The Coordinated Management of Meaning Theory in a Volunteer Program

An Internship for Rising Star Outreach of India

The submission of a Capstone internship to Southern Utah University

to assist fulfillment of the requirements necessary in order to earn the degree of

Master of Arts in Professional Communication

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Form of Committee Signatures

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INTRODUCTION

My capstone project led me to spend four months on the other side of the world, in India. This is a report on my experiences and what I learned from this incredible opportunity of working as a volunteer intern for a nonprofit volunteer organization, Rising Star Outreach. All of my projects were geared towards the aid of promoting and improving the volunteer program and the cause behind Rising Star Outreach. These projects were created, completed, and submitted to the proper Rising Star Outreach staff and copies of each project was saved and submitted to the above Capstone Committee as well. My hopeful goals for this internship included the following:

- Expand my knowledge about non-profit organizations and the organizational components included.
- Apply and research a theory of communication directly into my internship.
- Take note of the impact social media can have for a non-profit organization.
- Incorporate myself into as well as noticing the interesting components set before me as I am introduced to a very different and new culture.
  - Take particular notice of the communication theory components of the South-Indian culture as well as the communication theory within an American-India hybrid organization.

As most goals go, we often do not accomplish all of them when there are multiple goals set within a time-frame that is not necessarily in favor of providing the best odds for a completely successful "goal checklist" outcome. The first wedge in the system was the constant time and effort strain that was ever existent. No matter who was visiting/volunteering at Rising Star Outreach of India, we were always somehow shorthanded. This meant that often times,

instead of spending extra time diving into my research, studies, and projects, I would be wrapped up in a last minute, over-looked project that was needed before the volunteer session arrived the following day. Or perhaps instead of inching myself closer to one of my internship goals, I found myself sorting out a newfound crisis of one of the volunteers at the time.

As the volunteer education coordinator, the volunteers and children of Rising Star Outreach of India came first and foremost. However, as an intern and student, my capstone and education came first and foremost. This conflicting composition meant that it became difficult, to say the least, for details on both fronts to not find themselves overlooked at times. With the utmost optimism and intention, I wore as many hats as my head could carry in hopes that the outcome of my efforts would satisfy the demands placed upon me. This, I know, is probably not the best approach to accomplishing a master's capstone piece. But this approach has become next to innate in me. "Ask not for a lighter load, ask for a stronger back" approach is what my upbringing as an intermediate and collegiate athlete has formed me into. This challenge has been nothing short of a learning experience for me on setting boundaries in order to keep my goals realistic and attainable.

This report is the written explanation of my imperfect perfect experience. When I returned from my time in India and was asked how India was, my reflex response would continue to echo, "It was great. I learned a lot." This response would suffice for most because that is all the response most of these courteous exchanges required. However, the few who appeared to be genuinely interested would receive a mixture of semi-third world living experience and a short intro to the organization I became familiar with. Both responses were in accordance to the request of me to share some of what my experience was like. No matter which audience I came before, I always found myself constantly questioning my response, whether I

was sharing too much or too little, and if my response was the appropriate one they were searching for. That is what this report is. It is a written response and explanation of my imperfect perfect experience at my own request to venture off and take my master's degree international. This response, however, includes the academic portion of my experience: communication as a field of study.

To be refreshingly honest, I did learn a lot from my experience, sometimes on purpose. Communication is a subject that we are all students of whether we like it or not and we are all constantly learning. This is true in our everyday lives and becomes an extremely advanced course when one is suddenly a foreigner to the new culture at hand. Communication skills, complete with observation, listening, and understanding are demanded to be intensified and stretched instantaneously.

My report and explanation is founded around the non-profit organization I was so fortunate to have the opportunity to volunteer/coordinate/intern with. This report will also cover the study and application of the Coordinated Management of Meaning Theory and other related theories to my internship experience.

Rising Star Outreach

Rising Star Outreach is a nonprofit organization that works with people whose lives have been affected with leprosy. They accomplish this through four main initiatives: economic rehabilitation through micro-grants, medical care through mobile medical clinics, educating children to become productive citizens, and through lifelong humanitarians by providing service opportunities to volunteers.

To clarify two common terms that are falsely used interchangeably due to plain misunderstanding, there is a distinct difference between an NGO (Non-governmental organization) and an NPO (Non-profit organization). An NGO is an organization that is not part of the government even though funds for these organizations are mostly raised by the government. Extra funds within an NPO, unlike an NGO, are not divided between shareholders or owners, but are put forth for the use of the organization (Colleen, 2011).

RSO: Three Main Initiatives

Mission Statement of Rising Star Outreach: "To help the leprosy colonies become thriving, self-sufficient communities" (Mission Statement, 2014)

Economic Rehabilitation

Rising Star Outreach of India uses micro-lending strategies to harness an alternative to begging, a lifestyle that has become a prominent form of income and family business in some cases among the leprosy diagnosed population of India.

Medical Care

Mobile medical clinics are sent to nearly eleven colonies on a rotating two week schedule. These leprosy colonies are visited by a paid India doctor and nursing staff of Rising Star Outreach of India. Rising Star Volunteers accompany seasonally as well, whenever there is a scheduled volunteer session. At these mobile medical clinics, the leprosy patients are given guidance, demonstrations, medications, and self-care kits to help alleviate

and cure the suffering associated with those diagnosed with leprosy. Those who attend the mobile medical clinic are not just seen for leprosy associated ailments; many are seen for TB, diabetes, or any other cause that may lead them to a doctor's visit or checkup.

Educating Children

Rising Star Outreach provides an exceptional learning environment for their students. The Peery Matriculation School is located on Rising Star's campus along with the housing buildings, dining hall, volunteer house, and a medical center. Rising Star Outreach's goal is to provide the children from leprosy colonies and poverty situations with an education along with the skills necessary to become productive members of society and contributing citizens of India.

Nearly 230 children reside on campus during the school year and over 260 children attend the school. While on campus, students are provided with nutrition, housing, medical and dental care, and education.

Additional Initiative: *Providing Service Opportunities for Volunteers*

Rising Star Outreach invites countless people to participate and join in the humanitarian opportunities created through their program. As an NPO, Rising Star Outreach depends on their volunteers and donors to maintain and elevate the program that it has become. Volunteers and donors have the opportunity to donate using the following methods:

- Sponsor a child. Sponsoring a child enables that particular child access to housing, nutrition, education, and medical and dental care.

- General donations to the organization.

- Donation to Rising Star's micro grant program.

- Donate to the Mobile Medical Clinic costs.

- The Perpetual Colony Education Fund.

- Donate to the celebration of the Rising Star Outreach children's birthdays and holidays.

- Donate to the Madi Douglas Scholarship Fund, a scholarship awarded to a graduating student from the organization's school to aid them in their upcoming continued education funds.

- Purchase Rising Star Outreach merchandise in order to promote the organization and provide proceeds that add funding to the organization.

Often times, those who volunteer for Rising Star Outreach will then promote the organization and donate money themselves. These actions are providing volunteers and all other people who come in contact with the organization to continue serving and advancing in the additional service opportunities available to them through the organization.

Rising Star Outreach: "To Lift Those with LEPROSY"

Important Facts: Leprosy

Medical Facts

Leprosy is an ancient disease in a modern world. Although it is an infectious disease that can cause severe disfiguration and damage, it is very treatable and can be caught very early in its stages. During my stay with Rising Star Outreach, I was able to meet, visit, and work with people whose lives have been tremendously changed because of this disease. I had the opportunity to behold, first-hand, the harsh physical effect that leprosy can have on a human.

A few medical facts according to WebMD (Leprosy Overview, 2013) make up the following overview for leprosy:

> Leprosy is an infectious disease that causes severe, disfiguring skin sores and nerve damage in the arms and legs. The disease has been around since ancient times, often surrounded by terrifying, negative stigmas and tales of leprosy patients being shunned as outcasts. Outbreaks of leprosy have affected, and panicked, people on every continent. The oldest civilizations of China, Egypt, and India feared leprosy was an incurable, mutilating, and contagious disease.
>
> However, leprosy is actually not that contagious. You can catch it only if you come into close and repeated contact with nose and mouth droplets from someone with untreated leprosy. Children are more likely to get leprosy than adults.

Cultural Facts

As stated before, leprosy is an ancient disease in a modern world. The leading cause as to why the disease still exists is due to the cultural stigma attached to the disease. Many may hesitate to reach out and get the necessary treatment needed upon the first appearing signs or symptoms of leprosy for fear of the possible impending discrimination and prejudice which may be received by the public.

As every culture does, we all have our ugly moments in history. Discrimination against those diagnosed with leprosy is one of those ugly parts of history for India. This cultural stigma, no doubt, stems from our natural instinct to fear what we do not know or understand. Leprosy has been around for a very long time and has been tormenting humans as early as the 1800's. It was officially discovered and documented in 1873 as Hansen's disease, named after the scientist who discovered it (Leprosy Overview, 2013). But an effective and sustainable drug treatment MDT, multi drug therapy was not established until the 1970's.

Cultural Subgroup

In the past and sometimes still today, the social stigma attached to leprosy causes those who are diagnosed to be discriminated harshly and treated as outcasts. Although the cast system has been officially abolished since 1950 (Human Rights Watch, 2001, p. 5), it still exists socially in much of India as a cultural tradition. Many believe in the cast system. A cast system is a grouping structure used to categorize people based upon genealogy, which they are born and marry into.

When someone is diagnosed with leprosy, they no longer belong to the cast they once belonged to; furthermore their family is kicked out of their existing cast as well. Thus the term "outcast" was introduced. Once an individual is an outcast, it is no longer socially permissible to marry someone belonging to the existing casts. This is a heavy burden thrown onto an individual who has just been diagnosed with a disease. The task of facing this disease is a very lonely and devastating one at best when there is little or no support given by friends, family members, or even the general community.

