

Lily the Volunteer

An introduction to volunteering for
CALD volunteers

Lily the Volunteer: An introduction to Volunteering for CALD volunteers
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Introduction overview

Overview of presentation

- What is volunteering?
- Areas of volunteering
- Volunteer rights & responsibilities
- Selecting a volunteer role
- Volunteer organisations
- What next?



What is a volunteer?

Volunteering is an important aspect of the Australian culture.

There are processes and policies that need to be followed before someone is accepted as a formal volunteer.

Let's go through some background information about volunteering and what is required in the application process.



What is volunteering?

Volunteering is time willingly given for the common good and without financial gain.

Volunteering includes a wide range of activities. Formal – within organisations or informal. It is not paid work



Activity 1: Definitions and Principles of Volunteering



What is volunteering?

Why Volunteer?

Volunteering provides benefits to society and benefits to the volunteer

Look at the hand out about reasons why people volunteer. Sort into two groups:

- Good for Society
- Good for the volunteer



Activity 2: Reasons why people volunteer



Areas of volunteering

Soup Kitchen



Help to serve food to people in need.



Areas of volunteering

Op-Shop volunteering



Collecting, sorting and selling donated goods in charity stores.



Areas of volunteering

Helping in community organisation's offices



Answer phones, do bookkeeping or filing for charities and not for profits.



Areas of volunteering

Helping with the environment



Taking part in tree planting.



Areas of volunteering

Elderly support



Help older people with their shopping, or take them out for a walk. Visit and talk with them at home or in aged care centres



Areas of volunteering

Helping with animals



Helping hurt animals and homeless animals.



Areas of volunteering

Tutoring



Helping people to learn how to use computers, mobile phones and tablets or helping in a homework club.



Areas of volunteering

Volunteering in Sports



Helping with local sports groups.



Areas of Volunteering

Volunteers usually assist with the programs of not-for-profit organisations and charities.

Next we will be looking at the different areas of volunteering and what kinds of roles might be available.



Activity 3: Areas of volunteering



Volunteer rights and responsibilities

Volunteer Rights:

- to have a healthy and safe environment
- to be covered by insurance
- to have a position description and agreed hours
- to be provided with orientation and training
- to be interviewed with equal opportunity



Activity 4: Rights and responsibilities

Volunteer Responsibilities:

- to commit, be punctual and reliable
- notify your supervisor if you can not attend
- to do the duties as set out in the position description
- agree to the organisation policies
- respect and support all team members
- report potential



Volunteer rights and responsibilities

Generally, you can expect:

- to receive satisfaction from the role you are doing
- to receive assistance and training if required
- to be a respected and valued member of the team
- to receive feedback on your performance
- to have policies and processes to follow



Activity 5: What you can expect



Selecting a volunteer role

Volunteer resource centres support all aspects of volunteering in their community.

They have a database of volunteer opportunities and can talk to you about your skills and interests. They can suggest community organisations that you might like to engage with.

Some Volunteer organisations advertise their positions online.

You can apply directly to those advertisements.

Read the position description and make sure you understand what you have applied for and think about the questions you need to ask.

Visit: *govolunteer.com.au* and follow the search process.



Selecting a volunteer role

The recruitment process:

- Apply
- Interview
- Police Checks/Working with Children Checks
- Training and orientation
- Engage
- Review



Activity 6: The recruitment process



Volunteer Organisations

Volunteer organisations

Big Volunteer Involving Organisations may have a Manager, a Volunteer Coordinator and a Supervisor.

Small Volunteer Involving Organisations may have only one person doing all the roles.

Some of the Managers, Coordinators and Supervisors you meet may also be volunteers.



Volunteer Organisations

A Manager/Coordinator/ Supervisor of Volunteers will:

- interview you
- explain the volunteer position
- assist you with applying for police checks/WWC check
- organise orientation and training
- help volunteers to get started
- be available for on-going support
- review volunteer performance and provide feedback

The Manager/Coordinator/Supervisor of Volunteers is responsible for the delivery of the program so will want to help volunteers do their role well.



What Next?

What we have learnt:

- why people volunteer
- what types of roles volunteers can do
- how to find out about volunteer opportunities and that
- there are policies and procedures to follow.

In the next five units we will follow a volunteer, Lily, as she explores, chooses, applies for and becomes a volunteer.

She has thought about her skills, her interests and her availability. She is now ready to look for a volunteer role.



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Activity 1: Definitions and Principles of Volunteering



Read these statements. Are they True (T) or False(F)

Go through the Information Sheet: Definitions and Principles of Volunteering and discuss with others the general meanings.

True (T) False (F)

1. Volunteers work in big business organisations.
2. Volunteers can choose their activity.
3. Everyone over the age of 18 has to volunteer.
4. Volunteers are not paid.
5. Volunteers don't have to follow the policies of the organisation.

For the False (F) statements write the True version.



Your Experience: Discuss

Have you or your friends ever been volunteers either in your country or in Australia? Where and what was the experience?

Activity 2: Reasons people volunteer



Read the reasons people volunteer

To give back to the community	To make a difference	To make life happier and easier for others
To get work experience	To build self confidence	To have something to put on their resume
To support a cause they feel passionate about	To help others	To learn new skills
To be part of the community	To meet new people	To show they care for others
To improve their English	To understand the Australian workplace	To share their skills



**Sort these reasons into two lists.
Tick each reason as you use it.**

Good for the community

Good for the volunteer

Activity 3: Areas of Volunteering



Read the areas where volunteers can be engaged and sort them

		Sort them into alphabetical order
Homework clubs	Charity office	
Animals	Op shop	
Sport	Environment	
Aged care	Homeless	



Match the activity to the area of volunteering.

Activity	Area of volunteering
Helping students with their homework	Charity office
Planting trees	Animals
Sorting donated goods	Aged Care
Helping hurt animals	Homework clubs
Visiting elderly people	Environment
Helping answer phones	Op Shop

Activity 4: Rights and responsibilities



Use the words in this box to complete the following statements.

environment		profit	
	description		notify
training		insurance	
	respect		punctual

1. Volunteers are to have a position_____.
2. You need to commit, be _____ and be reliable.
3. Volunteers are to be provided with sufficient _____.
4. Volunteers are to _____ all team members.
5. Volunteer have the right to a healthy and safe _____.
6. Volunteers are to _____ the supervisor if they are unable to attend.
7. Volunteers have the right to be covered by _____.
8. The organisation is to be a not for _____.

Activity 5: What you can expect



Discuss what volunteers can expect from the experience – slide 14.

These are some of the words used on that slide.

Complete the wordfind below.

v	h	p	e	r	f	o	r	m	a	n	c	e	d	o
t	t	t	r	a	i	n	i	n	g	t	c	g	n	h
l	p	r	o	c	e	s	s	e	s	n	s	t	c	f
x	d	x	l	m	g	f	s	q	y	e	n	i	k	y
p	o	l	i	c	i	e	s	c	y	d	f	p	o	j
p	s	a	f	o	h	g	q	b	t	j	t	m	q	q
f	d	f	e	e	d	b	a	c	k	q	j	t	l	a
c	u	r	a	x	a	s	s	i	s	t	a	n	c	e
f	n	c	c	y	e	j	b	b	m	p	u	x	n	r
v	b	p	c	c	o	k	r	j	c	a	r	o	l	e
b	s	a	t	i	s	f	a	c	t	i	o	n	p	z
n	h	v	k	d	b	c	i	t	f	t	i	x	t	z
v	r	r	e	s	p	e	c	t	e	d	c	f	v	x
f	a	n	i	j	s	p	w	f	l	f	x	p	g	k
g	a	m	k	j	u	o	m	e	m	b	e	r	g	p

satisfaction
role
assistance
training
respected
member
feedback
performance
policies
processes



The same words have now been jumbled. Unjumble them and write them correctly.

Unjumble the words in the table below.

silicop	policies	erlo	role
sitcsaenas	assistance	aedkebf	feedback
iftsocasan	satisfaction	rcefoanpme	performance
spesrseco	processes	ntngirai	training
cespreted	respected	rmmeeb	member

Activity 5: The Recruitment Process



Match the steps in recruitment with the correct definition.

Apply	To find out if the volunteers has broken the law and has a criminal record.
Interview	After a period of time the Supervisor will discuss with the volunteer what they have been doing, give feedback and make suggestions for changes if required.
Police Check	The organisation will arrange a time to ask questions to assess the volunteer's skills and knowledge and their suitability for the position.
Training and orientation	To complete a form giving personal details and expressing interest in a particular position.
Engage	To provide a course or a class to ensure the volunteer has the skills and knowledge needed to do the position and that they know about the local site.
Review	To perform the duties that you have agreed to and to actively interact with others in the location.

Interview:

If you were the Supervisor at the Op Shop, what questions would you ask if someone wanted to volunteer with you.



Lily the Volunteer

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Unit 1: Getting Started

Unit 1: Getting Started

Back ground.

Lily has been in Australia for three years. She would like to volunteer but first she needs to think about her skills, what volunteer role she would like to do, and then find out about the application process.

In this unit you will:

- Learn how to write and talk about your skills, experience and personal qualities
- Write a recount about yourself
- Choose an area of volunteering that is best for you
- Find your nearest Volunteer Resource Centre (online)
- Fill in a volunteer application form.



Icons



Did you know?



Reading activity



Case study



Tick the correct answer



Language study



Writing activity



Listening activity



Discussion activity

Unit 1: Getting Started

Activity 1: Lily



Read about Lily.

My name is Lily. I come from China. I have lived in Australia for three years. I am married and I have a five-year-old daughter, Sissy. In China I was an accountant. I studied English for two years in Australia. I made some friends in my English class, like Brindha, who comes from India. Now I am looking for a job, any job, in Australia. I am worried because I think my English is too low.

Activity 2: Café Conversation



Unit 1: Getting Started



Read the conversation aloud with a Teacher, your trainer or your classmate.

- Brindha:** So what have you been doing since we finished our English class, Lily?
- Lily:** Well, Sissy has started school so I have more time. I've been looking for a job but I haven't found one yet. So I've been watching too much TV!
- Brindha:** Me too! So I've started a volunteer job at my local op shop.
- Lily:** What do you mean?
- Brindha:** Once a week I do a four-hour shift at the charity shop in my shopping centre. I don't get paid.
- Lily:** Oh.
- Brindha:** But it's great. I'm learning all about how to serve customers. It's interesting to work in an Australian workplace. It's very different from India!
- Lily:** Oh I couldn't do that. My English isn't high enough.
- Brindha:** My English is getting better because I'm working with English speakers. I've learnt a lot of new words. I think I could get a job in a shop now.
- Lily:** How did you find this volunteer job?
- Brindha:** I went online. I looked up the op shop charity and filled in an application. But there are lots of other ways you can apply. And lots of different places you can volunteer! It's better than watching television all day.
- Lily:** Yes! It sounds really interesting! I'd like to give it a go.



After you have read the conversation, answer the questions below.

1. Where does Brindha volunteer? _____
2. How many days per week does Brindha volunteer? _____
3. How many hours does Brindha volunteer for? _____
4. Why does Lily think she couldn't do volunteer work? _____

5. Where did Brindha apply to be a volunteer? _____
6. Is Lily interested in becoming a volunteer? _____

Unit 1: Getting Started

Activity 3: Skills, experience and preferences



Read the statements below and say them out loud.

Experience



I was a police officer.

Skill



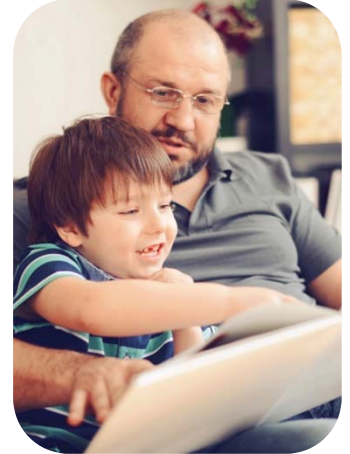
I can use a computer.

Preference



I like working outside.

Personal quality/attribute



I am patient.



Language Study

Experience is what you have done before, e.g., I was a teacher.

A skill is something that you can do, e.g., Information Technology skills, gardening.

A preference or interest is something that you like, e.g., working outdoors.

A **personal quality** or **attribute** is part of who you are, e.g., patience.

Unit 1: Getting Started

Activity 4: Listening - Lily's skills, experience and preferences



Listen to Lily talk about her skills and tick the words you hear ☒

<input type="checkbox"/> op shop	<input type="checkbox"/> good	<input type="checkbox"/> work
<input type="checkbox"/> indoors	<input type="checkbox"/> numbers	<input type="checkbox"/> sick
<input type="checkbox"/> accountant	<input type="checkbox"/> children	<input type="checkbox"/> helping
<input type="checkbox"/> patient	<input type="checkbox"/> volunteer	<input type="checkbox"/> listening

Activity 5: Listening - Fill in the words



Listen again and fill in the words that are missing.

I've worked as an accountant so I'm _____ with numbers and I know my way around an office. I also like _____ people. I love meeting new people and _____ to their stories.

I think I'd prefer to _____ indoors. I don't like to get dirty so I'm not very good at gardening or building things. I was _____ my grandmother and my parents when they were sick so I understand how to help _____ people.

I think I am patient but I don't think I can work with a lot of _____. I have one daughter. She's lovely but that is enough for me!

Unit 1: Getting Started

Activity 6: Categories



Copy the words and phrases from the box below into the correct column. You can use a dictionary.

Experience	Skills	Preferences	Personal qualities

teacher	generous	work indoors	patient	day shift	typing
intelligent	part-time	speak two languages	driving	nurse	taxi driver

Activity 7: Writing about experience, skills preferences and qualities



Read the information and complete the sentences.

To write or speak about experience, use past tense e.g.

*I **was** a teacher. I **used to be** a teacher.*

To write or talk about skills use present tense e.g.

*I **can** paint. I **am good at** building things.*

To write or talk about preferences use 'like' or 'prefer' e.g.

*I **like** working on my own. I **prefer** working outside.*

*I'd **prefer to** work during school hours. (I'd = I would)*

To write or talk about personal qualities use the verb 'to be'.

A **personal quality** or **attribute** is part of who you are, e.g. patience.

*I **am** trustworthy. I'm patient.*

Unit 1: Getting Started

1. I _____ a nurse.
2. I _____ generous.
3. I'd _____ work in the mornings.
4. I _____ speak two languages.
5. I _____ an accountant in India.
6. I _____ understanding what people need.
7. I _____ cooking.
8. I _____ drive.

Activity 8: What about you? Write your personal qualities



Tick the items in the list that apply to you.
You can use your dictionary to find the meanings and to look up qualities if the word you need is not in the list.

