



**VOLUNTEERING ABROAD BRINGS LESSONS HOME**

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**LINK TO ANGELA'S POSTCARD**

[www.dreamcatchersouthafrica.com/volunteer/volunteer-postcards/postcard-from-angela-dunlap-illinois-united-states](http://www.dreamcatchersouthafrica.com/volunteer/volunteer-postcards/postcard-from-angela-dunlap-illinois-united-states)

While the college was closed this past December, I-READ program manager Angela Dunlap spent two weeks in South Africa volunteering for Dreamcatcher South Africa, a nonprofit organization that provides opportunities to South African communities to improve their economic situation through tourism-based projects.

Before deciding on South Africa as her destination, Angela discussed via Skype what she would be doing for Dreamcatcher with Anthea Rossouw, the founder of the organization. Anthea and Angela devised a plan that would use Angela's writing and photography skills, so Angela arrived in the poverty-stricken township of Melkhoutfontein with the expectation that she would be writing press



releases and taking photographs for PaintUp with Kamama, a project set to launch in March 2016.

As a coordinator of volunteers and as

a volunteer for I-READ and other organizations, Angela knew a lot about volunteering, but she had never volunteered abroad before, so she did expect to learn some new things along her journey.

As expected, she took the "before" photos of the homes that were scheduled to be a part of the PaintUp with Kamama project and she interviewed each of those homeowners to set a baseline, so after the project is well under way, the homeowners can be interviewed again and the project's impact can be measured. She then processed the photos and entered the survey data into the computer. However, although she had helped with some pre-event writing before she went to South Africa, she did not do as much writing while she was there as Anthea and Angela had anticipated.

This whole experience brought to her an even greater understanding of a volunteer's mindset. She sometimes believed that she was not doing anything worthwhile – after all, she was *just*

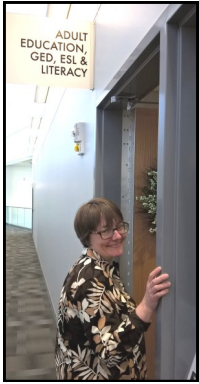
taking some photos and she was *just* recording a few words here and there. She wondered if she shouldn't be doing more.

Many times, I-READ tutors have expressed to Angela the exact same sentiment. However, Anthea told Angela that Angela's work was invaluable, and she wrote in an e-mail to Angela after Angela returned home, "Such good work you did – so, so important!" That also is the sentiment that Angela shares with tutors when they believe they are not doing enough. Angela's challenge now is to find a way to let tutors know that no matter what they are doing there is no "just" about it. According to Angela, the services tutors provide for learners go beyond "just" talking; tutors *are* changing the world, no matter how little of an impact they *think* they are making.

Angela said, "I am grateful for the experience. I learned so many things about volunteering, about living in a world where English is not the native language for most citizens, and about myself."

## MANAGER'S MEANDERINGS

By Angela Dunlap



National Volunteer Week with the theme of Celebrate Service was April 10-16. This week of recog-

nizing volunteers was established in 1974 and is "about inspiring, recognizing and encouraging people to seek out imaginative ways to engage in their communities." (pointsoflight.org) While we are not planning an event this year to recognize our tutors for all they do for learners, I am truly inspired by I-READ volunteers every day and recognize them in my heart and sing their praises to anyone and everyone who will listen!

I-READ volunteers are patient. They are kind. They are understanding. They are creative. They are generous with their time and talents. They design lesson plans that engage their learners. They improve their community one tutoring session at a time. By listing a few tutors here, I hope ALL tutors realize what they do has a positive impact.

Kristy, Joyce and Kathy are tutoring a group of English language learners in Streator where Adult Education classes were cancelled due to a lack of funding. Joan tutors two English language learners individually in Ottawa (and she has tutored more who have come and gone). Joan tutors an individual who enjoys coming to campus.

Debbie tutors several English language learners in pairs and individually at the Peru library and refers others to I-READ (both potential tutors and learners). Deb runs a book club for two groups of learners during the Mendota class. Mary Alice tutors an English language learner who wants to improve her communication with her customers. Ethel tutors a Princeton learner who wants to improve her reading and math skills.

These tutors represent volunteers who have been with I-READ for only a couple months to ones who have been with I-READ for several years. They work in 1:1, small group and classroom situations. They find their niche and tutor, tutor, tutor.

However, I-READ volunteers do not only tutor learners, but they also support me. They have told me "it's OK" when I have taken an inordinate length of time to return their phone calls. They have told me "you are only human" when I have not been able to accomplish everything on my to-do list. I have laughed with them and I have cried with them. I have commiserated with them in disappointment when learners have given up, and I have celebrated the joys of success with them. This newsletter celebrates service. It celebrates you, the volunteer tutor. I was not able to recognize you this year at a formal appreciation event, but please know that I am forever grateful for what you do.

## NEW TUTORS

Please welcome the following people who have completed tutor training since our last newsletter.

Jim Arbet  
Margarita Campos  
Robert Day  
Lynn Kofoid Durdan  
Teresa Gama  
Rebecca Johnson  
Jay Purrazzo  
Resa Remus-Stariha  
Ethel Scruggs  
Brittany Shannon  
Alex Taylor



I am only one,  
but I am one.  
I cannot do  
everything,  
but I can do  
something.  
And I will not  
let what I  
cannot do  
interfere with  
what I can do.