RSO Volunteer Program

Volunteers

The volunteers of the program sign up for a two to three week trip where they experience the program's threefold onsite volunteer opportunities. The volunteer program's three sections or rotations, as they are more often referred to, include volunteering and working in the following categories: education, medical, and community outreach. Prior to arriving at Rising Star Outreach of India's site, volunteers are required to apply for the Rising Star Outreach's volunteer program. Amidst the application process, volunteers are helped through all of the steps and requirements necessary not only to volunteer for the program, but to travel to India.

Included in the volunteer's time with Rising Star Outreach of India's is housing within a gated, security-guarded campus, meals, and transportation when necessary.

Education involves the volunteers having an opportunity to work with the children in a school setting. This often includes a variety of opportunity. Volunteers may sometimes aid with multiple classes including physical education, computer help, English, or reading and writing. Aside from the time that the volunteers have to spend with the students of Rising Star Outreach of India, they have the opportunity and privilege to live on the same campus as the school and living quarters. This is an advantage for both the students and volunteers for many reasons aside from the obvious. That is, the basic advantage for the children's English skills. Any exposure to English is good exposure for students who are rapidly learning a second language, especially when that exposure to English is most often with volunteers whose native language is English.

Volunteer Coordinators

These parts and rotations of the program are labeled as Education, Medical, and Community Outreach. In each of these rotations, the volunteers have the opportunity to participate in a specific activity designed to allow the volunteer a meaningful experience while contributing to the overall cause and purpose of Rising Star Outreach, to lift those with leprosy. There is a volunteer coordinator assigned to each program to guide, assist, and coordinate each specific program and activity for the volunteers during their volunteer session and time spent with the organization in India.

Volunteer Program Officer

As mentioned, for each of these volunteer rotations, there is a coordinator responsible for participating and guiding volunteers through the program. Overseeing and assisting the volunteer coordinators is the Volunteer Programs Officer. This person is responsible for the communication between the coordinators, administration, and volunteers. Essentially, this person is the director for the volunteer program, alongside with the Long-term Volunteer Program Directors.

Long-term Volunteer Program Directors

There are usually two people who fill these positions and they traditionally have been a married couple who commit to volunteer six months for Rising Star Outreach of India. These individuals work side by side with the administration of the organization in the United States as well as the administration and Director in India of the organization.

Those who fill this position are also responsible of all other volunteer coordinators and volunteer program coordinators who may transition through the program during the length of their stay. They are responsible for learning the many Rising Star Outreach functions and projects in order for them to contribute fully with a knowledgeable background of the way the organization is run and how it may work the best and better add to the main cause of the organization.

Volunteer Rotation Breakdown

The volunteer program is designed and set up for a volunteer to experience Rising Star Outreach of India.

A typical day in the program for volunteers is provided and explained on the Rising Star Outreach website, risingstaroutreach.org (Typical Day, 2014).

Typical Day

8:00 am: Morning Conclave

Volunteers meet in the courtyard of Elephant Home (Volunteer House) with the long term

volunteer coordinators. With everything prepared for the

day's events, we discuss schedules, talk about the bigger picture, and

review goals and objectives.

9:00 am: Volunteers Depart

Volunteers will depart for the day in Rising Star vehicles to their different

assignments: Medical, Colony Projects and Education. Each session will

be split into 3 day-groups and will participate in one of these three areas.

Each day, the groups rotate so that all volunteers have the opportunity to

serve in each area.

Medical:

9:00 Depart for Leprosy Colony. Assist full-time doctors and

nurses with wound care, testing, and comforting. Lunch

will be packed and carried by each volunteer.

2:00 Return to Rising Star campus for break (journaling,

blogging, children's memory books)

Education

8:25 Start your morning with UKG and help students to get to Morning Assembly.

9:15 Commence tutoring under the direction of the Education

Coordinator and our school's Education Department.

12:05 Break, Lunch, Journal, Blog

2:55 Commence tutoring

Colony Projects:

9:00 Depart for Leprosy Colony for building projects. Volunteers will

wear grubby, but modest clothing.

2:00 Return to Rising Star campus for break (journaling, blogging,

children's memory books.

3:00 pm: UKG Playtime and Preparation for Evening:

This time will be used to play with the UKG kids from 3-3:45 and then

preparation for afternoon activities, Prayer Time, tutoring.

Education group will use this time to cut fruit and vegetables for

the evening's dinner.

4:45 pm: Playtime with the Rising Star Students:

Volunteers will gather at the playground and engage the children in activities

such as: soccer, volleyball, badminton, photography, art, basketball, playtime.

This is a great time for the children to use their English!

6:45 pm: Dinner:

Dinner will be on the roof of the Green House located next to the Elephant House.

We will share our highs and lows of the day, process what we have seen and

done and exchange personal thoughts and feelings of inspiration.

7:30 pm: Free Time:

This is your time to spend playing games with your new volunteer friends,

blog, write and call home to your family and friends. Don't forget to write down

your thoughts and feelings while you are here, there will be too many to remember in

detail once you return home.

Method

My method of research for this internship is observational. All theories included in this literature

review are theories that are applicable to my personal notes and observations during my stay in

India with Rising Star Outreach. However, the theory I would like the majority of this capstone

report to relate to is Coordinated Management of Meaning Theory.

Literature Review

Coordinated Management of Meaning Theory is what I have decided to use as my

preferred method of evaluation for my internship experience. Although this paper is aimed to be

an academic report, I felt it necessary to explain the basic structure of the organization in order to

provide a basic framework for the convergence of my experience and communication application

to take place and better sink in.

Aside from my personal involvement as a graduate student and intern for Rising Star Outreach, my official title as 'Volunteer Coordinator' is who I was and how I was recognized among this non-profit organization. I had been a volunteer before for RSO, but coordinator was a new experience that rapidly took on a very literal meaning and responsibility. As the acting Volunteer Education Coordinator, I was informed and instructed that I would be responsible for the education portion opportunity/experience with the children that all volunteers who travel to Rising Star Outreach of India would have.

Coordinated Management of Meaning Theory

Coordinated Management Meaning Theory is the theory that people construct meaning on the basis of exchanging rules. This theory claims that the people who are in conversation with each other construct their own social realities.

This theory is included in the literature review because I was able to experience and witness this with an added cultural and language barriers at times. Pearce and Cronen (1980) developed this theory to explain how the meaning of a conversation between two people who are interacting socially is created.

In the general social world, we understand that there exist certain social rules. Most of these rules were never necessarily explained and given with directions to us. We develop them through common social skills development. These rules stem from our culture and the experiences in social circumstances throughout our upbringing. Pearce and Cronen (1980) claim that "within a social situation, people first want to understand what is going on and apply rules to figure things

out. They act on the basis of their understanding, employing rules to decide what kind of action is appropriate". (Coordinated Management of Meaning)

Furthermore and less specifically, Coordinated Management Meaning Theory deals with the individual construction of reality experienced among all. As communicators, we discuss how meaning is created to make sense of our world. This theory is used in order for us to first create and then manage our social reality. (Coordinated Management of Meaning)

To discuss how CMM allows us to formulate our reality, we must then discuss what it means to create meaning. The following summary of Coordinated Management of Meaning from Oregon State (Coordinated Management of Meaning) articulates to us how we create meaning:

Coordinated Management of Meaning

Summary:

The Coordinated Management of Meaning theorizes communication as a process that allows us to create and manage social reality. As such, this theory describes how we as communicators make sense of our world, or create meaning. Meaning can be understood to exist in a hierarchy, depending on the sources of that meaning. Those sources include:

1. raw sensory data -- the inputs to your eyes and ears, the visual and auditory stimuli you will interpret to see images and hear sounds;
2. content -- interpreted stimuli, where the words spoken are understood by what they refer to;
3. speech acts -- content takes on more meaning when it is further interpreted as belonging to a speaker who has specific communication styles, relationships with the listener, and intentions;
4. episodes -- in common terms, you may think of this as the context of the conversation or discourse where when you understand the context you understand what the speaker thinks he or she is doing;
5. master contracts -- these define the relationships the communicating participants, or what each can expect of the other in a specific episode;
6. life scripts -- the set of episodes a person expects they will participate in; and
7. cultural patterns -- culturally created set of rules that govern what we understand to be normal communication in a given episode.

Persons use two types of rules to coordinate the management of meaning among those seven levels of meaning. First, we use constitutive rules to help understand how meaning at one level determine meaning at another level. Second, we use regulative rules to help us regulate what we say so that we stay within what we consider to be normal communication in a given episode.

For detailed information read:

Pearce, W. B., & Cronen, V. (1980). Communication, action, and meaning: The creation of social realities. New York: Praeger.

Cronen, V., & Pearce, W. B. (1982). *The Coordinated Management of Meaning: A theory of communication*. In F. E. X. Dance (Ed.)., Human communication theory, 61-89. New York: Harper & Row.

The above summary of The Coordination Management of Meaning Theory mentions seven sources where meaning originates: raw sensory data, content, speech acts, episodes, master contracts, life scripts, and cultural patterns. I'd like to apply and identify these seven sources within my internship experience evaluation, that is, to better illustrate the construction of meaning within Rising Star Outreach. These are listed in no particular order and are commonly interdependent with each other.

Coordinated Management of Meaning Theory is a process for creating and managing the meaning of our reality, it goes without saying that the sources of this meaning build upon each other. Our reality is what we recognize as real and a part of existence. Our interpretation of the meaning of that reality labels the level of importance and our own proximity to such reality.

According to CMM, people learn behaviors that are appropriate for specific contexts (Pearce, 1976). More specifically, as illustrated in the hierarchy model of CMM, individuals rely on an interpretative process that includes six levels of understanding which create particular meanings (Pearce & Cronen, 1980). The idea that meaning is situated within multiple levels of embedded contexts is represented in CMM's hierarchy model. The model contains six levels: (1) content

(the words used to communicate), (2) speech acts (how we perform the content), (3) contracts (a system of formal and/or informal rules that guide two or more individuals' communication), (4) episodes (communication routines that consist of a describable sequence of speech acts), (5) life scripts (individual's self-perception that shapes, and is shaped by, communication), and (6) archetypes (understandings of speech acts, contracts, episodes, and life scripts that are shared by a particular social group). Like the perspective taken within this study, CMM theory situates archetypes – also described by some CMM scholars as cultural patterns (Wood, 1997) – as the fundamental logic that people use to frame, or define, experience (Heath & Bryant, 2000).