Active	Adaptable	Ambitious
Balanced	Cheerful	Communicative
Compassionate	Consistent	Cooperative
Courageous	Diplomatic	Easy going
Enterprising	Enthusiastic	Entrepreneurial
Exciting	Fast	Flexible
Focussed	Forgiving	Generous
Genuine	Good listener	Helpful
Imaginative	Independent	Industrious
Initiator	Insightful	Interesting
Knowledgeable	Leader	Modest

Unit 1: Getting Started

Open Minded	Organised	Outgoing
Particular	Patient	Perceptive
Personable	Persuasive	Political
Positive	Powerful	Practical
Proactive	Productive	Professional
Quality	Responsible	Results-driven
Self-reliant	Sense of humour	Sensible
Sincere	Socially Conscious	Sporty
Thoughtful	Trustworthy	Understanding
Warm	Wise	



Write your personal attributes on the lines below.

I am _____

Activity 9: Write your skills



**Think about all the things you are good at.
Use a dictionary to write them in English
on the lines below.**

I can _____

Unit 1: Getting Started

Activity 10: Write your preferences



Tick the preferences in the list that apply to how you would like to work. Add other preferences if you would like.

Work at night	Work part-time
Work outside	Work indoors
Work alone	Work with a team
Work during school hours	Work weekends
Work with children	Work with older people
Work with people who are sick or people with a disability	Work with food
Work in a shop	Work with computers
Work in an office	Work with new migrants
Work close to home	Work with animals



Write some of your preferences on the lines below.

I'd prefer to _____

Unit 1: Getting Started

Activity 11: Write about yourself



Write what is true for you in the spaces.

My name is _____. I was a _____ (occupation) in

_____ (your country of birth). I am good at _____

_____ (skills)

I can also _____

_____ (more skills)

I am _____

_____ (personal qualities)

I like _____

_____ (preferences)

I'd prefer _____

_____ (more preferences)

Unit 1: Getting Started



Correct your writing with your trainer and write your corrected text on the lines below. Talk to your trainer about your experience, skills, preferences and personal qualities.

Activity 12: Volunteer Opportunities



Tick the areas of volunteering that are best suited to your experience, your skills, your personal qualities and your preferences. Use your dictionary.

- | | | |
|--|---|--|
| <input type="checkbox"/> Homework clubs | <input type="checkbox"/> Elderly support | <input type="checkbox"/> Op shops |
| <input type="checkbox"/> Settlement | <input type="checkbox"/> Office work | <input type="checkbox"/> Environment |
| <input type="checkbox"/> Animals | <input type="checkbox"/> Computer tutor | <input type="checkbox"/> Homeless |
| <input type="checkbox"/> Hospitals and health care | <input type="checkbox"/> Sport | <input type="checkbox"/> Libraries |
| <input type="checkbox"/> English tutoring | <input type="checkbox"/> Sewing groups | <input type="checkbox"/> Art and culture |
| <input type="checkbox"/> Driver tutoring | <input type="checkbox"/> Disability support | <input type="checkbox"/> Child minding |

Unit 1: Getting Started



Are there any other areas that are interesting to you?
Write them on the lines below.



Case Study: Katya

My name is Katya. I used to work in an office in Russia but I wanted to do something different in Australia.

While I was waiting to get a job, I decided to do some volunteer work. I looked online for a Volunteer Resource Centre close to where I live. I found one next door to my local shopping centre! I went there and filled out an application form.

A week later, I received a list of five volunteer jobs. I chose one with the local sports club. I help people with intellectual disabilities to play games.



Unit 1: Getting Started

Activity 13: Find a Volunteer Resource Centre near you



Read the below instructions and follow them – you will need access the internet.

1. Open Google. In the search box, type in Volunteering Australia.
2. Click on Volunteering Australia – www.volunteeringaustralia.org
3. Scroll down to the map of Australia. Under the map, click on the red box that looks like this:

Find Your Nearest Volunteer Resource Centre

4. Enter your postcode and click on Search. (see below)

Volunteer Resource Centres

Enter your postcode to find your nearest Volunteer Resource Centre

5. More than one Resource Centre may be listed. Choose the one closest to you.
6. Write the name and the contact details of the one you have chosen.

Name: _____

Address: _____

Phone: _____

Email: _____



Did you know?

Some resource centres provide more information than just positions available. Practice looking up a Volunteer resource centre.

Enter the postcode 3162. Choose the Boroondara Volunteer Resource Centre and go to their website: www.bvrc.org.au

You will find some short videos of volunteer stories. Choose a couple to watch and learn more about what volunteers do.

Unit 1: Getting Started

Activity 14: Lily's application form - Reading



Read about Lily

Lily has found her local Volunteer Resource Centre. She could have filled in the application form online but she decided to visit the centre. She picked up an application form and filled it out.



Language Study

Business hours = 9am to 5pm, Monday to Friday

School hours = 9am to 3pm, Monday to Friday

After hours = After 5pm, Monday to Friday

Word of mouth = someone told you about it

and remember a **personal quality** or **attribute** is part of who you are
e.g. patience.

Unit 1: Getting Started



Read Lily's application form and answer the questions in Activity 15.

VOLUNTEERING NORTH Application form		
Contact Information		
Title: <u>Mrs</u> Given Name: <u>Lily</u> Surname: <u>Lu</u>		
Suburb: <u>Greenville</u> Postcode: <u>3998</u> Phone (mobile): <u>0499 688 767</u>		
Email address: <u>lilililulu1983@xmail.com</u> Year of Birth: <u>1983</u>		
Experience, Skills and Abilities		
Have you volunteered before?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
What is your main reason for wanting to be a volunteer?	<i>I would like to participate in the community and share my skills with those in need.</i>	
What do you believe are your key skills and work experience?	<i>I was an accountant in China. IT skills, MS Office suite. Bookkeeping skills. Care and companionship of elderly and sick people.</i>	
What type of volunteer opportunities are you most interested in? <input checked="" type="checkbox"/> Tick as many as you like.	<input checked="" type="checkbox"/> Administration (office) <input type="checkbox"/> Animals <input type="checkbox"/> Art and culture <input type="checkbox"/> Child minding <input checked="" type="checkbox"/> Computer tutoring <input type="checkbox"/> Disability support <input type="checkbox"/> Driver tutoring <input checked="" type="checkbox"/> Elderly support <input type="checkbox"/> English tutoring <input type="checkbox"/> Environment <input type="checkbox"/> Events (eg, local festivals) <input type="checkbox"/> Food service	<input type="checkbox"/> Homeless <input type="checkbox"/> Homework clubs <input checked="" type="checkbox"/> Hospitals and health care <input type="checkbox"/> IT support <input checked="" type="checkbox"/> Libraries <input type="checkbox"/> Op shops <input checked="" type="checkbox"/> Settlement support <input type="checkbox"/> Sewing groups <input type="checkbox"/> Sport <input type="checkbox"/> Transport driver <input type="checkbox"/> Youth mentoring
Do you speak any languages other than English? If so, what are they?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <i>Mandarin</i>	

Unit 1: Getting Started

Is there anything that might affect your ability to perform certain tasks?	My English level is intermediate. So I might need time to understand the English in the workplace. I would be fine working with Mandarin speakers.		
Can you do heavy lifting?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
Do you use public transport or have your own car?	<input type="checkbox"/> Public transport <input checked="" type="checkbox"/> Car		
Do you have a driver licence?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
Will you get the following certificates if required?	<input checked="" type="checkbox"/> National Police Certificate <input checked="" type="checkbox"/> Working with Children Check		
When are you available?	<input type="checkbox"/> Business hours <input checked="" type="checkbox"/> School hours <input type="checkbox"/> After hours <input type="checkbox"/> Weekends		
Statistical information			
What is your current employment status?	<input type="checkbox"/> Full time work <input type="checkbox"/> Part time work <input checked="" type="checkbox"/> Jobseeker <input type="checkbox"/> Student <input type="checkbox"/> Unemployed <input type="checkbox"/> Retired <input type="checkbox"/> Home duties/not looking for work		
Were you born in Australia?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
Are you Aboriginal or Torres Strait Islander?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
How did you find out about Volunteering North?	<input checked="" type="checkbox"/> Internet <input type="checkbox"/> Local council <input type="checkbox"/> Word of mouth <input type="checkbox"/> Other		
Postcode and local Council	3998, Nottingworth Shire Council		
Please return this form via: Email: volunteering@volunteeringnorth.org.au Post: 688 Deans Road, Northburg, 3999 Fax: 03 9999 9999			

Unit 1: Getting Started

Activity 15: Lily's application form - Comprehension



Write the answers to the questions about Lily's form.

1. Where does Lily live? _____
2. Why does she want to be a volunteer? _____

3. Write two of Lily's skills. _____

4. Write three of the volunteering areas that Lily would like to work in.

5. What does Lily give as the main reason she might not be able to perform tasks? ☒
☐ a. Not enough English ☐ b. Cannot speak Mandarin ☐ c. Not enough time
6. Which hours can Lily do her volunteering work in?
☐ a. 9am to 5pm, Monday to Friday
☐ b. 9am to 3pm, Monday to Friday
☐ c. After 5pm, Monday to Friday
7. How did Lily find out about this volunteering agency?

8. What is the main purpose of this form?
☐ a. to give statistical information
☐ b. to apply for a volunteering position
☐ c. to apply for a paid job

Unit 1: Getting Started

Activity 16: Fill in an application form



Fill in the application form with your details.
Check your completed form with your trainer.

VOLUNTEERING NORTH Application form

Contact Information

Title: _____ Given Name: _____ Surname: _____
Suburb: _____ Postcode: _____ Phone (mobile): _____
Email address: _____ Year of Birth: _____

Experience, Skills and Abilities

Have you volunteered before?

☐ Yes ☐ No

What is your main reason for wanting to be a volunteer?

What do you believe are your key skills and work experience?

What type of volunteer opportunities are you most interested in? ☒

Tick as many as you like.

- ☐ Administration (office)
- ☐ Animals
- ☐ Art and culture
- ☐ Child minding
- ☐ Computer tutoring
- ☐ Disability support
- ☐ Driver tutoring
- ☐ Elderly support
- ☐ English tutoring
- ☐ Environment
- ☐ Events (eg, local festivals)
- ☐ Food service

- ☐ Homeless
- ☐ Homework clubs
- ☐ Hospitals and health care
- ☐ IT support
- ☐ Libraries
- ☐ Op shops
- ☐ Settlement support
- ☐ Sewing groups
- ☐ Sport
- ☐ Transport driver
- ☐ Youth mentoring

Unit 1: Getting Started

Do you speak any languages other than English? If so, what are they?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Is there anything that might affect your ability to perform certain tasks?	
Can you do heavy lifting?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Do you use public transport or have your own car?	<input type="checkbox"/> Public transport <input type="checkbox"/> Car
Do you have a driver licence?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Will you get the following certificates if required?	<input type="checkbox"/> National Police Certificate <input type="checkbox"/> Working with Children Check
When are you available?	<input type="checkbox"/> Business hours <input type="checkbox"/> School hours <input type="checkbox"/> After hours <input type="checkbox"/> Weekends
Statistical information	
What is your current employment status?	<input type="checkbox"/> Full time work <input type="checkbox"/> Part time work <input type="checkbox"/> Jobseeker <input type="checkbox"/> Student <input type="checkbox"/> Unemployed <input type="checkbox"/> Retired
Were you born in Australia?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Are you Aboriginal or Torres Strait Islander?	<input type="checkbox"/> Yes <input type="checkbox"/> No
How did you find out about Volunteering North?	<input type="checkbox"/> Internet <input type="checkbox"/> Local council <input type="checkbox"/> Word of mouth <input type="checkbox"/> Other
Postcode and local Council	
<p>Please return this form via:</p> <p>Email: volunteering@volunteeringnorth.org.au</p> <p>Post: 688 Deans Road, Northburg, 3999</p> <p>Fax: 03 9999 9999</p>	

Unit 1: Getting Started

Audio Script

Activity 4.

I've worked as an accountant so I'm good with numbers and I know my way around an office. I also like helping people. I love meeting new people and listening to their stories.

I think I'd prefer to work indoors. I don't like to get dirty so I'm not very good at gardening or building things. I helped my grandmother and my parents when they were sick so I understand how to help older people.

I think I am patient but I don't think I can work with a lot of children. I have one daughter. She's lovely but that is enough for me!

Answers

Activity 2

1. op shop, 2. one, 3. four, 4. not enough English, 5. charity, 6. Yes

Activity 3.

indoors, accountant, patient, numbers, children, sick, helping office.

Activity 5.

I've worked as an accountant so I'm **good** with numbers and I know my way around an office. I also like **helping** people. I love meeting new people and **listening** to their stories.

I think I'd prefer to **work** indoors. I don't like to get dirty so I'm not very good at gardening or building things. I **helped** my grandmother and my parents when they were sick so I understand how to help **older** people.

I think I am patient but I don't think I can work with a lot of **children** I have one daughter. She's lovely **but** that is enough for me!

Activity 6.

Experience	Skills	Preferences	Personal qualities
teacher	driving	work indoors	generous
taxi driver	speak two languages	part-time	patient
nurse	typing	day shift	intelligent

Unit 1: Getting Started

Activity 7

1. I **used to be** / **was** a nurse
2. I **am** generous
3. I'd **prefer** work in the mornings
4. I **can** speak two languages
5. I **used to be** / **was** an accountant in India
6. I **am good at** understanding what people need
7. I **like** cooking
8. I **can** drive

1. I _____ a nurse.
2. I _____ generous.
3. I'd _____ work in the mornings.
4. I _____ speak two languages.
5. I _____ an accountant in India.
6. I _____ understanding what people need.
7. I _____ cooking.
8. I _____ drive.

Activity 15.

1. Greenville.
2. To participate in the community +/- share skills with people in need.
3. Any two of the following: IT Skills, MS Office, Bookkeeping, care and companionship of the elderly and sick.
4. Any three of the following: Administration, Computer tutoring, Elderly support, hospitals and health, Libraries, Settlement support.
5. a. not enough English
6. b. 9am to 3pm Monday to Friday
7. Internet
8. To apply for a volunteer position.



Lily the Volunteer

An introduction to volunteering for CALD volunteers

Unit 2: Making Contact

Unit 2: Making Contact

Background.

Lily has contacted her closest Volunteer Resource Centre and discussed possible volunteer options. She has chosen a volunteer role and is now going through the application and interview process.

In this unit you will learn:

- about contacting Volunteer Resource Centres
- to read emails sent from organisations about the application process
- about the interview process
- to understand a volunteer role description.
- to understand the need for, and identify sections of, a National Police Certificate Consent form.



