also a Facilitator’s Guide.
“Teachers’ frequent use of corporal punishment discourages students from actively participating in the classroom. Students are expected to sit rigidly in their seats and speak only when spoken to. Conditioned in this way, it’s not surprising they don’t feel free to speak out in the classroom; their shyness, however, should not be mistaken for lack of interest.” Peace Corps Volunteer

Reading between the lines, the writer makes a number of assumptions about children, teachers, and the way that people learn. List as many of these assumptions as you can....

Imagine a culture where people do not share your beliefs, where in fact, people believe the opposite.....
The Cultural Iceberg
Interpreting Culture…

Behavior and Culture ---

The meaning given by the person who does the action

The meaning given by the person who observes the action
A person comes to a meeting a half hour after the starting time

YOUR INTERPRETATION
INTERPRETATION

How might the previous behavior be interpreted by someone from a culture where people always arrive ½ hour after the stated starting time?

By someone from a culture where meetings never start until at least an hour after the stated time?
Culture Fundamentals

Concept of Self:
Collectivism vs Individualism

The Conflict Between Personal and Social Obligations
Particularism vs Universalism
More Fundamentals

The Concept of Time

*Monochronic vs Polychronic*

Locus of Control

*Activism vs Fatalism*
Kolb’s Cycle of Experiential Learning

Concrete Experience — engaging directly in authentic situation

Reflective Observation — noticing what happened and relating to past experience and conceptual understandings

Abstract Conceptualization — distilling perceptions into abstract concepts

Active Experimentation — testing new ideas; honing skills in a new experience

Active Experimentation
COOL REFLECTION

What?

So What?

Now What?
What?

- What happened in Vietnam today?
- What did I do at the site where I worked?
- What/Who did I see?
- What did I feel?
- What did I dislike about my work today?
- What was a great moment for me today?
- What skills do I bring to this work?
- What did I observe about the physical surroundings?
- What did I observe about my behavior and actions?
So What?

- Why do I serve?
- Why did I choose to come to Vietnam?
- What have I learned about life from this experience?
- What have I learned about myself (today and throughout the experience)?
- How is this service related to my career objectives?
So What…..

- Did I make a difference? Why or why not?
- How does this service touch upon my own values?
- How does it relate to my personal history?
- What emotions and thoughts does it trigger in me?
Now What?

- What will I do differently next time?
- What should society do about this issue?
- What am I going to do about this issue?
- How will this change the next week, month, or year of my life?
- What impact, if any, has this experience had on my life goals?
- What more needs to be done?
Examination of Cognitive Dissonance –

• What, if anything, do I feel comfortable about in this situation?

• What disagreement is there between what you “should” do and what you “want” to do?

• What mismatch is there between what I “should” do and what I “must” do?

• What conflict is there between competing “shoulds” in the situation?
What difference is there between my personal view of the situation and the views offered by other theories, local people, or “experts?”

What conflict is there between what I “know” and what I “do?”

Can points of dissonance that I am experiencing be reconciled? If so, how? If not, why?

If this dissonance cannot be reconciled, how can I manage to live within it?
Articulating Learning

What are the major lessons I can take from this experience?
What did I learn about myself?
What did I learn about others?
What did I learn about the world around me?
What knowledge, wisdom, and insights did I gain?
What skills did I acquire?
Developing Plans of Action

Where do I go from here?
What gaps do I recognize in my knowledge and/or skills related to this experience?
How will I fill these gaps?
How will I proceed with my work and my learning?
How might I modify my own approach, methods, or behavior as I encounter similar experiences in the future?
The Intercultural Effectiveness Scale (IES)

Online assessment
Evaluates competencies critical to effective interaction with people from other cultures than our own.

The focus is on Continuous Learning, Interpersonal Engagement, and Hardiness.
Developmental Model of Intercultural Sensitivity (DMIS)

Traveling with the right

HEARTSET

SKILLSET

MINDSET
Excellent Readings:

“To Hell With Good Intentions”

“Why We Travel”

“A Place I’ve Never Been”

“Keep the Change (begging)”
“Travel Photography: A Discussion With a Pro About Ethics and Techniques”

“How to Photograph Responsibly While Traveling”

“The Shock of Arrival”
INS 101 – 1 Credit

Students may register for INS 101 (1 credit) for December 2015 service trips. This is a P/F option.

Requirements:
Active participation in all pre-trip meetings, dinners (if applicable), reflection sessions, film discussions, or other activities.

15 – 20 minute presentation to the group on a topic assigned during our first or second weekly meeting.

IDI assessment pre-experience.
INS 101 – 1 Credit…

Active participation in all service activities.
Active participation in reflection sessions.
Consistent journaling before and during the service experience. You must turn in a journal in order to complete the requirements for this course.

A final reflection paper (3-5 pages) due by no later than Friday, March 4, 2016.
INS 101 – 3 Credits

Students may register for INS 101 (3 credit) for winter 2015-2016 service trips. This is a letter-graded course.

Requirements:
Active participation in pre-experience meetings.
Presentation to the group pre-departure.
IDI assessment pre-experience.
Reflection journal (to be collected in spring semester 2016).
INS 101 – 3 Credits

Active participation in all service and cultural activities.

Active participation in all reflection sessions.

Spring semester 3 minute digital story – “What is the most significant thing that I learned during or as a result of this experience?”

Read one book by a local author (from the country where you are serving) and write a 2 page paper about what you learned.

Final 10 page paper – use one writing prompt
Resources I Love

The Miniature Earth on You Tube – Perspective taking and Privilege

Films from the countries where we serve:
City of Joy, Hotel Rwanda

Conversations with students from the previous year’s trip
Resources

Leaving Microsoft to Save the World – John Wood
The Blue Sweater – Jacqueline Novogratz
Not On Our Watch – Don Cheadle and John Prendergast
Toxic Charity – Robert Lupton
Charity Detox – Robert Lupton
A Dream So Big – Steve Peifer
Thank You

QUESTIONS?

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