Raw Sensory Data

The raw sensory data is explained as the inputs to your eyes and ears, the visual and auditory stimuli to be interpreted. It's what we take in from what we see and hear. A common question that Rising Star Outreach will ask all who donate and volunteer is, "How did you find out about us?" This is such a common question because it is important for RSO to expose as many people to their program and cause as possible. Without such exposure, potential volunteers, donors, and supporters will not have an opportunity to unknowingly use the CMM theory to create Rising Star Outreach as a reality, and hopefully, a part of their personal reality.

Raw sensory data, when it comes to the organization, is any form of Rising Star Outreach rhetoric. This includes whatever imaginable one may experience with exposure to RSO. In the pure, raw form of this Rising Star Outreach rhetoric would be visiting Rising Star Outreach of India in person. This is where I, as a volunteer coordinator, experienced the next phase: content.

Content

This is where the data exposed to and collected is interpreted. As a member of the long-term volunteer staff, it became my responsibility to represent, promote, and provide experiences of the volunteers' exposure to aid in the increase and extension of their already positive impression of Rising Star Outreach. Assuming that each volunteer who had just invested their time and money already owned their own personal impression of RSO which reflected that of a positive nature.

Speech Acts

Speech Acts are a source of meaning that goes even further because the meaning is more deeply interpreted. This interpretation is often from a speaker who has specific communication styles, relationships with the listener, and intentions. Depending on whom that speaker is, meaning will be based off of their specific style, relationships, and intentions.

While I was at Rising Star Outreach of India, I happened to be there during a session where many of the volunteers happened to be very influential people for the organization. Key staff members, board members, and donors were there to volunteer as well as further aid the organization with marketing and spreading growth. There were many video clips created during this session which act now as speech acts in the media. In these video clips, people who have played a significant role in Rising Star Outreach speak directly to the listener. This rhetoric is specific to each speaker with their own communication style, relationship to the organization, and intentions.

Aside from the speech acts in video form now available for potential viewers, the director of Rising Star Outreach, Sally Read provided countless speech acts during the volunteer session

alone. The rhetoric she shared was different in its own respect, however, her intention was unmistakably constant. She wished to promote Rising Star Outreach as a successful charitable organization full of hope, growth, and positive change. Seeking for constant support and an invitation to assist in spreading information about Rising Star Outreach was never far from the theme of Sally Read's shared rhetoric at any given time. Her forever repeated phrase, "Many hands make like work" echoes her silent belief that the more people who you can persuade to invest their time, energy, and money into the organization will result in growth for Rising Star Outreach.

Episodes

Episodes are when the context of the communication conveyed is understood by the audience. This is usually the point where the meaning is further created and developed to the point where the listener/audience understands the meaning that has been created from the communication they were just exposed to. It is here that the said meaning created is either agreed or disagreed upon. The next source of meaning is where the meaning created is adopted and action takes place.

From the International Journal of Communication, an article by Eli Dresner about the principle of charity and intercultural communication states the following : "[It] is reasonable to expect that an interpretive effort that is based on agreed-upon facts will result not only in more understanding in the limited sense of acknowledging what the other side thinks and wants, but also in more understanding in a wider, moral sense – being able to acknowledge the beliefs and desires of the other side as things that need to be taken into consideration by us and affect our future actions."

The above statement is actually referring to charity in the interpretation of values and actions and the interpretive issues between two cultures, the Israeli and Palestinian publics. The application of CMM and International Communication remains present and true. Rising Star Outreach is a charitable non-profit organization, therefore spreading the name and purpose of their organization is central to the survival of their mission. They must convey the meaning they have sought out for their organization to have and create that same meaning in others in hopes that they can gain support and spread that meaning, if anything.

Dresner's statement about the interpretive effort based on agreed-upon facts is true to Rising Star Outreach as well. In reference to CMM and Rising Star Outreach, the agreed-upon facts are the directed content by the organization interpreted in a manner that the aimed meaning of RSO be conveyed. To parallel the understanding Dresner mentions to CMM and Rising Star Outreach, is to place that understanding in the episode source of meaning in the Coordinated Management of Meaning Theory. At this point, the listener/audience has created meaning to the point where they understand what the purpose for the communication presented to them is. The context is understood and the situation is understood as well. The next source of meaning in CMM is the step towards establishing and creating meaning.

Master Contracts

Master Contracts are where relationships with participating communicators are established. Here meaning is created to the point where listeners/participants have invested enough into creating meaning about Rising Star Outreach that a relationship or connection is formed. Within this formed relationship, the listener/participant knows what type of meaning will further likely be created from Rising Star Outreach.

Life Scripts

This source of meaning allows participating communicators to expect what will happen from a set of episodes. For Rising Star Outreach, this is where potential volunteers, donors, or sponsors have created enough meaning from all of the communication that they have been exposed to in order to persuade them enough to action.

Cultural Patterns

Meaning created from this source may be created at any point of communication presented. Depending on whether the listener was exposed to cultural differences experienced in Rising Star Outreach as a non-profit organization that merges cultures, meaning about culture differences may be created at any given time. But it is safe to guess that unless one has traveled to Rising Star Outreach of India and had an experience for themselves; meaning will most likely first be created and coordinated when one has such an experience.

Rules

Constitutive Rules help us in the process to create and manage meaning based on what we already know of meaning based on the sources we have already used. This is where Rising Star Outreach uses their sources to educate people about their organization. This rhetoric is the context that stems the meaning creation process that will lead and entice people to join in the efforts of the organization.

Regulative Rules guide us to know what to say in situations. Regulative Rules are our compass in communication that help us know what we should say and how we should act in

order to respond and present ourselves in a way that we consider to be normal and appropriate. This rules system is definitely used within Rising Star Outreach where a culture merge causes us to second guess what is appropriate or normal.

Successful NPO's are effective with recruiting support and volunteers when the organization presents a simple problem solving equation to their viewers along with a clear proposed solution to the said problem presented through the organization. If potential volunteers can picture themselves as a potential solution component in that equation, the likelihood of their active participation or assistance to the organization increases dramatically.

"As a social construction approach the coordinated management of meaning perspective also emphasizes recursiveness. In this case it emphasizes a recursive interplay among the communicative actions of persons and the frameworks of meaning that implicate and are implicated by their actions. Again, the level of praxis is fundamental in this recursive process in that "communication is the primary social process" (Cronen et al., 1988, p.71)." (Rose, 2006, p. 174)

"To say that CMM foregrounds communication is to say that in it "communication is the primary social process" (Cronen et al., 1988, p. 71). It is to say that communication constitutes such secondary social processes as "forms of selfhood and identity, social institutions, various emotions, social practices, kinds of relationship, forms of consciousness, and moral orders" (Cronen, 1991, p. 36)." (Rose, 2006, pp. 177-178)

Language Expectancy Theory

Language Expectancy Theory assumes that language and messages are based on of a unique set of rules and strategies. When these rules and strategies are employed, a person can better navigate a conversation in a direction that will ideally institute a positive persuasive change.

This theory also suggests that all people have their own set of rules and strategies based upon their individual expectancies. These expectancies may reflect and hinge upon an individual's culture, attitude, and morals.

The Language Expectancy Theory applies to my internship experience because I was able to learn and recognize some of the rules and strategies used to navigate conversation within the management system of the organization I worked with. The rules and strategies used in conversation within the organization had a unique dynamic due to the difference in cultures between the volunteers and the employees. India is an authoritarian country whose management style so often reflects this.

Organizational Communication

Although organizational communication is not the main focus of this report, I couldn't help but include this aspect of my experience due to the fact that I caught myself constantly analyzing and applying the theories I just learned in the classroom. As a coordinator for a non-profit organization, I was, by no means, given an absolute organizational communication vantage point. But I did have and record my experience with this topic of communication, nonetheless.

During my experience as a coordinator for Rising Star Outreach's volunteer program, I was able to immediately recognize the concepts discussed in our organizational communications class just months previous. One concept in particular continuously surfaced and revealed itself and that is the dynamic that personality differences create. The organizational structure of the volunteer program my part consisted of included four people landing on foreign grounds having already committed to volunteer for and help run a non-profit volunteer program for a minimum of four months. Due to all volunteer coordinators' individual schedules, all arrived at completely different times of the month. Upon my arrival to the Rising Star Outreach of India's campus, I was responsible for quickly learning my responsibilities. The VPO, Volunteer Programs Officer, is the individual who is over the three volunteer coordinators, and communicates directly with the Director of Rising Star Outreach of India as well as the U.S. management.

Rising Star Outreach of India's management structure reflects the authoritarian style of its culture. This setup pertains to the management structure applied to the volunteer management formality as well. Within each segment of the volunteer program, the volunteers answer to the volunteer coordinators. The coordinators go to the VPO for instruction and any concerns that may arise. The VPO then reports to the long-term coordinators and/or to the director of the program.

My Experience

As a coordinator for a non-profit volunteer program, I was given an additional vantage point of the organization in comparison to a regular volunteer's perspective. Even as a coordinator of the program for four months, I am still no expert of the program by any means. However, I was able to experience much of what goes on in the program "behind the scenes" and

I am grateful for the contribution I was able to provide while conducting my own personal observations simultaneously.

This Is India (TII)

TII was an expression I first heard when I was a volunteer for the organization in the summer of 2012. It was used in response to explain the unexplainable things that happen on a daily basis in India. For example, it was not an uncommon sight to see a family of four or more traveling on one motorcycle as if it is anything but normal to balance a toddler on your lap as you, yourself are balanced side-saddle on the back of a motorcycle with a driver who also has to focus on keeping the child in front of him on the vehicle as well as master the artistic chaos of dodging, weaving, and honking the horn through traffic. This example may simply be described as a cultural difference. However, to most Americans, this scene is extremely difficult to accept. But the reality of the issue is, it is not an issue in India and is in fact normal.