Icons



Did you know?



Reading activity



Case study



Tick the correct answer



Language study



Writing activity



Listening activity



Discussion activity

Unit 2: Making Contact

Activity 1: Lily calls the volunteering office - Listening



Read about Lily.

Lily sent her application form to the Volunteering North Resource Centre two weeks ago and she is still waiting for them to contact her. She decides to call them.



Listen and tick the words you hear.

<input type="checkbox"/> application	<input type="checkbox"/> list	<input type="checkbox"/> drivers
<input type="checkbox"/> email	<input type="checkbox"/> children	<input type="checkbox"/> office
<input type="checkbox"/> food service	<input type="checkbox"/> available	<input type="checkbox"/> afternoon
<input type="checkbox"/> preferences	<input type="checkbox"/> teacher	<input type="checkbox"/> thanks

Unit 2: Making Contact

Activity 2: Lily calls the volunteering office - Reading



Read the telephone conversation aloud with your teacher, classmate, or another person

- Annie:** Volunteering North. Good morning. Annie speaking. How can I help you?
- Lily:** Yes, my name is Lily Lu. I sent an application form to you two weeks ago. I'm wondering if you received it?
- Annie:** Oh, did you send it by email or by post or did you fill in the application online?
- Lily:** I sent it by email.
- Annie:** Just a minute, I'll see if I can find it.
(*Keyboard typing heard.*)
- Annie:** Ah, yes Mrs Lu...
- Lily:** You can call me Lily.
- Annie:** Thanks Lily. I have your application here. Let's see. Humm...Would you like to add driver to your choices? We sometimes need drivers.
- Lily:** Oh...OK. I have a licence. I quite like driving
- Annie:** That's good – that gives you more to choose from
- Lily:** Oh. I see. Which volunteer jobs are available?
- Annie:** Well we need some drivers and aged care support volunteers.
- Lily:** Oh. Perhaps I could do some driving.
- Annie:** Can you drive a people-mover?
- Lily:** Sorry?
- Annie:** A large car, for seven people.
- Lily:** I haven't before but I think I could.
- Annie:** I'll send you a list this afternoon of the available positions we have at the moment. We get new requests for volunteer roles all the time. We might even get a request for something on your list today.
- Lily:** That would be great. Thanks Annie.
- Annie:** Not a problem. I'm sorry I didn't get back to you earlier. Thanks, Lily.
See you.
- Lily:** Thanks, Bye.

Unit 2: Making Contact

Activity 3: Phone conversation comprehension



Answer the questions about Lily's call to the Volunteer Resource Centre.

1. Why is Lily calling?
☐ a. to introduce herself to the Volunteer Resource Centre
☐ b. to find out if the centre received her application
☐ c. to tell them her new preferences
2. How did Lily send her application form?
☐ a. by email ☐ b. online ☐ c. by post
3. Why hasn't the Volunteer Resource Centre found a position for Lily yet?
☐ a. they don't have a position matching Lily's preferences
☐ b. they lost her application form
☐ c. Lily lives in the wrong area
4. Which two volunteering opportunities are available now?

5. Has Lily ever driven a people-mover? ☐ Yes ☐ No
6. Why will Annie wait until this afternoon to send Lily a list of volunteer jobs?
☐ a. Annie's very busy
☐ b. a new position might come in during the day
☐ c. she will get a list of places for Lily to decide



Did you know?

Many of the workers in the Volunteer Resource Centre are volunteers themselves.

Unit 2: Making Contact

Activity 4: Telephone skills - Read and speak



Language study

Softeners

When Lily told Annie why she was calling, she said 'I was wondering if you received my application?' This was a polite way to ask. If she had said 'Did you receive my application?', she would sound too direct. We use 'I was wondering if' and other phrases to soften our questions.

Here are some examples of softeners:

I was wondering if you could see me this afternoon.

Would it be possible to make an appointment for this afternoon?

Could you please tell me if you received my application?

Would you be able to tell me if you received my application?

Clarifying

If you are unsure of what someone has said, ask them to repeat it. They might then repeat it in a simpler way. For example:

I'm sorry. I didn't catch that.

Sorry. Could you repeat that please?



Listen to the sentences below and practise saying them out loud.

1. I was wondering if you received my application?
2. Would it be possible for me to come in tomorrow morning?
3. Could you please tell me the name of the organisation?
4. Would you be able to give me directions?
5. Sorry. Could you repeat that please?
6. I'm sorry, I didn't catch that.
7. Sorry?

Unit 2: Making Contact

Activity 3: Read an email



Read the email below and answer the questions.

mail

COMPOSE

Inbox (318)

Starred

Important

Sent Mail

Drafts (10)

Circles

Deleted Items (78)

Sent Items

Volunteering opportunities from Volunteering North

Volunteering <Volunteering@volunteernorth.org.au> to lilyleelu1983

Dear Lily,

Thank you for your interest in volunteering! I am happy to tell you that a request came through today for a position that might suit you. It is at the top of the list. Please find below the details of the available volunteer opportunities.

Please contact the organisations directly to find out more information. Each organisation has their own application process which may include an application form, an interview, a police check and training sessions. This process may take a number of weeks or months, depending on the training required.

Merriweather Aged Care, Greenville,
Aged care visitor: Visit and talk with aged residents. Mandarin language is helpful. Tuesdays or Thursdays 1.00- 3.00pm.
Contact: Magda Wonds 9998 4444 or 0499 998 444, mwonds@merriweatheragedcare.com

Churchcare, Marytown
Driver: Drive our people mover to pick up local aged people from their homes to our activity centre. Wednesdays. 9.15 to 10.45 am.
Contact: Fred Tomas, 9999 5999, fred.tomas@ccare.org.au

Churchcare, Marytown
Administrative Assistant (on behalf of Burmese Community Group): Answer the phone, General clerical tasks, respond to emails/customer care. Must be computer literate such as MS, Word and Excel. 1 year experience favourable Mon-Fri 10am – 4pm
Contact: Terese Kunoo, 0499 777 999, Terese.Kunoo@ccare.org.au

If you need any further assistance with other volunteer opportunities please do not hesitate to contact Volunteering North.

Wishing you an enjoyable volunteer experience!
Kind Regards,

Annie Lupino | Volunteer Administration Assistant
Volunteer North
Volunteering@volunteernorth.org.au

1. Who sent the email? _____
2. Who was the email sent to? _____
3. Why is Annie happy? ☒
☐ a. she can go home soon
☐ b. a request came through for a position Lily might like
☐ c. she has a list of opportunities for Lily
4. True or False? ☒
a. Annie will contact the volunteer organisation for Lily ☐ True ☐ False
b. Each organisation has its own application process ☐ True ☐ False
c. Volunteers may have to do training ☐ True ☐ False
d. The process may take weeks or months ☐ True ☐ False
5. How many opportunities did Annie provide for Lily? _____

Unit 2: Making Contact

Activity 6: Lily's choice - reading



Read about Lily.

Lily lives in Greenville. She was an accountant in China. She has experience working with elderly and sick people. She has never driven a large people-mover car. She does not feel confident in writing English. She speaks Mandarin. She must pick up her daughter from school at 3.30pm.



**Read the volunteer positions that Lily can apply for.
Tick the things she would like about each job.**

Aged care visitor	Driver	Admin Assistant
Merriweather Aged Care Greenville	Church Care, Marytown	Church Care, Marytown (Burmese centre)
Visit/talk with aged people	Drive a people-mover	Answer the phone
Mandarin language	Drive local aged people to community centre	Write emails
1.00- 3.00pm	9.15 to 10.45 am	10am – 4pm

1. Which position do you think Lily will choose?

Position title: _____

2. Why do you think Lily would like this position? _____

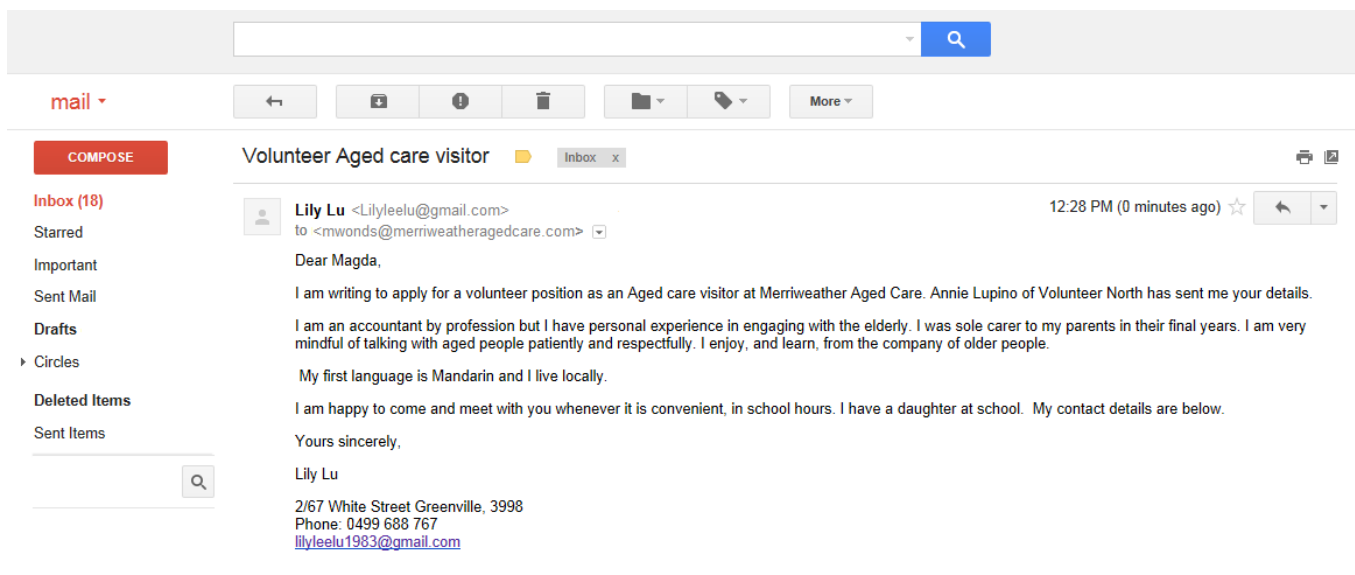
3. Are there any positions here that you think you could do? Talk to your teacher, or someone else about it.

Unit 2: Making Contact

Activity 7: Read an email



Lily chose the Aged care visitor position. She sends an email to the contact. Read the email and answer the questions.



What is the subject of the email? _____



Match what Lily writes to what the position requires.

Position requirements	Lily Writes
1. Visit and talk with aged residents	a. I am happy to meet with you in school hours. I have a daughter at school.
2. Mandarin language is helpful.	b. I have personal experience in engaging with the elderly.
3. Personal qualities in dealing with the aged.	c. My first language is Mandarin.
4. Availability between 1.15 and 2pm.	d. I am very mindful of talking with aged people patiently and respectfully.

Unit 2: Making Contact

Activity 8: Write an email



Choose one of the ChurchCare positions in Activity 5.

Write an email applying for the position. When you have finished, show it to your teacher or discuss with others and rewrite with corrections.

From: _____

Date: _____

To: _____

Subject: _____

Unit 2: Making Contact

Activity 9: Lily calls the Aged Care Centre - listening



Listen and read. Then, read the telephone conversation aloud with someone else.

- Magda:** Merriweather Aged Care. Good morning.
- Lily:** Could I speak to Magda Wonds, please?
- Magda:** Speaking.
- Lily:** Hi Magda. My name is Lily Lu. I sent you an email on Wednesday. I would like to be a volunteer visitor in your centre.
- Magda:** Oh yes, Lily. I was going to call you today. I just have a few initial questions. Can you bear with me for a moment?
- Lily:** Sorry?
- Magda:** Can you wait for a moment? I'll just get a pen and paper.
- Lily:** No worries.
- Magda:** OK. Lily, have you done volunteer work before?
- Lily:** No, I haven't.
- Magda:** That's fine. Are you a permanent resident of Australia?
- Lily:** Yes.
- Magda:** How long have you been in Australia?
- Lily:** Three years.
- Magda:** OK, Lily can you come in this afternoon?
- Lily:** Oh, would you like me to start today?
- Magda:** No, just come in for an interview. And could you bring some photo ID, you know, a driver licence or passport?
- Lily:** No problem.
- Magda:** Is 3.30 ok?
- Lily:** Oh, I pick my daughter up at 3.30. Could I come in earlier?
- Magda:** Ok, how about 1.30?
- Lily:** 1.30 is perfect. Thanks Magda. How long will the interview take?
- Magda:** No more than half an hour.
- Lily:** Great, thanks for your help. Bye.
- Magda:** See you at 1.30. Bye

Unit 2: Making Contact

Activity 10: Phone conversation comprehension



Answer the questions about Lily's call to Merriweather Aged Care.

1. What is the name of the person that Lily calls?

- ☐ a. Magda ☐ b. Merriweather ☐ c. Maggie

2. Why is Lily calling?

- ☐ a. to follow up on her email
- ☐ b. to get an email address
- ☐ c. to find out Merriweather address

3. In the conversation, what does 'bear with me a moment' mean?

- ☐ a. talk to me for a moment
- ☐ b. come to see me for a moment
- ☐ c. wait for a moment

4. What does Lily have to bring to the interview? _____

5. How long will the interview take?

- ☐ a. more than half an hour ☐ b. no more than half an hour ☐ c. 130 minutes



Case Study: Amaad

I went for a volunteer IT tutor position. It was at a community centre. I was really surprised because they wanted me to send in a resume, just like I was going for a job!

I had a resume from my country but it was old. So I went online and looked at some examples of resumes. I used one as a model to write my own. Here's the website:

<http://www.youthcentral.gov.au>



Unit 2: Making Contact

Activity 11: Volunteering interviews – reading



Read these handy hints to help you with your volunteering interview.

1. Dress well, as you would for a job interview.
2. Look up the organisation online before you go to the interview. Looking at images and online virtual tours of the place will help you feel more confident when you go in for an interview.
3. Check the address of the organisation and know how to get there.
4. Arrive five or ten minutes early for the interview.
5. Make sure you know how to pronounce the interviewer's name. If you are not sure, you phone beforehand and ask the receptionist how it is pronounced.
6. Don't expect the interviewer to remember everything you have written in your application. You might need to repeat what you have written in your application.
7. The process is different with each organisation. Some interviews may be conducted over the phone.
8. Remember to smile as you answer questions.
9. Look the interviewer in the eyes.
10. Sit straight but be comfortable.
11. If you don't understand something the interviewer says, ask them to clarify.
12. Thank the interviewer when you leave.



Answer the below questions. True or False?

- | | | |
|---|-------------------------------|--------------------------------|
| a. You can dress casually for a volunteering interview. | <input type="checkbox"/> True | <input type="checkbox"/> False |
| b. It is good to find out about the organisation online. | <input type="checkbox"/> True | <input type="checkbox"/> False |
| c. Look up the address of the place of interview. | <input type="checkbox"/> True | <input type="checkbox"/> False |
| d. Arrive early. | <input type="checkbox"/> True | <input type="checkbox"/> False |
| e. The interviewer will remember everything in your application. | <input type="checkbox"/> True | <input type="checkbox"/> False |
| f. Interviews are always in person, not over the phone. | <input type="checkbox"/> True | <input type="checkbox"/> False |
| g. Interviews are serious so you should not smile. | <input type="checkbox"/> True | <input type="checkbox"/> False |
| h. Don't look at the interviewer. | <input type="checkbox"/> True | <input type="checkbox"/> False |
| i. Clarify if you don't understand what the interviewer says. | <input type="checkbox"/> True | <input type="checkbox"/> False |
| j. It is good to thank the interviewer at the end of the interview. | <input type="checkbox"/> True | <input type="checkbox"/> False |

Unit 2: Making Contact

Activity 12: A volunteering Interview



Read about Lily

Lily arrives at Merriweather Aged Care Centre and asks for Magda. The receptionist takes Lily to Magda's office.



Listen and tick the words you hear.

<input type="checkbox"/> proof of ID	<input type="checkbox"/> list	<input type="checkbox"/> experience
<input type="checkbox"/> resume	<input type="checkbox"/> volunteer	<input type="checkbox"/> police check
<input type="checkbox"/> driver licence	<input type="checkbox"/> community	<input type="checkbox"/> email
<input type="checkbox"/> preferences	<input type="checkbox"/> accountant	<input type="checkbox"/> forms

Activity 13: Jumbled sentences



Here are some jumbled sentences from the interview. Write the words in order.

1. finding Did have you any us trouble? _____

2. here a just is short flat walk from My. _____

3. volunteer you you Can tell why to be me want a?

4. be community want part of to I the _____

5. happy I people when I helping am am. _____

6. how was I start wondering I soon could. _____

Unit 2: Making Contact

Activity 14: Volunteer interview – Reading aloud



Read the interview aloud with someone else. First take the part of Lilv, then take the part of Magda.

- Magda:** Come in Lily and sit down. Did you have any trouble finding us?
- Lily:** No, I actually drive past this place a lot. My flat is just a short walk from here.
- Magda:** That's great. Now did you bring your proof of ID?
- Lily:** Yes, here's my driver licence.
- Magda:** Good. Can you tell me why you want to be a volunteer?
- Lily:** I want to be part of the community and I am happy when I am helping people.
- Magda:** And why did you choose to help in an aged care centre?
- Lily:** I had a lot of experience caring for my mother and father before they died. My mother was in pain a lot and my father had dementia. So I know a bit about making people feel comfortable.
- Magda:** Well, we'll give you some more training in that.
- Lily:** That's great.
- Magda:** And why did you choose Merriweather Aged Care?
- Lily:** Well, it is close to my home but it also has a great reputation. I looked it up online.
- Magda:** Good. What do you hope to achieve here?
- Lily:** I hope that I can make a difference to people's lives. I want to listen to them and let them know that their stories are important to me.
- Magda:** Excellent. Well, Lily, that's all we need to do today. I will send you an email with forms for you to fill in. We pay for a police check for you but you must fill in the consent form for it. You will have to fill in another Volunteer application form for the Merriweather Aged Care Centre. Could you scan your driver licence?
- Lily:** OK.
- Magda:** Don't worry. I'll explain it in my email. Do you have any questions for me?
- Lily:** Yes, I was wondering how soon I could start.
- Magda:** Well it takes a little while to process your application and then we have to wait for the police check to come through. It could be a few weeks. I'll contact you as soon as all the paperwork is completed.
- Lily:** I understand.
- Magda:** Well, if that's all, I hope to see you soon, Lily. I'll send those forms today.
- Lily:** Thanks for your time, Magda. Bye.

Unit 2: Making Contact

Activity 15: How would you answer? Writing



Write your own answers to these volunteering interview questions. Read them out loud.

1. Why do you want to be a volunteer? _____

2. Have you volunteered before? _____

3. Why did you choose this area of volunteering? _____

4. What experience do you have? _____

5. What do you hope to achieve by volunteering? _____

6. What times are you available? _____



Did you know?

Most volunteering involving organisations will apply for a National Police Certificate (police check) for you. You must sign a consent form to allow them to do this.

Unit 2: Making Contact

Activity 16: Volunteer role and responsibilities – Reading



Read Lily's volunteer role description and answer the questions on the next page.

Volunteer Position Description Merriweather Aged Care

Role Title: Volunteer visitor
Supervisor: Julian Hanson
Review: Every month for three months, then annually as required

VOLUNTEER RESPONSIBILITIES

VERY IMPORTANT: *Your tasks will never include personal care or meal assistance. Ask your supervisor if you are not sure.*

- ☐ Social visiting with residents under guidance from the team
- ☐ Report to Supervisor upon arrival/departure and sign in/out where indicated
- ☐ Wear photo ID tag as provided
- ☐ Carry out all duties in a safe and responsible manner
- ☐ Attend at agreed times and inform your supervisor if you are unable to come in unable to undertake your duties
- ☐ Respect confidentiality and the privacy of residents, clients, staff and volunteers of Merriweather Aged Care
- ☐ Carry out the role strictly as defined in role description
- ☐ Follow Merriweather Aged Care policies and procedures and code of conduct
- ☐ Respect the individuality, cultural beliefs, personal beliefs and values of residents, clients, customers, staff and other volunteers
- ☐ Attend and participate in training sessions and volunteer meetings as requested
- ☐ Seek assistance, guidance and information where necessary

KEY SELECTION CRITERIA

- ☐ Desire to participate in making a difference to the lives of others
- ☐ Compassionate
- ☐ Reliable
- ☐ Understand confidentiality and discretion
- ☐ Willingness to listen to instruction/advice and open to providing/receiving feedback
- ☐ Team player
- ☐ Positive and 'can do' attitude
- ☐ Good communication and interpersonal skills

AVAILABILITY REQUIREMENTS

_____ 2 _____ hours per week/fortnight/month (not more than 16 hours per week)

Usual Day(s) _____ THURSDAY _____ Times 1pm – 3pm

DECLARATION

I acknowledge that I have read and understood this Volunteer Role Description.

NAME: Lily Yin Fun Lu

SIGNATURE: La

DATE: 11/8/15

Unit 2: Making Contact

- | | | |
|--|-------------------------------|--------------------------------|
| a. Volunteers can help residents with meals. | <input type="checkbox"/> True | <input type="checkbox"/> False |
| b. You should tell your supervisor if you cannot come on time. | <input type="checkbox"/> True | <input type="checkbox"/> False |
| c. You should attend volunteer meetings when you are asked. | <input type="checkbox"/> True | <input type="checkbox"/> False |
| d. You should ask your supervisor if you need information or help. | <input type="checkbox"/> True | <input type="checkbox"/> False |
| e. You should respect the cultural beliefs of residents. | <input type="checkbox"/> True | <input type="checkbox"/> False |
| f. Lily will volunteer once a month. | <input type="checkbox"/> True | <input type="checkbox"/> False |
| g. Lily will work more than 16 hours per week. | <input type="checkbox"/> True | <input type="checkbox"/> False |



What is the purpose of this volunteer Role description? Tick the statements that apply

1. to give information to residents of Merriweather Aged Care
2. to consent to a police check for volunteers
3. to give information to volunteers at Merriweather Aged Care



Did you know?

It is generally recommended that volunteers do not work in a volunteer role for more than 16 hours per week.

Unit 2: Making Contact

Activity 17: National Police Check consent form

Most volunteer organisations require volunteers to do a Police Check. The organisation will assist you with the application process.

An example of documentation required is the CrimCheck informed consent form – see Appendix A. Look through this form. There are 8 sections.



Name the sections on the consent form.

Section 1

Section 2

Section 3

Section 4

Section 5

Section 6

Section 7

Section 8



Number the section where you could find the information on the right.

Information required	Which section?
a. Your signature to give CrimCheck consent to search your history	Section <hr/>
b. Reading more information about police checks and contact details for CrimCheck	Section <hr/>
c. Your current and previous addresses	Section <hr/>
d. Any extra information to help with your check	Section <hr/>
e. The name of the volunteer position	Section <hr/>
f. The name of the organisation doing the police history check	Section <hr/>

Unit 2: Making Contact

a. Your passport number, utility bill, Medicare card	Section _____
b. Your consent to allow the results of the police check to be sent to the organisation you wish to volunteer with.	Section _____

Activity 18: Proof of Identity



You will need 100 points for proof of identity. Look at the list in Section 2. What documents could you use? How many points does each one score?

1. _____ score: _____
 2. _____ score: _____
 3. _____ score: _____
 4. _____ score: _____
 5. _____ score: _____
- Total: _____

Unit 2: Making Contact

Audio Script

Activity 1.

(Sound of phone ringing)

Annie: Volunteering North. Annie speaking. How can I help you?

Lily: Yes, my name is Lily Lu. I sent an application form to you two weeks ago. I'm wondering if you received it?

Annie: Oh, did you send it by email or by post or did you fill in the application online?

Lily: I sent it by email.

Annie: Just a minute, I'll see if I can locate it.

(Keyboard typing heard.)

Annie: Ah, yes Mrs Lu...

Lily: You can call me Lily.

Annie: I have your application here. Let's see. Hmmm. Is there any way you could broaden your area of volunteering?

Lily: I'm sorry. Could you repeat that?

Annie: I mean, we don't have anything to suit your preferences at the moment. Could you look at the list and see if there is any other area you would like?

Lily: Oh. I see. Which volunteer jobs are available?

Annie: Well we need some drivers and child care volunteers.

Lily: Oh. Perhaps I could do some driving.

Annie: Can you drive a people mover?

Lily: Sorry?

Annie: A large car, for seven people.

Lily: I think I could.

Annie: I'll send you a list of places and details of the positions to help you decide. I'll send it this afternoon. We might get a request for something you like today.

Lily: That would be great. Thanks Annie.

Annie: Not a problem. I'm sorry I didn't get back to you earlier. Thanks, Lily. See you.

Lily: Thanks, Bye.

Activity 4. *(alternate male and female voices if possible)*

1. I was wondering if you received my application.
2. Would it be possible for me to come in tomorrow morning?
3. Could you please tell me the name of the organisation?
4. Would you be able to give me directions?
5. Sorry. Could you repeat that please?
6. I'm sorry, I didn't catch that.
7. Sorry?

Unit 2: Making Contact

Activity 9.

(Sound of phone ringing)

- Magda:** Merriweather Aged Care. Good morning.
Lily: Could I speak to Magda Wond, please?
Magda: Speaking.
Lily: Hi Magda. My name is Lily Lu. I sent you an email on Wednesday. I would like to be a volunteer visitor in your centre.
Magda: Oh yes, Lily. I was going to call you today. I just have a few initial questions. Can you bear with me for a moment?
Lily: Sorry?
Magda: Can you wait for a moment? I'll just get a pen and paper.
Lily: No worries.
Magda: OK. Lily, have you done volunteer work before?
Lily: No, I haven't.
Magda: That's fine. Are you a permanent resident?
Lily: Yes.
Magda: How long have you been in Australia?
Lily: Three years.
Magda: OK, Lily can you come in this afternoon?
Lily: Oh, would you like me to start today?
Magda: (Slight laugh) No, just come in for an interview. And could you bring some photo ID, you know, driver licence or passport?
Lily: No problem.
Magda: Is 3.30 ok?
Lily: Oh, I pick my daughter up at 3.30. Could I come in earlier?
Magda: Ok, how about 1.30?
Lily: 1.30 is perfect. Thanks Magda. How long will the interview take?
Magda: No more than half an hour.
Lily: Great, thanks for your help. Bye.
Magda: See you at 1.30. Bye

Activity 12.

- Magda:** Come in Lily and sit down. Did you have any trouble finding us?
Lily: No, I actually drive past this place a lot. My flat is just a short walk from here.
Magda: That's great. Now did you bring your proof of ID?
Lily: Yes, here's my driver licence.
Magda: Good. Can you tell me why you want to be a volunteer?
Lily: I want to be part of the community and I am happy when I am helping people.
Magda: And why did you choose to help in an aged care centre?
Lily: I had a lot of experience caring for my mother and father before they died. My mother was in pain a lot and my father had dementia. So I know a bit about making people feel comfortable.
Magda: Well, we'll give you some more training in that.
Lily: That's great.
Magda: And why did you choose Merriweather Aged Care?
Lily: Well, it is close to my home but it also has a great reputation. I looked it up online.
Magda: Good. What do you hope to achieve here?
Lily: I hope that I can make a difference to people's lives. I want to listen to them and let them know that their stories are important to me.

Unit 2: Making Contact

- Magda:** Excellent. Well, Lily, that's all we need to do today. I will send you an email with forms for you to fill in. We pay for a police check for you but you must fill in the consent form for it. You will have to fill in another Volunteer application form. Could you scan your driver licence?
- Lily:** OK.
- Magda:** Don't worry. I'll explain it in my email. Do you have any questions for me?
- Lily:** Yes, I was wondering how soon I could start.
- Magda:** Well it takes a little while to process your application and then we have to wait for the police check to come through. It could be a few weeks. I'll contact you as soon as we are sure you've completed the process.
- Lily:** I understand.
- Magda:** Well, if that's all, I hope to see you soon, Lily. I'll send those forms today.
- Lily:** Thanks for your time, Magda. Bye.

Answers

Activity 1

Application, email, preferences, list, available, drivers, afternoon, email

Activity 3.

1. b. to find out if the agency received her application, 2. a. by email, 3. a. They don't have a position in Lily's preferred area of volunteering, 4. drivers and child care volunteers, 5. No, 6. b. a new position might come in during the day.

Activity 5.

1. Annie Lupino/Volunteering North, 2. Lily, 3. b. A request came through for a position Lily might like, 4. a. False b. True c. True d. True 5. three

Activity 6.

1. This depends on student's opinion although the Receptionist position requires answering the phone, (possibly in Burmese) and writing emails which Lily is not confident about. This job also finishes at 4pm so she will not be able to pick up her daughter from school.

The driver position requires driving a large car she isn't used to, so Aged care visitor would be more likely,

2. Student opinion again. She has experience with caring for older people, the hours are good for her, she can speak Mandarin.

3. Students might choose a position for Lily because it is a position that they would like to do. Let them talk about this. Show them how to look for similar volunteer positions on the internet.