This is what TII. It is an expression used as an explanation substitute when the difference of one's background culture places the new normal introduced by the Indian culture in a predicament of incomprehensiveness. Instead of diving deeply into the sociological and psychological reasons behind why the people of India do the things they do and why the people of the culture I grew up in do the things the way they do, it is easier to simply shrug my shoulders and do nothing but acknowledge the difference exists and move on with the expression, "TII." It is safe to say that the expression itself is nothing but the acknowledgement of an interesting predicament while simultaneously placing the cultural difference blanket over the instance whether it truly reflects culture or not.

The interesting concept about this expression is that it appeared to be a learned expression. It seemed to be passed on. I learned the expression from the long-term coordinators of 2012. But when I myself became a long-term coordinator, I became a member of a long-term coordinator team who were all completely new to Rising Star Outreach and had never heard the term "TII" when I first used it. I didn't care too much for the expression because in my experience, I felt it's use was sometimes not understood completely by the user and wasfar too easily susceptible of being unintentionally ethnocentrically misused at times. I then refrained from using the expression "TII" for the remainder of my time there because I recognized that I was the carrier of the expression and would be the one to expose and spread it amongst the arriving volunteers and existing long-term volunteers that I failed the opportunity to verbally become my own activist for the expression "TII" and its potential to bridge two cultures rather than gap them.

In fact, the term among the time I was a coordinator didn't become popular until a member of Rising Star Outreach from the U.S. visited the campus in India and spread the phrase. The example of this expression is a perfect model of the basic concept of Communication Accommodation Theory as well as Coordinated Management of Meaning Theory.

Communication Accommodation Theory suggests that we use certain language and engage in certain behaviors in order "to match the communicative behavior of others. It is an extension of social identity theory (Tajfel, 1982; Tajfel & Turner, 1979) and assumes behavior is motivated by the desire to be viewed favorably by socially desirable others." (Goode & Robinson, 2013, pp. 455-456) I first used the expression in an attempt to create my social identity as a coordinator following the example of the coordinators I had previously. I rejected this assumption because I recognized this was not the behavior necessary for me to be viewed

favorably by the other coordinators. However, when a socially desirable individual later reintroduced the expression, it began to catch due to CAT and the desire others had to be viewed favorably by this individual. It is worth recognizing that the expression "TII" may have spread for no other influence other than the result of shear exposure and use among the volunteer tourist population of India

Within conversation, I was using the meaning of the expression which had been previously created in my mind as a guide for the said conversation. Also the specific meaning created in my mind for the expression from my previous experience is a result of the coordinated management of meaning. Within the process of CMM we make sense of our social reality while also creating meaning of what the speaker's aim in communication is. I had created meaning for this expression which resulted in my own definition and reasons for use of the expression as well as a conclusion that the expression has negative ethnocentric potential.

In retrospect, I realize that I passed up the opportunity to change the expression's negative connotation into a positive experience. It was my own interpretation that the expression reflected that of negativity. However, I failed to recognize that "This Is India" could have been an expression attached to the many beautiful things of India. As a communication student, I am embarrassed to admit this experience.

As A Foreigner

My time spent in India was a time full of many firsts. One obvious first was experiencing life as a foreigner. The experience to live outside of my comfort zone was definitely an interesting one. Living in a completely new culture was not only exciting, but challenging at times. It was interesting who I was assumed to be based upon my ethnicity.

When meeting new people of India, one of the first questions asked me often times before my name was even asked, "Are you from America?" Often this assumption was due to my association with Rising Star Outreach, an organization known for partnering with the U.S. and brings over a lot of American volunteers.

Without delving in and analyzing it too much, I discovered that there was a general consensus about Caucasian Americans among the overall population of people in Southern India. The most obvious assumption was that I was wealthy. Other volunteers from America and I would be pressured by vendors and beggars far more than any individual who is from India. Never before had I ever considered myself to be a wealthy person. True, I may have had more money in my pocket than a percentage of people in Southern India. But I had always only considered myself fortunate, never to have a fortune. This assumption came more of a shock to me due to the never before seen poverty that I was now exposed to.

Another assumption which I found to be more of a stretch than my assumed wealth was that I had an education in the medical field. I was surprised several instances when an individual would approach me and often another volunteer and be asked for advice or assistance regarding a medical issue the person appeared to be having. Sometimes the individual could speak English and sometimes their speech was far more broken but their aim was apparent and surprising to me. As far as my knowledge about medical facts I know next to nothing past general knowledge and basic emergency CPR, which was certainly of no use in the situation. The fact that my ethnicity brought about such an assumption was quite curious to me and spurred my mind to come up with some sort of explanation just as the people I met intended to do, I wanted to make sense of my reality.

The explanation that I came up with in response to these instances can be related to CMM. Somewhere in the lives of these people who have made these assumptions, meaning has been created. Even if the product of this meaning is false, it is there nonetheless. Somehow my ethnicity has communicated to someone that I have something or am something that I never intended to express. "Pearce and Cronen (1980) use the term 'making social worlds' in relation to CMM." (Coordinated Management of Meaning) Somewhere in the social world, these assumptions were made and they were solidified enough that one would eventually feel comfortable to act on those assumptions.

As a Volunteer

The above section, "As a Foreigner", introduces the assumptions that were placed upon me outside of Rising Star Outreach. While inside those campus walls, things were assumed about me that I didn't consider to be necessarily true as well.

Among the staff and children of Rising Star Outreach of India, there were many things assumed about me at times. However, at the same time most were extremely eager to get to know me and ask questions about me or about where I am from. Although I was assigned to be a volunteer coordinator for Rising Star Outreach, I quickly found out that being a long-term coordinator qualified me for things I never signed myself up for. Nevertheless I was a volunteer and was considered an extension of the RSO staff.

Many of the tasks I was asked to accomplish were not necessarily because of my ethnicity but because English was my native language. English is a second language among all of the staff of Rising Star Outreach of India and I was asked to proof-read, edit, write, and assist in many projects. This was interesting to me because I would have never consider myself

qualified for many of these tasks, but according to those who assigned me to these projects, I was the on campus expert.

On several occasions, I was even assigned as substitute teacher with periodic check-ins from the principal and teachers before and after each hour. I appreciated these opportunities, however, marveled that I was so easily trusted with the responsibility of a classroom.

Coordinated Management of Meaning Theory suggests that people in conversation create meaning through their communication. (Coordinated Management of Meaning) Somewhere in my communication with the staff members of Rising Star Outreach I unintentionally communicated that I possess the skills required for the numerous tasks I would be assigned to and created the social reality that became the themed reality for my experience as a volunteer for Rising Star Outreach.

As a Volunteer Coordinator

As explained previously, my designated role at RSO was to be a volunteer coordinator during my time there. This means that I was responsible for the experience that the volunteers who visit the Rising Star Outreach of India campus. The purpose for volunteer coordinators is to guide volunteers through the service opportunities they will have during their time at Rising Star Outreach.

The organizational structure of this non-profit organization in India is set up to be self-sufficient. Although the organization appears that it can get by just fine with the staff members present, the reality is that RSO does not exist without the funds brought in by donations and sponsors, especially the donations given by the volunteers who come to experience Rising Star Outreach. For the sake of this dynamic, it is extremely important that the volunteer program

remains sustainable and successful. Increasingly important to me as a coordinator was to make

sure the experience of the volunteers in session was full of meaning and connection in order for

the meaningful experience.

As part of my internship, I had the opportunity to create, write, and submit a training

manual for the following volunteer coordinators assigned to be education volunteer coordinators.

In this manual, I introduce the roles and responsibilities of an education volunteer coordinator

and place the meaning needed to create within volunteer sessions as well as create meaning and

importance to the role of the volunteer coordinator. This manual is included in the appendix of

this report.

Aside from the manual project accomplished, I also added to the media collection of

Rising Star Outreach including a short Christmas video, Facebook posts, and pictures. I also was

a member of the team that updated and created a medical orientation video for all future

volunteers to view as part of their medical orientation for the volunteer program. For this

program, I was involved in filming and collecting audio for the video and coordinating all

material for approval. I was specifically responsible for editing all video and audio.

Volunteer Session

The time when a volunteer session was underway was when my role to coordinate

meaning for the experience of another took place. The relationship between a volunteer and the

Rising Star Outreach organization can vary immensely. Everyone will have different

backgrounds and associations with the organization. However, the process within the

Coordinated Management of Meaning Theory that helps us create meaning and make sense of

our reality will be in tact no matter the diversity of channels used to eventually decide to volunteer for RSO.

The existence of a relationship between the volunteer and the organization is the result of some method of communication. Some may have heard about Rising Star Outreach from a friend. Others may have been introduced to RSO from something exposed to them in the social media network. In these first few stages of a relationship forming between the volunteer and RSO is where the Coordinated Management of Meaning is used as a process to create meaning for the volunteer. The fact that the volunteer has ultimately decided to travel all the way to India to volunteer for the organization means that the process to create meaning has solidified enough with enough positive meaning that they have chosen to make Rising Star Outreach's cause not only part of their reality, but an actual experience.

Coordinating CMM

Education Coordinator

The volunteer program at Rising Star Outreach is threefold. The opportunities that volunteers have to serve are through medical, community outreach, and education. The volunteers will rotate through these three opportunities each day they are volunteering. Each coordinator will guide their volunteers through their opportunity to ensure their experience is as meaningful as possible.

According to Chang (2014), "There are altruistic and egoistic appeals in charitable advertising". As far as creating meaning goes, this almost comes with the organization itself because it is a charitable organization. This means that the organization has already appealed to the volunteer through either their altruistic or egotistic appeals. By appealing to the altruism of

the volunteers, they believe that by volunteering for the organization they can increase the happiness of someone in need or by appealing to their egotistic appeals by making them feel better by donating their time and money.

Whatever the appeal and communication method used to persuade a volunteer to make the decision to volunteer, it was my responsibility to feed and add to that spark of meaning that existed in every volunteer. The motives for volunteering can be many, but I found that all volunteers had something consistently in common. They wanted to feel that their experience was meaningful. They wanted a real connection with those in need. With the medical and community outreach service rotation days, this often came much easier than with the education rotation.