Activity 7.

1. Volunteer Aged care visitor, 2. 1b, 2c, 3d, 4a.

Activity 10.

1. a. Magda, 2. a. to follow up on her email, 3. c. wait for a moment, 4. Photo ID/driver licence or passport, 5. b. no more than half an hour

Activity 11.

a. False, b. True, c. True, d. True, e. True, f. False, g. False, h. False, i. True, j. True.

Unit 2: Making Contact

Activity 12

proof of ID, driver licence, volunteer, community, experience, police check, email, forms

Activity 13.

1. Did you have any trouble finding us?
2. My flat is just a short walk from here.
3. Can you tell me why you want to be a volunteer?
4. I want to be part of the community
5. I am happy when I am helping people
6. I was wondering how soon I could start.

Activity 16.

1. a. False, b. True, c. True, d. True, e. True, f. False, g. False.
2. 1. feedback, 2. compassion, 3. participate, 4. interpersonal, 5. confidentiality, 6. 'can do'
3. 3. to give information to volunteers at Merriweather Aged Care

Activity 17.

1. a. Section 5, b. Section 7, c. Section 1, d. Section 4, e. Section 8, f. Section 6, g. Section 3, h. Section



Lily the Volunteer

An introduction to volunteering for CALD volunteers

Unit 3: The First Day

Unit 3: The First Day

Back ground.

Lily was successful in being offered the volunteer role in the Merriweather Aged Care centre. This is her first day and there is a lot to learn.

In this unit you will learn:

- about first day orientation
- how to introduce yourself
- effective listening
- about being an effective team member
- responding to feedback
- an induction checklist
- to make polite requests
- the importance of keeping a diary



Icons



Did you know?



Reading activity



Case study



Tick the correct answer



Language study



Writing activity



Listening activity



Discussion activity

Unit 3: The First Day

Activity 1: Lily meets her supervisor



Read about Lily.

Lily was successful in her application to Merriweather Aged Care and has completed her training. She is here for her first day and is about to meet her supervisor.



Listen and tick the words you hear.

<input type="checkbox"/> sign in <input type="checkbox"/> bedroom <input type="checkbox"/> bathroom <input type="checkbox"/> private	<input type="checkbox"/> deaf <input type="checkbox"/> children <input type="checkbox"/> clearly <input type="checkbox"/> England	<input type="checkbox"/> confused <input type="checkbox"/> office <input type="checkbox"/> name tag <input type="checkbox"/> reception
---	--	---

Unit 3: The First Day

Activity 2: Lily meets her supervisor – reading aloud



Listen to the conversation Lily has with her supervisor.

- Lily:** Hi Julian, my name is Lily. I'm starting my volunteering today.
- Julian:** Hi Lily. Magda told me you were coming. Nice to meet you. Could you sign in here? And sign out when you leave. You'll have to do that each time you come. I'll show you around on our way to the rooms. I'll introduce you to the team as we go.
- Lily:** Thanks Julian.
- Julian:** Next to the front door is a key pad. You'll need the code to get out. It's a safety precaution.
- Lily:** What *is* the code?
- Julian:** It's all in this information pack. It's the Greenville postcode.
- Lily:** Oh, that is easy.
- Julian:** Now, over here are the visitors' toilets. You can use those. It's best not to use the resident's ensuite bathroom. It is their private area.
- Lily:** Of course.
- Julian:** Here is the staff kitchen. You can grab a cuppa and a bikkie at the end of your visit if you like.
- Lily:** A bikkie?
- Julian:** Biscuit. And this is the TV lounge.
- Lily:** I see.
- Julian:** You'll visit with two residents today Shi Ying and Alice. Shi Ying speaks Mandarin but she is deaf in her left ear. So speak clearly, but not too loudly.
- Lily:** I'll remember that.
- Julian:** Good. Go gently. Just get to know her today. Now, Alice was born in England. She has one son but he lives a long way away. Your visit will cheer her up a lot I think. She can get a bit confused, but if she does, don't correct her. She might get upset.
- Lily:** Yes I learnt about that in training.
- Julian:** Oh, and here's your visitor's name tag. You can put it on now.
- Lily:** Thank you.
- Julian:** This is Alice's room and Shi Ying is just across the hall in 22. If you need me for anything, just go to reception and ask for me. And please come and see me before you leave.

Unit 3: The First Day

- Lily:** OK.
- Julian:** We have to sterilise our hands before and after, each time.
- Lily:** Thanks.
- Julian:** Hello Alice. You have a visitor. This is Lily. She's a volunteer.
- Lily:** Hello Alice.

Activity 3: Vocabulary- Matching



Match meanings to words/phrases from the dialogue in Activity 2.

1. sign in	a. make happy
2. key pad	b. a plastic card that some workers wear
3. safety precaution	c. a biscuit
4. ensuite	d. go slowly and thoughtfully
5. grab a cuppa	e. a numbered device that lets you enter or leave a building
6. bikkie	f. write your name to record when you have arrived.
7. deaf	g. a bathroom attached to a bedroom
8. go gently	h. something used to make things safer
9. cheer	i. get a cup of tea or coffee
10. name tag	j. unable to hear

Activity 4: Introducing yourself - Speaking



Listen and repeat the sentences

1. Hi, my name is Lily. I'm a volunteer. I'm starting here today.
2. Hello, I'm Lily Lu. I'm starting as a volunteer today.
3. Hi, I'm Lily. I'm a volunteer. This is my first day.

Unit 3: The First Day



Read out the sentences below using your name.

1. Hi, my name is _____. I'm a volunteer. I'm starting here today.
2. Hello, I'm _____. I'm starting as a volunteer today.
3. Hi, I'm _____. I'm a volunteer. This is my first day.



Did you know?

Volunteer training includes the Health and Safety (OHS or WHS) information you will need for your position.

Activity 5: Effective listening



Read the below information.

When someone is telling you something, it is important to show you are listening and understand what the person is saying. Here are some common ways that we show we are listening in a conversation.

- You can nod to the person. A nod is a gentle raising and lowering of the head.
- You can repeat what the person just said.
- You can use 'filler sounds' which are small sounds, for example, 'uhuh', 'mmm'.
- You can use common English expressions, for example, 'I see', 'I understand', 'Really'?
- If the news is bad, you can say, 'I'm sorry to hear that' or 'Oh no'.
- If the news is good you can say, 'I'm glad to hear that', or 'That's great news'.

If the news is very good, for example about a wedding or a new job, you can say 'Congratulations'.

Unit 3: The First Day



Listen and practise using the expressions.

1. Really?
2. I see.
3. I understand.
4. Uhuh.
5. Okay
6. I'm sorry to hear that.
7. Oh no.
8. I'm glad to hear that.
9. That's great news.
10. Congratulations.



Write a response to each of the following statements a co-worker might say. There could be more than one correct response.

1. I'm pregnant!	
2. You sign in here.	
3. I lost my job.	
4. You have to wash your hands each time.	
5. You will need to see the manager.	

Activity 6: Being part of a team - guidelines



Read the below information.

Being part of a team

As a volunteer, you are part of a team. You will work with paid workers, supervisors and clients as well as other volunteers. As a volunteer, you have rights as well as responsibilities.

Respect

- Know that you bring to the position your intelligence, your skills and your experience as does every other member of the team.
- Respect the right of other team members to speak their opinion, even if you do not agree with them.
- Respect the individuality, cultural beliefs, personal beliefs and values of clients, customers, staff and other volunteers.

Unit 3: The First Day

Reliability

- Be punctual. Arrive on time.
- Let someone know as early as possible if you will be late or if you cannot attend.
- Let your supervisor know if, and why, you cannot complete a task.
- Attend meetings and training as required.

Health and safety

- Speak up if you see unsafe practice.
- Respond to a team member who is concerned about a workplace safety issue.

Interpersonal

- Remember and use the names of your team members when you speak with them.
- Accept all feedback graciously.
- Listen and respond to team members on work issues.
- Listen and respond to team members in casual conversation about their lives.
- Join in workplace social gatherings, for example, an afternoon tea for a team member's birthday.



Answer the questions. True or False

As a good team member you should:

- | | | |
|---|-------------------------------|--------------------------------|
| a. Respect the rights of other members of your team. | <input type="checkbox"/> True | <input type="checkbox"/> False |
| b. Arrive on time. | <input type="checkbox"/> True | <input type="checkbox"/> False |
| c. Keep quiet if you see unsafe practice. | <input type="checkbox"/> True | <input type="checkbox"/> False |
| d. Only listen to positive feedback. | <input type="checkbox"/> True | <input type="checkbox"/> False |
| e. Join in casual conversation with other team members. | <input type="checkbox"/> True | <input type="checkbox"/> False |



Unit 3: The First Day

Activity 7: Being part of a team - Remembering people's names



Read the information and practise the memory exercise.

When you start your volunteering, you will meet a lot of new people. Sometimes they will wear a name tag so it will be easy to remember their names. But sometimes, even when you see their name, you might not know how to pronounce it. Here are some tips for remembering names.

1. Be aware that you need to know each person's name to help you to feel part of the team.
2. Repeat the person's name in your head when they first say it.
3. Ask the person to spell their name.
4. Repeat the person's name in your first conversation with them and when you leave them.
5. Link the person's name with their job if you can, for example, **Cathy** works in the **c**anteen
6. Link the person's name to a famous person, for example, Michael – Michael Jackson.
7. If the person has the same name as someone in your family, picture that family member.
8. Make a visual image in your head of that person, for example:



This worker's name is Xiao Ting, pronounced "Shou Ting", but her name does not sound like it is spelt.



Picture her 'shouting' and you will never forget how to say her name.

Use words from your first language to help your memory.

Unit 3: The First Day



Here are four members of a team. Listen to them introduce themselves and try to remember their names.

1.



Tu

2.



Victoria

3.



Manuel

4.



Angelo



Write the person's name under their pictures and Discuss with others how you remembered their names.









Unit 3: The First Day

Activity 8: Responding to feedback – reading and speaking



Read the information below.

During your volunteering, you will receive feedback. Some of the feedback will be positive, for example, 'You're doing a great job'. Some of the feedback may make you feel uncomfortable, for example, 'It is better not to speak too loudly to the residents'.

Consider all feedback as constructive. If it seems negative, think about it as a chance to improve. No matter how it makes you feel, accept the feedback positively, with a smile.

Responding well to positive feedback is as important as responding to other negative feedback.

If the feedback is positive, for example: 'I like the way you did that', respond with:

- Thanks.
- I'm glad you think so
- Thanks for telling me that.

If the feedback makes you feel uncomfortable, for example, 'You forgot to sign in', say:

- I see. Thanks for letting me know.
- I'm glad you told me that. I won't do it again.
- Thanks. I guess I've got a lot to learn.
- I understand. I'll remember that for next time



Listen and practise using the expressions.

1. Thanks.
2. Thanks. I'm glad you think so
3. Thanks for telling me that.
4. I see. Thanks for letting me know.
5. I'm glad you told me that. I won't do it again.
6. Thanks. I guess I've got a lot to learn.
7. I understand. I'll remember that for next time.

Unit 3: The First Day



Write a response to each of the following. There could be more than one correct response.

Feedback	Response
1. I really like the way you arranged that display!	
2. Your workspace is looking a bit messy.	
3. You forgot to wear your safety gloves.	
4. Shi Ying was much happier after your visit.	
5. You've been a great help today.	



Case Study: Hong

I am a volunteer in an op shop. When I first started, my first task was to sort through the clothes that were donated.

I started sorting by colour. My supervisor came in and said, *'You should sort them by size'*. I felt very embarrassed but I said: *'Thanks for letting me know. I won't make that mistake again.'*

I have learnt that it is not important that I made a mistake. Everybody makes mistakes. What is important is how I respond to feedback.



Unit 3: The First Day

Activity 9: An induction checklist - Reading

A volunteer usually ticks and signs an induction checklist at the end of their orientation. Before you sign, make sure that you have been shown or told about everything on the list.



Read Lily's checklist. Use your dictionary or look online to find the meaning of new words.

Merriweather Aged Care Volunteer Induction Form			
Name of New Volunteer: _____			
First Meeting Date: _____		Trial Date: _____	
Agreed Start Date: _____			
Action	✓	Action	✓
1. Introduction to team		9. Confirm voluntary attendance time	
2. Understand program, department and who is in charge.		10. Intranet login and password	
3. Read position description		11. Copy of Volunteer handbook	
4. Tour of site – sign in book, toilets, kitchen, fire exits, parking, security.		12. Key code number for front door	
5. Read organisation policy.		13. Name tag	
6. Understand hand washing		14. Understand specific duties	
7. Understand Mandatory Reporting- assaults, missing residents etc.		15. Understand dates of review: End of Day 1, During Day 2, After 1 week, After 1 month, Quarterly.	
8. Understand emergency response		16. Meeting schedule	
Induction conducted by: <u>JULIAN HANSON</u>			
Signature: <u>J. Hanson</u>		Date: <u>18/08/15</u>	
Volunteer Signature: <u>LLa</u>		Date: <u>18/08/15</u>	

Unit 3: The First Day



Match the words/phrases with their meanings

Word/phrase	Meaning
1. Induction	a. safety
2. security	b. a timetable
3. mandatory Reporting	c. a check on how well you are doing
4. review	d. a supervisor or manager must be told
5. schedule	e. what you learn when you first start work

Activity 10: The Australia workplace - reading and speaking



The Australian workplace might be a little different from the workplace in your former country. Read these guidelines and tick the ones that are different from your workplace. Discuss the differences or similarities.

- ☐ Always arrive on time at your workplace, training and meetings. It is good to arrive a few minutes early.
- ☐ Use first names with everyone in your workplace including your supervisor, unless you are asked to use someone's title.
- ☐ Respect your supervisor but relate to them as an equal.
- ☐ Respect everyone in your workplace as an equal, not just your boss. Don't judge people on their race, gender, sexuality, age or religion.
- ☐ Don't make jokes about race, gender, sexuality, age or religion. These cause offence.
- ☐ Don't be afraid to ask for clarification if you do not understand something. It is better to ask a few questions than begin a task without any direction.
- ☐ Make eye contact with your supervisor and other people you talk to.
- ☐ Try to keep private calls to a minimum at work. It is polite to switch your mobile phone to silent mode while at work.
- ☐ Do not gossip about your fellow workmates. This is unprofessional.
- ☐ Speak quietly in the workplace.
- ☐ Keep your workspace clean.
- ☐ Join in casual conversation. It's fine to talk generally about your family, but don't talk about very personal matters.
- ☐ Don't speak negatively about Australia.

Unit 3: The First Day

- ☐ Talk positively about a local place that you have recently visited. This is a great conversation starter.
- ☐ Don't complain or speak negatively about your co-workers or supervisor.
- ☐ Don't come to work if you're too sick. If you're contagious you should stay home. But if you have just a slight cold, it's fine to attend work.
- ☐ Don't touch or stand too close to co-workers. Stand at arm's length from the person.
- ☐ Join in workplace celebrations, such as birthday morning teas, if asked.

Activity 11: Making polite requests - Speaking



Language Study

When you start your volunteer position, you may have to ask for help or directions or information. Here are some examples of polite ways to ask. Remember to use the person's name. And always follow up with *'Thanks'*. Use *'can you'* or *'could you'* when making polite requests.



Listen and practise using these polite phrases.

1. Excuse me, John, could you tell me where I could get a drink of water?
2. Hi, Marta. When you have time, can you show me how to use the photocopier?
3. Excuse me Judy. Could you tell me the code for the kitchen door?
4. Hi Jenny, could you tell me where I can leave my bag and coat?
5. Excuse me, Peter, a resident wants to go out to the garden. Is this OK?
6. Hi Anne, is it OK if I take a short break to go to the loo?

Unit 3: The First Day



Read the scenarios and write the question you would ask. Discuss with others and correct your sentences. Then say your requests aloud.

1. You want to know where the bathroom is. Ask Veronica.

2. You want to know where you can get a cup of tea. Ask Magda.

3. You would like to take a short break to get some water. Ask Carlos.

4. A resident has asked you to help them go to the toilet (loo). Ask Julian.



Did you know?

When you get home, write down what happened during the day. This is an excellent way of reflecting on what you have done and learnt. It helps you remember what you can do better.



Unit 3: The First Day

Activity 12: Keeping a diary – Reading



Read Lily's diary

Tuesday 8 November

Today I started my new position at Merriweather.

My supervisor's name is Julian. He is very friendly.

I met the team: the cleaner, Viji, the nurse, Tony, the receptionist, Carol and aged care workers, Petrag, Sean and Mona.

There was one other volunteer worker there today, his name is Gino.

The residents I visit are Shi Ying and Alice.

Alice was born in England. She can be a bit confused. She told me her son, Alex, was going to visit her today but I knew that her son was not coming. I just said, "Is he? That's nice" and then we talked about her photos so she forgot that she was waiting for her son. She called me Lucy but I didn't correct her. I'll just introduce myself again next time I see her. I spoke slowly and clearly and she seemed to understand me so I am very happy about that.

Shi Ying comes from Beijing. She was very happy that I spoke Mandarin. She told me that the bulb in her reading lamp was too bright and hurt her eyes so I asked Petrag if she could have one that was not so bright. Then Viji found another light bulb and changed it. So that was good! Shi Ying cannot hear very well so I had to repeat myself a lot.

At the end of my shift I went to see Julian. Julian was happy when I told him about what I had done with Shi Ying and Alice. He said I had a very warm style and that made the residents feel comfortable. I felt really pleased.

But then Julian told me that maybe I could speak a bit softer with Shi Ying. Apparently the other workers could hear me all the way down the hall! I was so embarrassed. I was talking loudly so Shi Ying could hear me better.

Next time I will make sure that I don't talk loudly. I'll sit on Shi Ying's right side because that is her good ear. I will also make sure that Shi Ying is looking at me when I talk to her so that she can understand better. I told Julian this and he was pleased.

Unit 3: The First Day



Answer the following questions from the diary entry.

1. How many people did Lily meet at Merriweather today?

- ☐ a. 5 ☐ b. 8 ☐ c. 10

2. What is the cleaner's name? _____

3. How did Lily know that Alice was confused? (more than one answer is correct)

- ☐ a. Alice thought her son was coming to visit her
☐ b. Alice was speaking Mandarin.
☐ c. Alice called Lily 'Lucy'.

4. Write two things that made Lily happy during her visit to Alice and Shi Ying.

5. Why was Lily embarrassed?

6. What will Lily do to make sure she doesn't make the same mistake with Shi Ying?



Unit 3: The First Day

Audio Script

Activity 1.

- Lily:** Hi Julian, my name is Lily. I'm starting my volunteering today.
- Julian:** Hi Lily. Magda told me you were coming. Nice to meet you. I'm your supervisor. Could you sign in here? And sign out when you leave. You'll have to do that each time you come. I'll show you around on our way to the rooms. I'll introduce you to the team as we go.
- Lily:** Thanks Julian.
- Julian:** Next to the front door is a key pad. You'll need the code to get out. It's a safety precaution.
- Lily:** What is the code?
- Julian:** It's all in this information pack. *(low voice)* It's the Greenville postcode.
- Lily:** Oh, that is easy.
- Julian:** Now, over here are the visitors' toilets. You can use those. It's best not to use the resident's ensuite bathroom. It is their private area.
- Lily:** Of course.
- Julian:** Here is the staff kitchen. You can grab a cuppa and a bikkie at the end of your visit if you like.
- Lily:** A bikkie?
- Julian:** Biscuit. And this is the TV lounge.
- Lily:** I see.
- Julian:** You'll visit with two residents today Shi Ying and Alice. Shi Ying speaks Mandarin but she is deaf in her left ear. So speak clearly, but not too loudly.
- Lily:** I'll remember that.
- Julian:** Good. Go gently. Just get to know her today. Now, Alice was born in England. She has one son but he lives a long way away. Your visit will cheer her up a lot I think. She can get a bit confused, but if she does, don't correct her. She might get upset.
- Lily:** Yes I learnt about that in training.
- Julian:** Oh, and here's your visitor's name tag. You can put it on now.
- Lily:** Thank you.
- Julian:** This is Alice's room and Shi Ying is just across the hall in 22. If you need me for anything, just go to reception and ask for me. And please come and see me before you leave.
- Lily:** OK..
- (sound of antiseptic dispenser being pressed)*
- Julian:** We have to sterilise our hands before and after, each time.
- (sound of antiseptic dispenser being pressed)*
- Lily:** Thanks.
- (sound of gentle knocking)*
- Julian:** Hello Alice. You have a visitor. This is Lily. She's a volunteer.
- Lily:** *(warmly)* Hello Alice.

Unit 3: The First Day

Activity 4

1. Hi, my name is Lily. I'm a volunteer. I'm starting here today.
2. Hello, I'm Lily Lu. I'm starting as a volunteer today.
3. Hi, I'm Lily. I'm a volunteer. This is my first day.

Activity 5. *(giving feedback during conversations)*

1. Really?
2. I see.
3. I understand.
4. Okay
5. Uhuh.
6. I'm sorry to hear that.
7. Oh no.
8. I'm glad to hear that.
9. That's great news.
10. Congratulations.

Activity 7.

1. Hi, I'm Tu. I'm second in charge. *(female voice)*
2. Nice to meet you. I'm Victoria. *(female voice)*
3. My name is Angelo. Nice to meet you. *(male voice)*
4. Hi, I'm Manuel. I'm the manager. *(male voice)*

Activity 8.

1. Thanks.
2. Thanks. I'm glad you think so
3. Thanks for telling me that.
4. I see. Thanks for letting me know.
5. I'm glad you told me that. I won't do it again.
6. Thanks. I guess I've got a lot to learn.
7. I understand. I'll remember that for next time.

Activity 11. *(alternate male and female voices)*

1. Excuse me, John, could you tell me where I could get a drink of water?
2. Hi, Marta. When you have time, can you show me how to use the photocopier?
3. Excuse me Judy. Could you tell me the code for the kitchen door?
4. Hi Jenny, could you tell me where I can leave my bag and coat?
5. Excuse me, Peter, a resident wants to go out to the garden. Is this OK?
6. Hi Anne, is it OK if I take a short break to go to the loo?



Unit 3: The First Day

Answers

Activity 1

supervisor, bathroom, private, deaf, clearly, England, confused, name tag, reception

Activity 3.

1. f, 2. e, 3. h, 4. g, 5. i, 6. c, 7. j, 8. d, 9. a, 10. b.

Activity 5.

1. That's great news/Congratulations! 2. I see/ I understand/Uhuh/Okay, 3. Oh no/ I'm sorry to hear that, 4. Really?/ I see/I understand/ Uhuh/Okay, 5. ?/ I see/I understand/ Uhuh/Okay.

Activity 6.

1. True, 2. True, 3. False, 4. False, 5. True.

Activity 7.

1. Angelo, 2. Tu, 3. Manuel, 4. Victoria

Activity 8.

1. Thanks/I'm glad you think so/Thanks for telling me that
2. I see. Thanks for letting me know/I'm glad you told me that. I won't do it again/Thanks. I guess I've got a lot to learn/I understand. I'll remember that for next time.
3. I see. Thanks for letting me know/I'm glad you told me that. I won't do it again/Thanks. I guess I've got a lot to learn/I understand. I'll remember that for next time.
4. Thanks/I'm glad you think so/Thanks for telling me that
5. Thanks/I'm glad you think so/Thanks for telling me that

Activity 9.

1. e, 2. a, 3. d, 4. c, 5 b.

Activity 11. (suggested)

1. Excuse me Veronica, could you tell me where the bathroom is?
2. Hi Magda, can you tell me where I can get a cup of tea?
3. Hi Carlos, is it OK if I take a short break (to get some water?)
4. Excuse me, Julian. Alice as asked me to help her go to the loo. Is this OK?

Activity 12

1. c (including Shi Ying and Alice), 2. Viji, 3. Alice said her son was coming/Alice called her Lucy. 4. Alice could understand her/ She helped Alice forget about waiting for her son/ She helped to fix Shi Ying's lamp so it wasn't so bright. 5. She was talking too loudly to Shi Ying and the other workers could hear her down the hall. 6. She will sit on Shi Ying's right side. She will make sure that Shi Ying can see her face when she talks to her.



Lily the Volunteer

An introduction to volunteering for CALD volunteers

Unit 4: Overcoming Obstacles

Unit 4: Overcoming Obstacles

Background.

When Lily arrived for her second day of volunteering at Merriweather Aged Care centre, she found out that her supervisor, Julia, was absent because she was sick. Her replacement supervisor was Mona.

In this unit you will:

- Learn about employability skills
- Workplace Health and Safety
- Relating incidents to a supervisor
- Being assertive



Icons



Did you know?



Reading activity



Case study



Tick the correct answer



Language study



Writing activity



Listening activity



Discussion activity

Unit 4: Overcoming Obstacles

Activity 1: A busy supervisor - Listening



Read about Lily.

When Lily arrived for her second day of volunteering at Merriweather, she found out that her supervisor, Julian, was absent because he was sick. Her replacement supervisor was Mona.



Listen and tick the words you hear ☒

<input type="checkbox"/> visitor	<input type="checkbox"/> bother	<input type="checkbox"/> short-handed
<input type="checkbox"/> report	<input type="checkbox"/> bed	<input type="checkbox"/> time
<input type="checkbox"/> residents	<input type="checkbox"/> buzzer	<input type="checkbox"/> loo
<input type="checkbox"/> supervisor	<input type="checkbox"/> carry	<input type="checkbox"/> uncomfortable

Unit 4: Overcoming Obstacles

Activity 2: A busy supervisor – Reading aloud



Read the conversation below aloud with your teacher or classmate.

- Lily:** Hi Mona, my name is Lily. I'm a volunteer visitor.
- Mona:** Yes?
- Lily:** Julian is away and I was told to report to you.
- Mona:** Oh yes. Is there a problem?
- Lily:** I just need to check which residents I am visiting today.
- Mona:** Same as last week I guess.
- Lily:** Ok. Thanks.
- Lily:** Hi Mona, sorry to bother you. Alice is still in bed and would like to get out.
- Mona:** Did you press the buzzer?
- Lily:** Yes, we've waited for ten minutes already.
- Mona:** Oh. We're very busy. I'm sure you can help her get out.
- Lily:** Oh. *(Pause)* I'm sorry, but I am not supposed to lift the residents.
- Mona:** Oh. Well, I'll send someone along shortly. We're very shorthanded so it might be a while.

(Some time later)

- Lily:** Excuse me, Mona, sorry to bother you again. But it's been another 15 minutes and Alice wants to use the loo.
- Mona:** Aah.
- Lily:** I'm sorry but she's really uncomfortable.
- Mona:** Ok. I'll come now.
- Lily:** Thank you.

Unit 4: Overcoming Obstacles

Activity 3: Vocabulary: Matching



Draw a line to match meanings to words/phrases from the dialogue in Activity 2.

Words	Meanings
1. replacement	a. trouble
2. bother	b. a button to press to notify other staff
3. buzzer	c. not enough workers to do the job
4. shortly	d. not feeling at ease
5. shorthanded	e. someone who takes a job when another person is absent from work.
6. uncomfortable	f. soon.

Activity 4: Busy supervision: questions and discussion



Read the dialogue in Activity 2 again and answer the questions.

1. Why does Lily have to report to Mona? _____

2. Why did Lily come back to talk to Mona after seeing Alice? _____

3. What does Mona suggest Lily do to help Alice? _____

4. Why didn't Lily help Alice out of bed? _____

5. Do you think Lily was right to tell Mona that she couldn't help Alice out of bed?

Unit 4: Overcoming Obstacles

6. What reason does Mona give for not being more helpful to Lily?

7. Do you think it was easy for Lily to continue to ask for Mona's help? Why/Why not?



Case Study: Ari

I was doing some volunteer work in a charity warehouse.

I notice two large wooden boxes were blocking the fire exit door. They were too big for me to lift.

I wasn't sure if I should tell my supervisor but I thought, 'What if there's a fire? People won't be able to get out'

So I told the supervisor, and she was really happy that I did. She said it was good that I noticed and even better that I said something about it. She arranged for the fork lift truck driver to move the boxes out of the way.



Unit 4: Overcoming Obstacles

Activity 5: Workplace Health and Safety - Reading



Read the information and answer the questions.

Wherever you work, you will see signs that are there to keep you safe. You will also get training in how to keep safe in your area of volunteering.

Workplace Health and Safety (WHS) is also called Occupational Health and Safety (OHS). It simply means health and safety at work. In Australia, both employers and employees are responsible for health and safety in the workplace.

Employers must make sure everyone is safe in their workplace. This includes volunteers and other workers and also visitors who might be there for just a few minutes.

Employees must also take care of their health and safety. They must follow any safety rules. Workers should not do anything that might hurt themselves or others. They should report any unsafe work practice to their supervisor.