While outside of Rising Star Outreach on a medical rotation, the volunteers visit a leprosy colony and assist the full-time nurses and doctors with medical and wound care. Here it is easy for the volunteer to recognize those in need. Those who have paid a physical toll to the extended effects of the disease are easy to notice. Interacting with these people fulfills an immediate need and in turn, the volunteer feels immediately needed.

With community outreach service, it is evident that there is a need for the project to take place in order for those in need to benefit from and have a happier life. To the majority of the volunteers, it is evident upon their first arrival to India that the qualities of life in materialistic terms are significantly lower than their own upbringing. For this reason, volunteers may easily feel they are fulfilling a service to those in need through their project. This allows the volunteer to feel that their experience is meaningful and they can make that connection between meaning and their experience with ease.

It is important for the volunteer coordinators to communicate with and remind their volunteers the purposes behind why they are doing the service they are doing. Therefore, there is more meaning created in the volunteer and their attitudes towards the organization are then guided continually in a positive direction.

The same is true for the education rotation of service for the volunteers. However, I found that volunteers were likely to feel dissatisfied with their experience if their anticipated connection is not made or experienced. Within the boarding school these children attend, they do not appear to be near as in need as the volunteer may have anticipated. The reality of the situation is that these children have all come from a family who has been affected by leprosy, they themselves have been affected, or they belong to a surrounding village in a family who experience extreme poverty. Yet once inside the walls of Rising Star Outreach, one cannot see this. The children are dressed in a clean school uniform. The students are clean, beautiful, and have three square meals each day.

As a coordinator of the Coordinated Management of Meaning Theory process, I made it a point to ensure the opportunity for that desired connection to be experienced. To do this, I made it a point to communicate to the volunteers that though these children may not appear to be in need, they are extremely resilient, happy, and love attention. Just like any other kid, they may appreciate play time more than school time. They may have short attention spans. But it needed to be expressed to these volunteers somehow, that these children do need help. They need personal attention and guidance.

Making Education Meaningful

Prior to each volunteer session's volunteering, we meet with the entire group and give them an orientation of the campus, a brief overview of the organization, and an explanation of what they will be doing during their time with Rising Star Outreach along with a few of the basic 'need to know' things that come with volunteering with RSO and volunteering in a country where the common culture is foreign.

Furthermore, there is an orientation prior to each volunteer rotation. This is where what each group will be doing the following day will be communicated to the volunteers and the volunteers will be given the opportunity to communicate with the volunteer coordinators any questions or concerns that they may have.

These orientations are where meaning is created in the service of what the volunteers will be doing during their time with RSO. The communication and rhetoric here is where meaning is not only further created but solidified. The rhetoric used to coordinate the management of meaning for the volunteer experience is much of what was stated in the above section. That the children they would assist tomorrow are not only students who need personal help in their education, but are children who need personal attention in order to nurture their emotional needs as well. As long as some variance of this theme could be established within each orientation prior to the day of service in the education rotation, I found that volunteers were better prepared and suited to establish the connection desired.

Conclusion

The Coordinated Management of Meaning Theory is a process used to create our social reality (Pearce and Cronan, 1980.). The CMM is an action metaphor for a communicative

competence directed toward organizing multiple meanings in action. (Coordinated Management of Meaning)

"The organization of meaning does not emerge in a linear sequence but is a responsive consequence of meeting vibrant communicative environments that naturally consist of multiple patterns of meaning. To engage multiple views of meaning requires enacting higher orders of cognitive processing. Communicative life in this historical moment takes on geometric engagement; it is no longer possible to have a sequential understanding of one piece of information, one datum that gives rise to others that must follow in the proper order and form. We are met daily with plurality of data that necessitates communicative organization of multi-tiered meanings." (Arnett, 2013, p. 3)

Although CMM often refers to the construction of meaning through conversation, this report has expanded this normality in CMM to encompass multiple forms of communication. Any form of communication has the ability to create meaning. This is what I had to learn to manage and coordinate as a volunteer coordinator. Nonverbal as well as verbal communication skills were stretched on my behalf in order to gauge the emotional state of others in order to facilitate their emotional experience as well as their physical. Furthermore, to uphold the positive image and purpose of Rising Star Outreach, it was necessary for me to instill a desired positive meaning in the creation of the volunteers' process of creating meaning through CMM as well as upholding the same positive process for myself. Coordinated Management of Meaning is a necessary process we engage in often without realizing it. It is necessary to create meaning with the conversations and communication we have in order for our worlds to make sense. Without it, our lives would have no "meaning".

This internship allowed me to learn a lot about the field of communication as well as gave me the opportunity to learn a tremendous amount about myself. I learned that everything has its own set of strengths and weaknesses, me included. Most of all I learned and am appreciative of the realization that stepping outside of our comfort zones is where true growth takes place. Without the curiosity to step outside, I would have never attempted entering a master's program, traveled to India, and all of the amazing experiences had and friends made would be erased from my existence, from my newfound "social reality".

The Coordinated Management of Meaning Theory enabled me to have the tools needed to comprise the interpersonal system necessary to recognize and explain the actions and reactions of others as well as my own in the social construction presented in an international non-profit volunteer organization in India, Rising Star Outreach. The outcome of the Coordinated Management of Meaning Theory is created meaning. Because this theory is subject to its user, the created meaning does not have any one specific meaning or reality as an outcome. Much like the reflection of communication as a tool, Coordinated Management of Meaning Theory is about the connection made between individuals and places or things; the outcome of the connection comes secondary. One may not exist without the other. Without communication, there is no connection made and thus no exchange or information gained. The steps within communication and the product following become the whole. Without the Coordinated Management of Meaning Theory, there is no connection and no process allowing us to create meaning and reality. The steps within CMM theory and the product following CMM theory become the whole.

My reality within my experience with Rising Star Outreach through the Coordinated Management of Meaning Theory comprised this entire report. Thus creating a proposed new reality for those who read this report in hopes to better understand how the Coordinated

Management of Meaning Theory works within an international non-profit volunteer program. For this reason, it is important to note that this report is a reflection of my own observance of my experience. This experience allowed me my own understanding of the skill set necessary to better know how to navigate the potential meaning created within an international non-profit volunteer organization.

For communication study purposes and potential marketing purposes, there is room for continuous study of the Coordinated Management of Meaning Theory within international non-profit volunteer programs and for a follow up study with Rising Star Outreach. This niche of communication study is tremendously under studied and is in need of greater focus in order for volunteer programs to continuously thrive and for future volunteers of non-profit volunteer programs to better understand their experience. Within each experience, meaning will be created. It is best that this meaning created is not lead blindly. Through the steps of the Coordinated Management of Meaning Theory, communicators may potentially reach and attain a desired meaning and reality envisioned.

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EDUCATION COORDINATOR MANUAL

Introduction to Education Coordinator Manual

This manual is a how-to-guide for the education coordinator position of Rising Star Outreach, including the responsibilities and projected tasks during your stay here at Rising Star. Also included is useful information and recommendations that may help you as Education Coordinator. Being the coordinator for education is a very fun and exciting role to have at Rising Star. The teaching staff and students are incredible, amazing people and it is your privilege to aid the volunteers in realizing the same.

This manual is a resource provided for education coordinators of Rising Star Outreach that has never yet existed. It is subject and open to suggestions and changes as needed.

Responsibilities and Main Focus of Education Coordinators

The role of the Education Coordinator at Rising Star is extremely important. The Education Coordinator is responsible for facilitating the experience of the volunteer with the children in school while also maintaining an effective educational setting.

Education Responsibilities

- Be organized and detailed
- The majority of the children at Rising Star live on campus. They are members of a house where they live with nearly twenty other children and one house mother. With such a dynamic, it may be difficult for each house mother to give each child the one-on-one nurturing time they may need. One of the needs the volunteers will have an opportunity to fulfill is to give that child the one-on-one attention that they may need. The children love the attention they get from the volunteers so make sure the volunteers maintain a professional educational setting. Make sure that the volunteers and the students both are aware that playtime isn't until after school.
- Having the volunteers on Rising Star campus is a great resource for the students because the students have the opportunity to converse with someone who speaks

fluent English. As the education coordinator, remember that any opportunity the students may have to practice their conversational English is a good opportunity. Aside from the education rotation providing the volunteers and students an opportunity to bond and have a good experience, the education rotation is to help the students in the small and simple ways that we can. Ask volunteers to speak properly when they are interacting with the children. Be the example of proper fluent English.

Elephant House Responsibilities

- Maintain memory books (in Mango Room): They are not yearbooks. They should be about the kids. They are for the children so they can have an identity. It is NOT a yearbook about volunteers. Write stuff like "today you did the funniest thing!".
  - Make new memory books for children who do not have them with composition books. Do this early in the summer volunteers can write in them all summer.

Dinner Responsibilities

- Gather education group and cut veggies and fruit.
- Make sure we have enough banana leaves for dinner time.
- In charge of Highs and Lows. Limit time for big groups. For large groups (25-30) you can do highs and lows ever other night. On the off nights you can read a blog excerpt, short story, special guest speaker or read from one of the memory books about the kids. (Requires research on your part)
- This group is in charge of keeping the kitchen tidy. Put away any remaining dishes that are on the rack. Make sure kitchen is clean and food is organized.

Education Rotation

The education rotation schedule is based off of a schedule created and coordinated by the teaching and administrative staff of Peery Matriculation School. The education schedule is made up of a series of classes where the teachers and administration felt the volunteers would be most useful and beneficial without interference of the core classes where the curriculum is more strict. You will notice that there is a stress upon the students, especially the 10th standard children to do well and get good marks on their exams. Encourage the students to study hard any chance you get!

The volunteers have the opportunity to interact with the children in school multiple ways. Sometimes they will be reading one-on-one with a child, sometimes they will be helping a child with their English exercises, sometimes they will be telling stories to a child in a one-on-one setting, other times they may be outside participating in a PET (Physical Exercise Training)

class games and exercises, sometimes they may be teaching a value lesson, and other times they may be in a computer class helping a child with their computer program.