1. What does Workplace Health and Safety mean? _____

2. Who is responsible for Health and Safety in the workplace? ☒

☐ a. only the employers ☐ b. only the employees ☐ c. the employers and the employees

3. What are employees and volunteers responsible for doing? ☒ Tick more than one option.

☐ a. report unsafe work practice

☐ b. make sure they complete their work even if it is unsafe

☐ c. follow safety rules

4. Find and write words from the text that mean:

a. bosses _____

b. workers _____

c. injure _____

d. not safe _____

Unit 4: Overcoming Obstacles

Activity 6: Health and Safety - Discussion



Read the scenarios and decide if you should say something.

Scenario	Say something? Yes or No
1. You need to start your shift but there are no safety gloves in the cupboard.	
2. You saw the fork lift truck driver drinking whiskey in the loo.	
3. You see one of the workers smoking a cigarette in the street across the road from your workplace.	
4. You are asked to carry a heavy box a few metres to reception	
5. You are asked to use a chair to reach something on a high shelf.	
6. You see orange juice spilt all over the floor.	

Activity 7: Health and Safety - Writing and speaking



Write what you would say to your supervisor or a colleague about the following safety risks.

Example: You need to start your shift but there are no safety gloves in the cupboard.

Excuse me, Marion. Could you tell me where I find some more safety gloves? There are none in the cupboard.

1. A worker asks you to carry a heavy box to reception. (Tell the worker that you cannot and why).

2. You are asked to use a chair to get something down from a high shelf. (Tell the worker that you cannot and why).

Unit 4: Overcoming Obstacles

3. You see orange juice spilt on the floor in the visitors' area. (You cannot clean it yourself because you are not sure if you are allowed to) .



**Discuss your responses with others.
Then practise saying them out loud.**

Activity 8: Telling someone what has happened - Speaking



**Listen to the information and practise
the model sentences.**

1. Julia, it's the bathroom in Alice's room. The sink is blocked.
2. Mona, it's the TV in the lounge room. It's broken.
3. Excuse me Julia? It's the chair in Alice's room. It's a bit wobbly.
4. The toilet is blocked and there is water all over the bathroom floor.
5. Maryanne fell down and she is bleeding.
6. John said he had to leave early because he is sick.

Read the scenarios. Use the model sentences to help write how you would let someone know what's happened.

1. Henry, in Room 28, spilt coffee on himself and wants to change his shirt. Tell John.

2. Mandy cut her hand on a sharp knife while she was chopping onions. She is bleeding a lot. It's a medical emergency. Tell Joan.





Language Study

Present and past tense

Occasionally you will have to tell your supervisor or another staff member when something has happened. Always start the conversation by telling them exactly what the topic is.

For example:

Julia, it's the bathroom in Alice's room. The sink is blocked.

Mona, it's the TV in the lounge room. It's broken.

Excuse me Julia? It's the chair in Alice's room. It's a bit wobbly.

To tell someone about something that has happened, you can use present and past tense:

The toilet is blocked and there is water all over the bathroom floor.

Maryanne fell down and she is bleeding.

To relate what someone has said to you, you can use both past and present tense:

John said he had to leave early because he is sick. 025

Unit 4: Overcoming Obstacles

Activity 9: Employability Skills - Reading and matching



Read the following information about employability skills.

Your volunteer role might be very different from jobs you have done before. But you will still bring the same set of employability skills to your volunteer role. Employability skills are general work skills. These are skills that you need whatever your job is, doctor or cleaner, pilot or parent. There are eight employability skill areas:

- **Communication** – can speak, listen, read and write well enough to communicate clearly with people at work.
- **Teamwork** – can work as a team member and respect and value what other of the people in the team say.
- **Problem-solving** – can solve technical or people problems at work.
- **Initiative and enterprise** – can think of new and better ways to do tasks.
- **Technology** – can use computers and other machines at work.
- **Planning and organising** – can plan and organise your work activities and timetables.
- **Self-management** – can make goals for yourself for your future and learning
- **Learning** – can be ready and willing to learn new things at work.



Read the scenarios and write which employability skill (or skills) you think the worker is showing.

Example: Mary was using an electric cutting machine. She noticed that its red alarm light was flashing. She turned the machine off and told her supervisor.

Employability skill/s: Technology, Initiative and enterprise, Communication

1. Andre was volunteering in a soup kitchen. One of the workers started throwing a cabbage around like it was a football. He wanted Andre to play the game with him. Andre said no and asked him to stop because it was dangerous.

Employability skill/s: _____

2. One of Lily's residents had dementia. Lily wanted to learn more about how to talk to people with dementia. She bought a book about it and also studied it online.

Employability skill/s: _____

Unit 4: Overcoming Obstacles

3. Brindha was working in an op shop. She noticed that some people were stealing clothes from a dark corner of the shop. She suggested that they put a brighter light there.

Employability skill/s: _____

3. Al kept his calendar up to date with the times and dates of meetings, training and shifts.

Employability skill/s: _____

Activity 10: Employability Skills - Writing



Think about four situations in your last job or even the tasks you need to do in everyday life. Write a short sentence about them. Then name the employability skills you use in doing each task.

Example: *Three times a week, I have to make sure that my children get to their different sports events on time.*

Employability skill/s: *Planning and organising*

1. _____

Employability skill/s _____

2. _____

Employability skill/s _____

3. _____

Employability skill/s _____

4. _____

Employability skill/s _____

Unit 4: Overcoming Obstacles

Activity 11: Being assertive



Read about Lily.

Lily did not feel comfortable when Mona told her to help Alice out of the bed. She knew it she could not help her because Workplace Health and Safety Regulations ruled that she could not. She told Mona she was not supposed to lift the residents. It was hard for her to say this to a supervisor but she asserted herself. Lily had three choices in this situation.

1. She could have kept quiet and done what Mona asked her to do even though it was against the rules. This is **passive** behaviour.
2. She could have become angry with Mona and told Mona it was not good to ask her to lift patients. This is **aggressive** behaviour.
3. Instead, Lily calmly reminded Mona that she was not supposed to lift the residents. This is **assertive** behaviour.

Being assertive is considered the best way to let people know how you feel about a situation. Most people will respond positively when you assert yourself.

Here are some points to remember about being assertive.

- A volunteer has the same rights as paid workers.
- Trust your feelings and your right to express them.
- Be clear when you state what you feel.
- Write down what you need to say first and practice saying it with a calm and confident tone.
- Maintain your confident tone to the end of the sentence. Don't let your voice drift off.
- With practice, asserting yourself will become more natural and easy for you to do.
- If you are making a negative observation, offer a solution.
- Be prepared for a positive response to your assertiveness. Thank the person for listening.



**Talk to your teacher or classmate
about a time you had to act
assertively.**

Unit 4: Overcoming Obstacles

Activity 12: Being assertive - Reading



Read the scenarios. Is the behaviour passive, aggressive or assertive? Write *passive, aggressive or assertive* to complete the sentence

Example: Lily's supervisor asked her to help an elderly resident get out of bed. Lily politely informed her supervisor that she was not supposed to do that because it went against Health and Safety regulations.

Lily was being assertive

1. Silvio is a volunteer in a kitchen that serves homeless people. He is a good cook but every day he is asked to wash the dishes. This is very boring for him. One day he went to his supervisor and asked if he could do some of the cooking.

Silvio was being _____

2. Ivan was volunteering in an office. A paid worker, Paulina, told Ivan that he could only take 15 minutes for lunch because he was a volunteer. The other workers have a 30-minute lunch break. Ivan knew this wasn't true but he only took a 15-minute lunch break because he didn't want to cause trouble.

Ivan was being _____

3. Fatima volunteered in a nursery. One of the other volunteers called her Fatso all the time. After a couple of weeks, Fatima got really angry with the volunteer. She yelled at him, 'Stop calling me Fatso, you idiot!'

Fatima was being _____

4. Carla was a volunteer driver on the community bus. She would drive people to the centre in the morning. Sometimes the boss asked her to drive people home too. The trouble was that when she did this, she could not pick her daughter up from school and so she had to pay for after-school care. It is a big problem but she didn't want to upset her supervisor so she said yes.

Carla was being _____

5. In the op shop, Pam was finally trained to serve customers. But the first time she did this, she gave a customer the too much money in change. Her supervisor would not let her serve the customers after that. Pam went to her supervisor and explained that she wanted to serve customers and that she would be very careful not to make the mistake again.

Pam was being _____

6. Marita worked as a volunteer for a children's sports club. She had a two-hour shift and she could not leave until the next volunteer, Gordon, arrived. The trouble was that Gordon often arrived 15 to 30 minutes late. The fourth time that Gordon arrived late, Marita got very angry and shouted at him and called him selfish.

Marita was being _____

Unit 4: Overcoming Obstacles

Activity 13: Being assertive - Reading and speaking



Read the information and practise speaking assertively.

Being assertive

In most Australian workplaces, the people you meet and work with will be polite and friendly. Occasionally, you might have to work with someone who is not so friendly and who might be difficult to talk with. This is another situation in which you will have to assert yourself. Remember that nobody thinks of themselves as difficult. That is why, when you are trying to talk to them, you should remain polite and talk about how *you* feel, rather than blaming the person.

For example, Dino wants to ask a fellow worker to stop calling him 'Dingo'. The best way he can say this is:

Please don't call me Dingo. When you call me that, I feel like you do not respect me.

If someone asks you to do something and you cannot do it, talk about your feelings about it. Do not make the other person feel **like** they have done something wrong, even if they have!

When you assert yourself in this way, the other person will be more likely to change their behaviour.



Here are some examples of speaking assertively. Listen and repeat the examples below. Remember to speak with a calm and firm tone.

1. When you talk loudly, I feel like you are angry with me.
2. When you called me 'stupid' in front of the staff, I felt very embarrassed.
3. I'm afraid I cannot stay back. I have to pick up my son.
4. I'm sorry, I can't clean the bathroom. It is not one of my duties.
5. When you said I was 'just a volunteer', I felt disrespected.
6. When you ignore my suggestions, I feel like you don't respect me.
7. When you laugh at my accent, I feel embarrassed.
8. I'm sorry. I'm not supposed to do this task without safety gloves on.



Did you know?

It might feel hard to speak assertively in the Australian workplace at first but the more you do it, the easier it gets. You will be surprised at how effective assertiveness is. The other person will often apologise to you. Be ready for positive results!

Unit 4: Overcoming Obstacles

Activity 14: Being assertive - Writing and speaking



Use the example sentences in Activity 13 and write what you would say to show assertiveness. Correct your responses with your teacher. Then practise saying them out loud.

1. Your supervisor, Harold, talks too fast. Most the time you are not sure what he is saying.

2. Another volunteer, Shaz, calls you by the name of your country, e.g. China. You want her to call you by your name.

3. A paid worker, Betty, often leaves you alone with the children in an afternoon program but this is against health and safety rules because you are not a qualified worker.

4. You are a volunteer in an op shop but all you do is sort the clothes at the back of the shop. You would like to serve customers. You want to ask your supervisor, Ann, if you can.

5. A paid worker, Bill, told you that you could not take a coffee break like the workers because you are a volunteer. You know that you have the same rights as paid workers.

6. You are a volunteer visitor in an aged care centre. Your supervisor, Marco, has asked you to drive some elderly residents out for an outing because their driver is sick. You have not been trained to do this.



Unit 4: Overcoming Obstacles

Activity 15: Lily's diary - Writing



Complete Lily's diary with words from the box below.

friendly	shift	Health	better	loudly
supervisor	happy	assertive	understand	help

Tuesday 13 November

Today was harder for me. Julian was away so I had a new _____. Her name is Mona.

She was not as _____ as Julian and she was very busy so it was a bit difficult to talk to her.

When I went to visit Alice, she was in bed and wanted to get out. I told Mona. Mona asked me to _____ get her out of bed. But this is against the Workplace _____ and Safety regulations.

I told Mona this. Mona said she would find someone to do it. I had to ask twice. I am glad that I was _____.

Alice remembered me! She was happy to see me. She talked about her life in England. She was a little girl during the war there.

Shiying was also _____ to see me. She smiled. She gave me a little card that she had made with the therapist. That made me very happy. I did not speak too _____ this time and she could still _____ me.

I went to report to Mona after my _____ but Mona was too busy to speak with me.

I really hope that Julian gets _____ soon and will be back next week.

Unit 4: Overcoming Obstacles

Audio Scripts

Activity 1. *(Note: Mona is busy: dismissive tone. Lily's tone remains polite and respectful)*

Lily: Hi Mona, my name is Lily. I'm a volunteer visitor.

Mona: *(Impatiently)* Yes?

Lily: Julian is away and I was told to report to you.

Mona: Oh yes. Is there a problem?

Lily: I just need to check which residents I am visiting today.

Mona: Same as last week I guess.

Lily: OK. Thanks.

(Background noise, footsteps, knock on a door)

Lily: Hi Mona, sorry to bother you. Alice is still in bed and would like to get out.

Mona: Did you press the buzzer?

Lily: Yes, we've waited for ten minutes already.

Mona: Oh. We're very busy. I'm sure you can help her get out.

Lily: Oh. *(Pause)* I'm sorry, but I am not supposed to lift the residents.

Mona: Oh. Well, I'll send someone along shortly. We're very shorthanded so it might be a while.

(Background noise, footsteps, knock on a door)

Lily: Excuse me, Mona, sorry to bother you again. But it's been 15 minutes and Alice wants to use the loo.

Mona: Aah.

Lily: I'm sorry but she's really uncomfortable.

Mona: Ok. I'll come now.

Lily: Thank you.

Activity 8.

7. Julia, it's the bathroom in Alice's room. The sink is blocked.
8. Mona, it's the TV in the lounge room. It's broken.
9. Excuse me Julia? It's the chair in Alice's room. It's a bit wobbly.
10. The toilet is blocked and there is water all over the bathroom floor.
11. Maryanne fell down and she is bleeding.

Activity 13. *(read calmly but firmly)*

1. When you talk loudly, I feel like you are angry with me.
2. When you called me 'stupid' in front of the staff, I felt very embarrassed.
3. I'm afraid I cannot stay back. I have to pick up my son.
4. I'm sorry, I can't clean the bathroom. It is not one of my duties.



Unit 4: Overcoming Obstacles

5. When you said I was 'just a volunteer', I felt disrespected.
6. When you ignore my suggestions, I feel like you don't respect me.
7. When you laugh at my accent, I feel embarrassed.
8. I'm sorry. I'm not supposed to do this task without safety gloves on.

Answers

Activity 1.

Visitor, report, residents, bother, bed, buzzer, shorthanded, loo, uncomfortable

Activity 3.

1. e, 2. a, 3. b, 4. f, 5. c, 6. d.