Helpful Tidbits about Education

- Advise volunteers to speak slowly and articulate as much as possible.
- There are two bells rung at the end of each class. The first one is a warning bell and the second one is the end of class bell. Return students to their class at the second bell unless told otherwise by their teacher.
- Volunteer women are asked to wear shawls or scarfs on their day of education in order to present themselves as more professional. Volunteers who are men are asked to wear a button up shirt, or polo shirt with slacks or khaki pants to be more professional.
- During the ten minute breaks during the school schedule the students are free to check out books in the library. This is important to know because often the library is where the volunteers may be or may be where they leave their things during the ten minute break. Just keep in mind that it is not a secluded place, it will typically have some traffic in and out during the breaks.
- The terminology in the school differs somewhat. If this is your first time at Rising Star, no worries, you'll catch on quickly. For example, instead of using the word "grade" to describe the child's class, they use the word "standard". 1st standard, 2nd standard, etc. If at any time you hear the phrase, "I have one doubt" or "If you have any doubt" the word "doubt" means "question".
- They learn British English so often times, the spelling will be different than American English.
- The school has a tea time at 10:00 am and 2:00 pm. This should not disrupt anything with the education rotation. The woman who serves the tea to the teachers and staff is usually Kanchana or Nagavalli. These women like much of the staff of RSO, are incredibly sweet and love when you say hi to them and know them by name.
- Staff may approach women and begin to put handmade flower ornaments in their hair. This is a courteous gesture and should be received with gratitude and appreciation.

Resources in School

The Library has many books and resources that can be very useful for volunteers.

- The library has many books and they are organized by level of difficulty. Have Sonia, the librarian show you where and what exactly the sections are in the library so you can direct volunteers to select books for classes where they may need to have a reading book on hand.

- There are several boxes of the phonogram card sets in the library. These are often jumbled or mixed up so if you plan to use them it is a good idea to go into the library beforehand and have them organized.
- BOB books are a great resource for younger students (1st-2nd standard). They are in small books as a set. There are many sets and they, like the phonogram card sets, may be mixed as well. They are not all the same difficulty level. Familiarize yourself with the different section sets and determine which sets would be appropriate to use for the class you may be thinking of using them in.
- The copier located in the first office is open for use. Think Green. Paper is a resource not wasted. Whenever possible, use the front and back sides of all sheets. If you need help with using the copier, ask for help. Often Emina (Emi, pronounced Emmy) the office aid is in the copy room and can help you if you need.

Resources in Elephant House

- There is a box of resources that has a slew of things you may find useful and want to incorporate into the education lessons for volunteers.
  - Included are a few different sets of flash cards good for sight reading and learning the basics of English.
  - Also included are two sets of phonograms. These are a great resource to help the children learn the basics of English.
- Often the VPO has donated resources that may be used for education. Pens, pencils, scissors, paper, etc.
  -

Orientation to Volunteers

Introduce yourself to the volunteers, what the Education Coordinator does, the purpose the volunteers can serve to the children, etc. Whatever you say to introduce the education rotation to the volunteers, be excited! These children are amazing and we have the wonderful opportunity of spending time with them in school. There are a number of different ways the volunteers have the opportunity to be with the kids. Sometimes the volunteers will be reading one-on-one with the student, sometimes the volunteers will be helping a child understand and navigate through a computer program, sometimes the volunteers will be teaching an English lesson to a student one-on-one, sometimes the volunteers will get the chance to participate in a PET class outside, and sometimes the volunteer will be teaching a child a value lesson one-on-one.

Explain to the volunteers that the children that they will work with are hand-selected by their teacher to come work with the volunteer. Either that child is struggling in the class, struggling with reading, or they just need some extra attention. As mentioned before in this manual, many of these students may not have the opportunity to have very much one-on-one attention. Express to the volunteers that one part of their role is to provide this nurturing one-on-one attention with the child. The other part of their role is to aid the children in their education.

Provide each volunteer with a daily schedule for the day they will be volunteering (the following day). Go over the schedule with the volunteers briefly explaining what each of the classes are and what they will be doing. Then after introducing what the classes are, open the time up for the volunteers to choose which classes they prefer to go to tomorrow.

It is easier for the coordinator if the group stays together and goes to the same classes each period. Furthermore, it decreases the potential disruption of multiple classes instead of just one. However, if you as a coordinator feel that you can coordinate the group efficiently even if they are split.

Spaces Available

As you may have noticed, the school is limited on open space. For this reason, it is important to be aware of the space that is available and when it is available. Make sure you check with Kathiravan each morning and ask which rooms are available for volunteers to use and ask him if AV room and the Intel room are locked or open if you're going to need them.

Library

This room is located in the North corner of the bottom floor of the school right before the stairs.

AV Room

This room is upstairs next to the upstairs foyer across from the conference room. Sometimes this room is locked. Make sure you check with Kathiravan each morning that this room is open and available.

Intel Room

This room is upstairs and towards the South end of the school near the Social Work office. If you are going to need this space, again check with Kathiravan to find out if it is open and available for use.

Upstairs Foyer

This is the open space upstairs directly above the entrance of the school. There are no chairs and no tables. It's usually left as an open space to utilize as needed.

Empty Classroom

If it is library reading hour. The class is all located in the library. If you have the teacher's permission, volunteers can use the class's empty classroom to read in.

Important People to Know because you may be needing to work with them

It is a strong recommendation that you get to know the staff of Rising Star Outreach. It is most helpful if you become familiar with the administration staff and teachers because you will need to know who many of them are during the education rotations, what they do, and who they teach.

Acknowledge any staff member whenever your paths cross (by name if possible). I've found this to enhance my experience at Rising Star immensely. A little kindness goes a long way.

Dr. Susan. Managing Director. Mr. Xavier, School Principal.

Nagaraj, Education Admin Assistant Sonia, Librarian

Lakshmi, Computer Lab Teacher

Kathiravan, Teacher Supervisor, Science Subject Teacher, Teacher for Older Standards. You will work closely with Kathiravan and any initial questions you have go to him. You will also let him know what the volunteer schedule for the current day is.

Kala, UKG Teacher

Nisha, 1st Standard Teacher

Keerthana, 3rd Standard Teacher

Leema Rose, 4th Standard Teacher

Kumar, 5th Standard Teacher

Rajakumari, 6th Standard Teacher, Science and Math Subject Teacher

Velayudam, 7th Standard Teacher, Tamil Subject Teacher

Dhanasekaran, 9th Standard Teacher, Math Subject Teacher

Salomi, 10th Standard Teacher, English Subject Teacher 8th and 10th

Thaniga, Math Subject Teacher, 2-6 Standards.

Raja, PE Teacher

Vikram, Substitute PE Teacher

Eminal (Emmy) Office Assistant, Substitute Teacher

Kanchana, School Cleaner

Nagavalli, School Cleaner

Alamelu,   Elephant House Cleaners   Lakshmi

Kalai Selvi (Selvi)

Classes

Throughout the education rotations, try and be respectful that you are volunteering in the workplace of the teachers and staff members of the school. Be respectful by making sure the distractions are kept to a minimum. Be mindful of the noise level and the distractions when classes are going on.

For all of these resources, refer to your resources in the school, resources in the elephant house, and resources provided on the G drive. Plan accordingly, and when necessary, meet with the teachers beforehand and plan how the volunteers will teach the children accordingly.

If the session is longer and the group will have multiple education rotation days, try and pair up the same student with the same volunteer. This is to facilitate a stronger bond between the volunteer and the child. Also, avoid favoritism between volunteers and students. Be sensitive and explain whenever necessary that favoritism may cause hurt feelings.

Value Education

Value Education is a course taught at Peery Matriculation School to teach the students values and morals. Volunteers will have the opportunity to teach value lessons to the students. Each week a new value is introduced and taught.

One suggestion for the Education Coordinator for this class is to break up the time with different activities. Suggest to the volunteers that they can introduce the topic as a group. Be as creative as you'd like. They can use skits and act out a story that demonstrates the introductory value. The volunteers can then be split into their one-on-one time with the child and talk with them while incorporating the value into the conversation and teaching the prepared lesson even more fully.

At the end of each class, make sure that you regroup the volunteers and students and give the students a chance to share what they talked about with their volunteer. They may also share any part of their lesson that can be shared with the group at that time.

Library (Reading)

During this class, all of the students as a class go to the library and read. Usually the teacher assigns them a book and if they finish they can choose another book or trade with another student. The coordinator will inform the volunteers what space they will be using for the class period and will go to the library and ask the teacher (not Sonia) for the number of students needed for that class period, one student for each volunteer. Make sure the students selected bring their books with them. If they finish the book they bring then the child can go

back to the library and select another. Or, if it is okay with the teacher, the child can read the books selected by the volunteers previously during the morning assembly time. It is the coordinator's responsibility to inquire of the teacher what exactly they would like the student to be doing that period.

English

Volunteers only have the opportunity on their schedule to teach English to UKG or 1st Standard students. The school is currently using the Exceed Program. In UKG, the exceed program usually requires the students to read a book. The teacher has the books and you will need the students to bring them with while they read with their volunteer. If the students get through their exceed story, then the volunteers can use and incorporate other resources like phonics, flashcards, and worksheets to enhance their reading and English skills.

 UKG English is scheduled during the second period of the day. During this period, the teacher (Kala) has what's called "Circle Time" she does this every day and requires all students to participate. For this reason, the coordinator will need to know what time the students have to be back in the classroom. With Kala's permission, the volunteers can sit in the back of the classroom and watch the children do their circle time with the teacher.

1st Standard's Exceed Program is a bit more strict than UKG. This will take some coordinating and planning with the teacher (Nisha) on the coordinator's part. The Exceed Program has a curriculum and needs to be followed accordingly if we are going to be taking children out of the class where this curriculum is being followed. Become familiar with the Exceed Program so you can direct the volunteers on how to work with their child one-on-one. Often times, the assignment for Exceed may not be to enhance reading or English, but perhaps comprehension is the focus of the day. The more you understand what the projected assignment is, the more prepared the volunteers can be trained. If the students do not finish, it's not a problem. Don't let this class be a stressful experience for the volunteers or the students. It should be a fun time for the volunteers to spend time with the children learning.

Once again, for 1st standard you will tell the volunteers what space is available for use that period and go get the children from their class. Ask the teacher (Nisha) for the number of students needed from her class and pair up the children with a volunteer. If the child and volunteer get done with the assignment before time is up, the volunteer and student may do an additional activity or read a story. This is a opportunity where the flashcards, phonics, and sight words can be used to enhance the child's reading and English.

Story Telling

Story telling is a class option available for only UKG and 1st Standard. Refer to your story telling resources for the volunteers to explore and incorporate how you, as the coordinator, would like the volunteers to teach the children during this class period.

Coloring

Coloring is also a class the volunteers only have the option to participate in with the UKG and 1st Standard students. Come prepared with coloring sheets and activities for the volunteers to use during this period. Again, coordinate with the teacher on what kind of coloring activities they would like to have the volunteers do with the students. There are a few booklets in the library that have some good educational coloring exercises that are easy to print. If you have crayons, colored pencils, or markers available in the elephant house, bring them or you may ask the teacher if you can borrow.

Computer

Volunteers may be scheduled to help UKG students in the computer. UKG has three different computer programs. All three programs require the child to wear a headset to listen to instructions. Rising Star is in the process of purchasing splitters so there can be two headphones plugged into one jack. This enables the volunteer to listen along with the child and instruct them on what the project is asking them to do and assist them when they need help. But most of all, the volunteers are there to encourage the children. Cheer them on!

Lakshmi is the computer aid for the school. She will help you become familiar with the programs and knows what to do if there are any technical difficulties with the computers.

Dreambox

Imagine Learning

Reading Horizons

The other programs the volunteers have the option to help the students in is the IXL program. IXL is a math program. Many of the children need help with their math in this program. But one thing the volunteers can help the children do is explain the math problem before the students go onto the next page. This math program is an American program, so often the children get lost in the vocabulary and explanation of the math problems. They get frustrated and skip through the explanation that teaches them how to do the problem. Volunteers can serve a great purpose by slowing down the student and explaining the math problem better.

It is a good idea to have a grasp on what kind of math to expect if the volunteers end up scheduling in an IXL class period on their rotation. Below is a brief description of the different IXL programs.

IXL

### P.E.T. (Physical Exercise Training)

List of Indian Games and Rules:

Kabaddi

Kabaddi is a team game. Two teams, each having 7 in court players, compete with each other to get higher scores. Individual brilliance is exhibited when a player raids the opponent's court. The team spirit, the team togetherness and team strategy comes into play when an opponent raider enters your court. The most important player requirement is stamina and lungpower. You should be able to keep your breath for a long time without any break in between.

What is a raid?

From your team you have to send, one player to the other teams court to raid. The raider starts from the centerline uttering aloud, "Kabaddi, Kabaddi, Kabaddi…" without any break. He would be actually running from one side to the other side of the opponent's court trying to touch either with his hand or leg an opponent. Once he touches an opponent, he will, without breaking the "Kabaddi, Kabaddi…" rhythm come back to his court through the centerline. The people he had touched are his teams point scored. If he had touched one player, it is 1 point and if he had touched 3 players, it is 3 points to your team.

Raider touches by hand an opposing player

Center Line
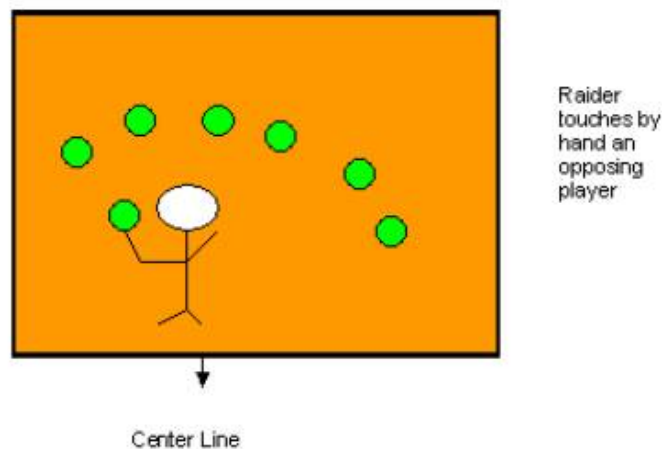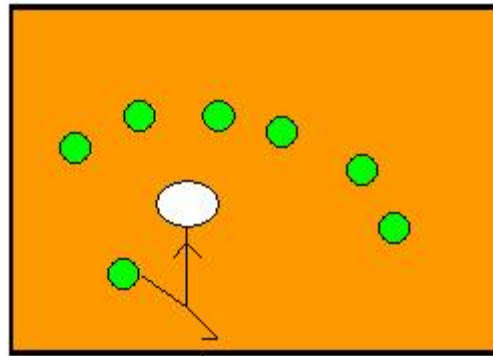
Raider touches by his leg an opposing player

Center Line

Defending and holding the raider:

The objective of your opponent, when your player is raiding them is different. They, as a team, would like to thwart the raider's effort to score by touching any member of the opponent's team and devise ways to trap and catch him without allowing him to get back to the center line and thence to his court. If the raider is caught and loses his chanting breath "…Kabaddi, Kabaddi, Ka…" he is considered out.
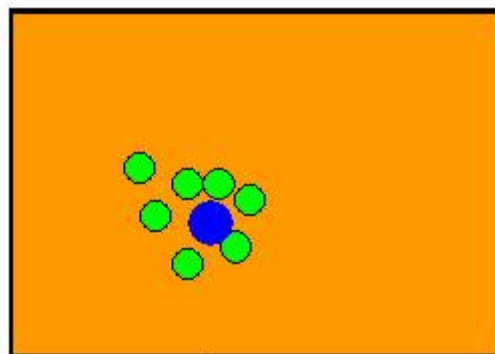
Raider is caught by one man and all others join him in not allowing the raider to leave the court chanting. Once the chant stops, he is out.

Center Line

Lona:

If your team, because of its excellent efforts, makes all the players of your opponent out, your team is entitled to get 2 points as a bonus.

Under Knee (Dodge Ball)

This is a game much like dodge ball. There are two teams. One team is inside the circle, one team is outside. The team outside tries to get the inside team out by hitting them with the ball. You're only out if the ball hits you under your knee, hence the name of the game.

Throw Ball

Schedules (how to read the schedules)

Below is a list of the volunteer education schedules. The following two pages are the front and back sides of the schedule provided by the school enabling the education coordinator to coordinate which classes the volunteers will be choosing to teach each period. The schedule has each option listed. The first page (the front side) is a list of the class and their schedules with all options listed.

The second following page (the back side) is the scheduled computer classes for each week. The colored spaces are the classes where volunteers are not necessarily needed. The children understand the program and volunteers would probably have a better experience in the computer class periods listed in white.

The next five pages are daily schedules created from the weekly schedule. Listed are the classes scheduled each period. When there are multiple classes listed for the same period, the volunteers and coordinator have the option to choose which classes to go teach/attend that period. These daily schedules will be the schedules that volunteers will be handed to look over. This way, there is less confusion and comparison between the different daily schedules of the week.

COMPUTER LAB SCHEDULE

CLASS TIMIGS	08:20 TO 08:50	09:15 TO 09:55	09:55 TO 10:35	10:45 TO 11:25	11:25 TO 12:05	12:45 TO 01:25	01:25 TO 02:05	02:15 TO 02:55	02:55 TO 03:35	03:35 TO 04:05
DAY / PERIOD	M/FUN	1	2	3	4	5	6	7	8	E/FUN
MONDAY	II STD Imagine Learning	KG Imagine Learning	IV STD Imagine Learning	III STD Imagine Learning / Library	VI STD Imagine Learning	I STD Imagine Learning	V STD Imagine Learning	VIII STD Imagine Learning	VII STD Imagine Learning	IX & X STD IXL
TUESDAY	II STD Dream Box	KG Dream Box	IV STD IXL	III STD Dream Box	VI STD IXL	I STD Dream Box	V STD IXL	VIII STD IXL	VII STD IXL	& X STD Reading Horizons
WEDNESDAY	II STD Time Attack	KG Reading Horizons	IV STD Imagine Learning	III STD Time Attack	VI STD Imagine Learning	I STD Reading Horizons	V STD Imagine Learning	VIII STD Imagine Learning	VII STD Imagine Learning	IX & X STD IXL
THURSDAY	II STD Imagine Learning	KG Imagine Learning	IV STD IXL	III STD Imagine Learning	VI STD IXL	I STD Imagine Learning	V STD IXL	VIII STD IXL	VII STD IXL	IX & X STD Reading Horizons
FRIDAY	II STD Dream Box	KG Dream Box	IV STD Imagine Learning	III STD Dream Box	VI STD Imagine Learning	I STD Dream Box	V STD Imagine Learning	VIII STD Imagine Learning	VII STD Imagine Learning	IX & X STD IXL
SATURDAY	II STD Reading Horizons	KG Reading Horizons	IV STD Reading Horizons	III STD Reading Horizons	VI STD Reading Horizons	I STD Reading Horizons	V STD Reading Horizons	VIII STD Reading Horizons	VII STD Reading Horizons	IX & X STD Reading Horizons