Activity 4. (suggested responses)

1. Julian is away/absent. Mona is the replacement supervisor,
2. Alice was still in bed and wanted to get out
3. She suggests that Lily help Alice out of bed,
4. Because she shouldn't lift the residents,
5. Lily was right because she should follow OHS training guidelines
6. She is very busy/shorthanded
7. It was probably not easy because Mona is her superior and Lily might feel nervous about asserting herself with her.

Activity 5.

1. Health and safety at work,
2. c,
3. a and c,
4. a. employers, b. employees, c. hurt, d. unsafe

Activity 6

1. Yes. (You must wear all safety requirements before starting work.)
2. Yes. (The fork lift truck driver is responsible for driving safely because often workers are walking in the same area. He might hurt a worker if he has been drinking alcohol.)
3. No. (The worker is not smoking in the workplace.)
4. Yes. (You might hurt your back by lifting a heavy box. It doesn't matter if the distance is short or long.)
5. Yes. (You must always use a safety step ladder to reach articles above shoulder height.)
6. Yes. You should clean the spill straight away, if you can, or ask someone else to clean it.

Activity 7. (suggested responses)

1. I'm sorry. We're not supposed to lift boxes that heavy.
2. I'm sorry. I cannot stand on that chair. It is unsafe.
3. Excuse me, John? Someone has spilt orange juice on the floor in the visitors' area. I'd clean it up but I'm not sure where the cleaning products are.

Unit 4: Overcoming Obstacles

Activity 8. (suggested responses)

1. Excuse me John, Henry in room 28 needs to change his shirt as he spilt coffee on himself
2. Joan, there is an emergency. Mandy has cut her hand while chopping onions. There is a lot of bleeding.

Activity 9

1. Communication, 2. Learning, 3. Problem-solving, Initiative and enterprise, 4. Planning and organising.

Activity 12

1. assertive, 2. passive, 3. aggressive, 4. passive, 5. assertive, 6. aggressive.

Activity 13 (suggested responses)

1. Excuse me Harold. I'm sorry. English is my second language and sometimes I have difficulty understanding. Could you speak a little slower please?
2. Hey Shaz, if you don't mind, could you call me by my name. When you call me, China, I feel uncomfortable.
3. Hi Betty, I feel really uncomfortable when you leave me alone with the children. I'm a volunteer, not a qualified worker.
4. Excuse me Ann, would it be OK if I served some customers today? I would really like to try something new.
5. I think I can take a break bill. Volunteers have the same rights as workers here!
6. I'm sorry Marco. I can't drive the bus. It is not what I was trained for. I would feel very uncomfortable.

Activity 15.

Today was harder for me. Julian was away so I had a new **supervisor**. Her name is Mona. She was not as **friendly** as Julie and she was very busy so it was a bit difficult to talk to her. When I went to visit Alice, she was in bed and wanted to get out. I told Mona. Mona asked me to **help** get her out. But this is against the Workplace **Health** and Safety regulations. I told Mona this. Mona said she would find someone to do it. I had to ask twice. I am glad that I was **assertive**.

Alice remembered me! She was happy to see me. She talked about her life in England. She was a little girl during the war there.

Shiying was also **happy** to see me. She smiled. She gave me a little card that she had made with the therapist. That made me very happy. I did not speak too **loudly** this time and she could still **understand** me.

I went to report to Mona after my **shift** but Mona was too busy to speak with me.

I really hope that Julian gets **better** soon and will be back next week.





Lily the Volunteer

An introduction to volunteering for CALD volunteers

Unit 5: Reflections

Unit 5: Reflections

Back ground.

Lily has been volunteering for some time now and it is time for her to be evaluated. This gives Lily an opportunity to think about all aspects of becoming a volunteer.

In this unit you will learn about:

- Volunteer evaluations
 - Revising what you have learnt in this volunteering course
 - Including your volunteer experience in your resume
- Making a timeline for your entry into volunteering



Icons



Did you know?



Reading activity



Case study



Tick the correct answer



Language study



Writing activity



Listening activity



Discussion activity

Unit 5: Reflections

Activity 1: Volunteer evaluation form – supervisor



Read About Lily.

Lily's supervisor is giving her written feedback on her performance. Lily is also asked to complete an evaluation form about her experience in the volunteer role.



Did you know?

While you are volunteering, your supervisor is observing you to see how you are progressing and if you need any further training or help. After a few weeks or months, your supervisor may fill in an evaluation form on your progress. You may also fill out an evaluation form to assess your volunteer experience.

Looking at your volunteer's evaluation form before you start



Read the evaluation report that Julian wrote for Lily.
You can use a dictionary.

VOLUNTEER EVALUATION FORM

PART A: COMPLETED BY SUPERVISOR

Name: LILY LU Position: VOLUNTEER
VISITOR

Period of Evaluation: 11/08/15 - 11/12/16 Total # of cases handled or hours
contributed: 50hrs

Supervisor: JULIAN HANSON

Rating scale: 1 = needs improvement 4 = very good
 2 = fair 5 = superior
 3 = good N/A = not applicable

1. PROFESSIONALISM

4 Understands purposes and goals of Merriweather Aged Care

4 Understands and complies with confidentiality in client relationship

5 Relates well with public

5 Exhibits confidence in handling difficult situations

5 Exhibits sincere interest and enthusiasm towards clients and work

Comments: LILY HAS SHOWN HERSELF TO BE VERY PROFESSIONAL, AND
EASY TO WORK WITH AS A VOLUNTEER VISITOR AND TEAM MEMBER.

Unit 5: Reflections

2. RESPONSIBILITY

5 Reliable about schedule and time commitment

5 Completes assignments in a timely fashion

5 Pays attention to detail when necessary

5 Willing to take on assignments

Comments: ALWAYS ON TIME. HAPPY TO DO TASKS SET FOR HER.

3. EFFECTIVENESS

5 Welcomes opportunities to learn

5 Finishes assignments

5 Willing to ask questions

Comments LILY LEARNS FROM HER MISTAKES AND SHOWS A WILLINGNESS TO LEARN.:

Benefits to staff from working with this volunteer are: LILY DOES NOT HAVE TO BE ASKED TWICE TO DO SOMETHING. SHE'S A GREAT HELP TO THE TEAM.

Benefits to program from this volunteer's skills, experience and knowledge are LILY'S VISITS ADD TO THE QUALITY OF LIFE OF HER RESIDENTS WHO ARE VERY HAPPY WITH HER.

Additional Comments: I AM VERY PLEASED WITH LILY'S CONTRIBUTION TO OUR PROGRAM.

Signature of Supervisor: JHanson

Date: 11/12/16

Signature of Volunteer: LLa

Date: 11/12/16

Unit 5: Reflections



Answer the questions based on Lily's evaluation.

Which word best describes Julian's evaluation of Lily?

- a. positive b. negative c. needs improvement

Julian gave Lily a 4 on the rating scale under Professionalism. What does 4 mean?

- a. fair b. superior c. very good

Match meanings to words/phrases from the Supervisor's evaluation.

1. confidentiality	a. writing, research or task that the volunteer must complete
2. enthusiasm	b. positive things
3. schedule	c. being ready and happy to do something
4. benefits	d. Respecting the privacy of the program or people by not talking/writing about them in public.
5. assignment	e. timetable

Unit 5: Reflections

Activity 2: Volunteer evaluation form – Volunteer



Read Lily's evaluation of her volunteer experience.

PART B: COMPLETED BY VOLUNTEER

Name: LILY LU Position: VOLUNTEER VISITOR

Period of Evaluation: 11/08/16 - 11/12/16 Supervisor: JULIAN HANSON

Rating scale: 1 = needs improvement 4 = very good
 2 = fair 5 = superior
 3 = good N/A = not applicable

1. ORIENTATION AND TRAINING

5 The goals and purposes of Merriweather Aged Care were clearly explained.

5 The job description for your position was reviewed and procedures to be followed were explained.

5 Training was effective and provided the tools needed to perform the assigned tasks.

Comments: *MY TRAINING PREPARED ME WELL FOR MY JOB.*

2. SUPERVISION

5 Supervisor was available to you when you had questions or needed information.

5 Supervisor's attitude was one of professional regard.

5 Lines of supervision were clear.

Comments: I WOULD BE HAPPY IF JULIAN COULD CONTINUE TO BE MY SUPERVISOR.

3. PLEASE RESPOND TO THE FOLLOWING QUESTIONS:

What other training or growth opportunities would you like to see offered?



Unit 5: Reflections

I WOULD LIKE TO DO EXTRA TRAINING IN COMMUNICATING WITH PEOPLE WHO HAVE DIFFICULTY HEARING.

What additional "tools" would make your work more effective and/or pleasant?

N/A

What are some suggestions or goals you would offer for the program?

PERHAPS MORE OPPORTUNITIES FOR VOLUNTEERS TO MEET TOGETHER AND LEARN FROM EACH OTHER'S EXPERIENCES.

How could Merriweather improve its volunteer - staff structure and/or relationships?

GIVE VOLUNTEER SUPERVISOR TRAINING TO ALL SENIOR STAFF MEMBERS SO THEY ARE PREPARED IF THEY MUST REPLACE A SUPERVISOR.

Additional Comments:

I REALLY ENJOY MY VOLUNTEER POSITION AT MERRIWEATHER

Signature of Volunteer: LLa Date: 11/12/16

Signature of Supervisor: J Hansen Date: 11/12/16

Unit 5: Reflections



Tick the correct answer based on Lily's evaluation.

- | | | |
|--|-------------------------------|--------------------------------|
| 1. N/A means Not Average. | <input type="checkbox"/> True | <input type="checkbox"/> False |
| 2. Lily would like to have a different supervisor. | <input type="checkbox"/> True | <input type="checkbox"/> False |
| 3. Lily would like to meet with other volunteers. | <input type="checkbox"/> True | <input type="checkbox"/> False |
| 4. Lily is happy in her role as volunteer visitor. | <input type="checkbox"/> True | <input type="checkbox"/> False |



Match meanings to words/phrases from the Supervisor's evaluation.

1. regard	a. what you want to achieve in future
2. procedures	b. do
3. goals	c. steps you take to complete a task
4. perform	d. respect
5. opportunities	e. chances

Activity 3: Volunteering knowledge quiz



This quiz will test what you remember from all of the units in this volunteering course.

- An example of **experience** is:
☐ a. patience ☐ b. ten years as a teacher ☐ c. working outside
- An example of **a skill** is:
☐ a. work close to home ☐ b. Certificate II in Aged Care ☐ c. can drive a fork-lift truck
- An example of **a preference** is:
☐ a. work mornings only ☐ b. two years in police force ☐ c. can drive
- An example of **a personal quality** is:
☐ a. friendly nature ☐ b. would like to work with children ☐ c. can cook

Unit 5: Reflections

5. How can you find out about volunteering opportunities in your area? (*more than one answer*)

- ☐ a. by searching for volunteer organisations on the internet
- ☐ b. by asking at your local council
- ☐ c. by reading books about volunteer's experiences.

6. What will you need before you can start your volunteering? (☒ *more than one answer*)

- ☐ a. Have a National Police
- ☐ b. A letter from your doctor
- ☐ c. Health and Safety training for your volunteer role.

7. The things you are shown and learn on your first day of work are part of your:

- ☐ a. first time
- ☐ b. beginner day
- ☐ c. induction.

8. An example of positive feedback is:

- ☐ a. That's a great idea
- ☐ b. I think you're wrong
- ☐ c. I know that.

9. To get along well in the Australian workplace, you should: (*more than one answer*)

- ☐ a. keep quiet and do not say anything
- ☐ b. remember and use people's names when speaking with them
- ☐ c. tell your supervisor if you cannot come in for your shift.

10. A good way of reflecting on how you are doing in your volunteering role is to:

- ☐ a. Talk about it to everyone
- ☐ b. ask your doctor
- ☐ c. keep a daily diary.

11. Which of these statements about **Workplace Health and Safety** is true?

- ☐ a. Workplace Health and Safety is the responsibility of the employers only.
- ☐ b. Workplace Health and Safety is the responsibility of the workers only.
- ☐ c. Workplace Health and Safety is the responsibility of both the employers and workers.

Unit 5: Reflections

12. Which of these statements about **Employability skills** is true?

- ☐ a. Employability skills are the general skills that all people need in life and at work.
- ☐ b. Employability skills are only needed by people in senior management positions.
- ☐ c. You don't need employability skills if you are very good at your job.

13. Which one of the following is an **aggressive** response to being called the wrong name?

- ☐ a. Say: 'Shut your mouth, you idiot!'
- ☐ b. Say: 'When you call me the wrong name, I feel you don't respect me'.
- ☐ c. Don't say anything to the other person even though you don't like it.

14. Which one of the following is a **passive** response to being asked to work later?

- ☐ a. Say: 'No I can't work late and it is very bad that you ask me.'
- ☐ b. Say, 'It will mean that I will miss my friend's birthday party, but OK.'
- ☐ c. Say: 'I'm sorry, I really can't work later. I have another commitment'.

15. Which one of the following is an **assertive** response to being told to do a task that you haven't been trained to do.

- ☐ a. Say: 'I'm sorry, that is not one of my duties. I am not trained to do that.'
- ☐ b. Say: 'What's wrong with you? You shouldn't ask me to do that!'
- ☐ c. Say: 'OK, I'm not trained, but if you really want me to do it, I will.'



Did you know?

Employers prefer job applicants to have experience in the Australian workplace. Volunteering gives you this experience. Add your volunteering experience to your resume. E.g.,

Volunteer Visitor - October 6, 2018 - current.

Merriweather Aged Care

18 James St, Greenville. 3998

Your volunteer entry can go at the top of your list of work experience entries as it is the most recent work experience you have done. Inform your Volunteer Coordinator or supervisor if you want to use them as referees.

Unit 5: Reflections

If you have decided to be a volunteer, here is a handy timeline you can use to get you started.



Fill in the date on the relevant area of the time line each time you complete a step on your journey to volunteering.

Date	Action	Contact name/details
	Locate nearest Volunteering organisation	
	Contact organisation and ask for a volunteer application form.	
	Send completed application form to agency.	
	Choose from the volunteer options that the agency sends you.	
	Send an email to the organisation you would like to volunteer in.	
	Meet the Volunteer Coordinator of the agency (interview)	
	Fill in necessary forms from the organisation, including the National Police Certificate application	
	Do necessary training	
	Start in your volunteering position!	

Activity 1.

1. a, 2. c, 3. 1.d, 2.c, 3.e, 4. b, 5. a

Activity 2.

1. a. False, b. False, c. True, d. True

2. 1. d, 2. c, 3. a, 4. b, 5 e.

Activity 3.

1. b, 2. c, 3. a, 4. a, 5. a and b, 6. a and c, 7. c, 8. a, 9. b and c, 10. c, 11. c, 12. a, 13. a., 14. c.
15 a