MONDAY VOLUNTEER SCHEDULE

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Time	Class Period	Class and Location	Teacher	Activity/Lesson
8:20-8:50	Morning Fund.	KG Dining Hall	Ms. Kala	Singing Time
9:00-9:15	*Volunteers go to the library	MORNING ASSEMBLY	Ms. Lakshmi	Computer Prep
9:15-9:55	1	1st Stnd. English	Ms. Nisha	One-On-One English activity
9:55-10:35	2	KG English	Ms. Kala	One-On-One English activity
10:35-10:45	Break	10 minute break	-	Break
10:45-11:25	3	3rd Stnd. Library	Ms. Sonia Ms. Keerthana	One-On-One Reading
11:25-12:05	4	1st Stnd. PE	Mr. Raja/ Mr. Vikram	Games, PE Class Activities
12:05-12:45	LUNCH	Dining Hall or Elephant House	-	Lunch
12:45-1:25 **	5	7th Stnd. Value Ed.	Mr. Velautham	Weeky Value one-on-one activity & lessons
12:45-1:25 **	5	5th Stnd. Library	Ms. Sonia Mr. Kumar	One-On-One Reading
1:25-2:05 **	6	3 Stnd. PE	Mr. Raja/ Mr. Vikram	PE Games and Exercise
1:25-2:05 **	6	9th Stnd. Value Ed.	Mr. DhanaseKharan	Weekly Value one-on-one activity & lessons
2:05-2:15	Break	10 minute break	-	Break
2:15-2:55 **	7	1st Stnd. Value Ed.	Ms. Nisha	Weekly Value one-on-one activity & lessons
2:15-2:55 **	7	4th Stnd. PE	Mr. Raja/ Mr. Vikram	PE Games and Exercise
2:15-2:55 **	7	9th Stnd. PE	Mr. Raja/ Mr. Vikram	PE Games and Exercise
2:55-3:35	8	KG Pickup & Playtime	Ms. Kala	Playtime at Hostel
Volunteers decide which classes to attend				

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VOLUNTEER TUESDAY SCHEDULE

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Time		Class Period	Class and Location	Teacher	Activity/Lesson
8:20-8:50		Morning Fund.	KG Dining Hall	Ms. Kala	Singing Time
9:00-9:15		*Volunteers go to computer lab	MORNING ASSEMBLY	Ms. Lakshmi	Computer Prep
9:15-9:55		1	KG Computer Lab	Ms. Lakshmi Ms. Kala	Dreambox (computer math program) *headphones
9:55-10:35		2	1st Stnd. Library.	Ms. Sonia	One-On-One reading
10:35-10:45		Break	10 minute break	-	Break
10:45-11:25		3	4th Stnd. Value Ed.	Ms. Leema Rose	Weekly Value one-on-one activity & lesson
11:25-12:05	**	4	2nd Stnd. Library	Ms. Sonia	One-On-One reading
11:25-12:05	**	4	6th Stnd. IXL	Ms. Lakshmi Ms. Rajakumari	Computer Math Program
12:05-12:45		LUNCH	Dining Hall or Elephant House	-	Lunch
12:45-1:25		5	8th Stnd. Value Ed.	Mr. Kathiravan	Weekly Value one-on-one activity & lesson
1:25-2:05	**	6	2nd Stnd. PE	Mr. Raja/ Mr. Vikram	PE Games and Exercise
1:25-2:05	**	6	5th Stnd. IXL	Ms. Lakshmi Mr. Stephen	Computer Math Program
2:05-2:15		Break	10 minute break	-	Break
2:15-2:55	**	7	6th Stnd. Value Ed.	Ms. Rajakumari	Weekly Value one-on-one activity & lesson
2:15-2:55	**	7	10TH Stnd. Value Ed.	Ms. Salomi	Weekly Value one-on-one activity & lesson
2:15-2:55	**	7	7th Stnd. PE	Mr. Raja Mr. Vikram	PE Games and Exercise
2:15-2:55	**	7	8th Stnd. IXL	Ms. Lakshmi	Computer Math Program
2:55-3:35		8	KG Pickup & Playtime	Ms. Kala	Playtime at Hostel

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WEDNESDAY VOLUNTEER SCHEDULE

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Time	Class Period	Class and Location	Teacher	Activity/Lesson
8:20-8:50	Morning Fund.	KG Dining Hall	Ms. Kala	Singing Time
9:00-9:15	*Volunteers go to computer lab	MORNING ASSEMBLY	Ms. Lakshmi	Computer Prep
9:15-9:55	1	KG Computer Lab	Ms. Lakshmi Ms. Kala	Reading Horizons (computer vocabulary program) *headphones
9:55-10:35 **	2	KG English	Ms. Kala	One-On-One English activity
9:55-10:35 **	2	1st Stnd. Coloring	Ms. Neesha	One-On-One Coloring Activity
10:35-10:45	Break	10 minute break	-	Break
10:45-11:25	3	KG Coloring	Ms. Kala	One-On-One Coloring Activity
11:25-12:05 **	4	KG Stnd. PE	Mr. Raja/Mr. Vikram	Games, PE Class Activities
11:25-12:05 **	4	5TH Stnd. PE	Mr. Raja / Mr. Vikram	Games, PE Class Activities
12:05-12:45	LUNCH	Dining Hall or Elephant House	-	Lunch
12:45-1:25 **	5	KG Value Ed.	Ms. Kala	Weekly Value one-on-one activity & lessons
12:45-1:25 **	5	1st Stnd. Computer Lab	Ms. Lakshmi Ms. Keerthana	Reading Horizons computer program vocab & learning *headphones
1:25-2:05	6	3 Stnd. PE	Mr. Raja/ Mr. Vikram	PE Games and Exercise
2:05-2:15	Break	10 minute break	-	Break
2:15-2:55 **	7	5th Stnd. Value Ed.	Mr. Stephen	Weekly Value one-on-one activity & lessons
2:15-2:55 **	7	10TH Stnd. PE	Mr. Raja/ Mr. Vikram	PE Games and Exercise
2:55-3:35	8	KG Pickup & Playtime	Ms. Kala	Playtime at Hostel
**Volunteers decide which class to assist				

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THURSDAY VOLUNTEER SCHEDULE

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Time	Class Period	Class and Location	Teacher	Activity/Lesson
8:20-8:50	Morning Fund.	KG Dining Hall	Ms. Kala	Singing Time
9:00-9:15	*Volunteers go to computer lab	MORNING ASSEMBLY	Ms. Lakshmi	Computer Prep
9:15-9:55	1	1st Stnd. English	Ms. Neesha	One-On-One English Activity
9:55-10:35	2	7th Stnd. Library	Ms. Sonia Mr. Velautham	One-On-One Reading
10:35-10:45	Break	10 minute break	-	Break
10:45-11:25	3	KG Story Telling	Ms. Kala	Story Telling
11:25-12:05 **	4	2nd Stnd. Value Ed.	Ms. Rajalakshmi	Weekly Value one-on-one activity & lessons
11:25-12:05 **	4	6th Stnd. IXL	Ms. Lakshmi	Computer Math Program
12:05-12:45	LUNCH	Dining Hall or Elephant House	-	Lunch
12:45-1:25	5	8th Stnd. Library	Mr. Kathiravan	One-On-One Reading
1:25-2:05 **	6	3rd Stnd. Library	Ms. Keerthana	One-on-one reading
1:25-2:05 **	6	8th Stnd. PE	Mr. Raja/ Mr. Vikram	PE Games and Exercise
1:25-2:05 **	6	9th Stnd. PE	Mr. Raja/ Mr. Vikram	PE Games and Exercise
2:05-2:15	Break	10 minute break	-	Break
2:15-2:55 **	7	KG Stnd. PE	Mr. Raja/ Mr. Vikram Ms. Kala	PE Games and Exercise
2:15-2:55 **	7	1st Stnd. PE	Mr. Raja/ Mr. Vikram Ms. Nisha	PE Games and Exercise
2:55-3:35	8	KG Pickup & Playtime	Ms. Kala	Playtime at Hostel
Volunteers decide which class to assist				

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FRIDAY VOLUNTEER SCHEDULE

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Time		Class Period	Class and Location	Teacher	Activity/Lesson
8:20-8:50		Morning Fund.	KG Dining Hall	Ms. Kala	Singing Time
9:00-9:15		*Volunteers go to computer lab	MORNING ASSEMBLY	Ms. Lakshmi	Computer Prep
9:15-9:55		1	KG Computer Lab	Ms. Lakshmi Ms. Kala	Dreambox (computer math program) *headphones
9:55-10:35		2	1st Stnd. Story Telling	Ms. Nisha	Story Telling
10:35-10:45		Break	10 minute break	-	Break
10:45-11:25		3	4th Stnd. Library.	Ms. Lakshmi Ms. Leema Rose	One-On-One Reading
11:25-12:05		4	5th Stnd. PE	Mr. Raji/ Mr. Vikram	PE Games and Exercise
12:05-12:45		LUNCH	Dining Hall or Elephant House	-	Lunch
12:45-1:25	**	5	KG Story Telling	Ms. Kala	Story Telling
12:45-1:25	**	5	1 Stnd. Computer	Ms. Lakshmi Ms. Neesha	Dreambox Computer Math Program
1:25-2:05	**	6	3rd Stnd. Value Ed.	Ms. Keerthana	Weekly Value one-on-one activity & lessons
1:25-2:05	**	6	9th Stnd. Library	Ms. Sonia Ms Dhanasekharan	One-on-one Reading Time
1:25-2:05	**	6	2nd Stnd. Library	Ms. Sonia Ms. Rajalakshmi	One-on-one Reading Time
1:25-2:05	**	6	10th Stnd. Library	Ms. Sonia Ms. Salomi	One-on-one Reading Time
2:05-2:15		Break	10 minute break	-	Break
2:15-2:55	**	7	6th Stnd. Library	Ms. Sonia Ms. Rajakumari	One-on-one Reading Time
2:15-2:55	**	7	4th Stnd. PE Stnd.	Mr. Raja Mr. Vikram	PE Games and Exercise
2:15-2:55	**	7	7th Stnd. PE	Mr. Raja Mr. Vikram	PE Games and Exercise

2:55-3:35	8	KG Pickup &Playtime	Ms. Kala	Playtime at Hostel
Volunteers decide which classes to assist				

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VIDEO MATERIALS CREATED

Rising Star Outreach Promotional Christmas Video

https://www.youtube.com/watch?v=cqd6dtED5VI

Monthly Instagram and Facebook posts shared with Rising Star Outreach

Visit Rising Star Outreach Facebook or @klecoates on Instagram

Rising Star Outreach Medical Training Video

Approx 16:40 minutes long. Used prior to each volunteer visiting a leprosy colony.

..\..\..\Desktop\Medical Training Video\Full Medical.wlmp