~Edward  
Everett Hale

## TUTOR TIPS

**Jeanette H.:** Be patient and let (learner) find the word she is looking for instead of trying to guess and saying too many words.

**Amelia L.:** For Spanish ESL tutors (who speak Spanish semi-well) – keep an internet-capable device ready with a tab open to [wordreference.com](http://wordreference.com). It's the best bilingual dictionary I've found yet.

**John P.:** Patience and repetition.

**Michelle P.:** Reading aloud really helps.

**Kristy P.:** Giving a quiz after completing a grammar unit.

**Joan H.:** Both learners seemed/seem to enjoy fairy/folk tales and older "traditional" (working dad, mom w/ kids) reading material. I imagine it's because of their "traditional" upbringing ... According to the lady at the Chicago area Secty. of State's office, the test for the driver's permit can be oral, but only by appointment.

**Carol B.:** Using reading materials in my learner's interest area

**Kristy P.:** Have fun while tutoring. It is more fun to laugh and learn at the same time.

**Mary Alice S.:** Remember facts that your student tells you about his/her life and bring them up again in conversation and/or writing or language arts assignments.

**Joan H.:** We're trying graph paper to help with spacing/printing the English alphabet ...

**Norma C.:** This Tuesday, I'm going to take the "Outdoors" fishing and hunting report from The Times, the Ottawa paper. It's the type of reading he wants to do.

**Sarah K.:** For my ELA learner, I comb the Reuters and BBC websites in the China section and print out one or two short articles of interest to assign as homework one week and read aloud and discuss the next session.

**Pat G.:** My learner tires easily. I use a "fun" story the last few minutes before session ends. I ask him to just look for certain letters or blend of letters while I read the story to him.

**Susan D.:** Repetition and correct sound formations.

**Don L.:** Get involved with your students and just watch the potential energy convert into kinetic energy of awesomeness!

**Sarah K.:** We did fantasy shopping with a calculator and a Target insert of ads. I let her choose three items from each page and add them up on her calculator. Good practice and a lot of fun.

**Connie N.:** Try to relate to the student's ability & limitations so as not to push too hard. Also let them try challenging material before helping. Give praise for accomplishments.

**Norma C.:** Let him read what interests him.

**Connie N.:** Try to put myself in the student's place when they don't understand something – try to conceive what they need to know and then explain in terms they can understand. A little humor always helps. Also praise – you are doing a good job.

**Lynn K.:** Be positive and patient. My student wants to do good but he sabotages himself by negativity so I find that if I keep finding things to praise him on (which there are many) he responds with more learning comprehension.

**Joan H.:** My globe has joined my children's map of the US puzzle at my learner's house ... she reluctantly agrees we MUST study geography this summer.

**Brittany S.:** I downloaded an English to Spanish translator on my cell phone. It makes it easier sometimes if I have tried everything without translating it to Spanish, and it is not working. It gives me the translation quicker than looking it up in a dictionary.

**Susan D.:** Flash cards, read quickly, using different consonants with vowels and vowel blends.

**Martha V.:** Review orally the previous week's work for the first 5-10 minutes.



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## MARK YOUR CALENDAR



**April 28** - Adult Education classes end

**May 11** - 9 a.m.-noon Standards-based Instruction and Lesson Planning Workshop, CTC-221, Oglesby campus

**May 30** - IVCC closed

**June 16** - 6 p.m., Adult Education Recognition Event, IVCC Cultural Centre

**June 17-Aug. 5** - IVCC closed on Fridays

**July 4** - IVCC closed

**July 18, 20, 25, 27** - 1:30-4:30 p.m. tutor training for new volunteers, Oglesby campus

## SOUTH AFRICA FACTS

**Official name:** Republic of South Africa

**Form of state:** A federal state, comprising a national government and nine provincial governments

**Legal system:** Based on Roman-Dutch law and the 1996 Constitution

**Population (Census 2011):** 51.77 million

**Distance from Peoria, IL, to Johannesburg, South Africa:** 8,782 miles

**Functional illiteracy rates** - that is, people 15 years

old and over with no education or a highest level of education less than grade seven - have dropped from 31.5% in 2001 to 19.1% in 2011. Poorer rural provinces, such as Limpopo and the Northern Cape, have cut their functional illiteracy rates by almost half to Around 25% since 1996.

Read more: [http://www.southafrica.info/about/facts.htm#.Vw6YIU\\_2aUk#ixzz45jfNdURv](http://www.southafrica.info/about/facts.htm#.Vw6YIU_2aUk#ixzz45jfNdURv)

## BRINGING LESSONS HOME

D M R Z V S T R S Z S S T U J Z B W I G  
A V O O C C K H E H Z F Y J B D S H T N  
O E X G A Q I C P H Y B W L L B R Y M I  
R U H P U U F A X K C Z A Q D I Q D U R  
B A M W T M R A S O U T H A F R I C A E  
A I R O V G E D Z F N C A Q Z D S Q O E  
V I Q R O H U L H S G R T C G N J L G T  
N I E T N O F T U O H K L E M N S S R N  
P R O H O G Z P R S M S H X W A W A B U  
Q H L W A A X C E W M E N Z U B E B Y L  
P F J H W L A N E E Y V O O D D U R G O  
G C C I W A T Z H E V T J W S X V M D V  
F J R L M I E N I L E S A B N S B P V O  
K X A E M V D N A L S U K L V E E X I Z  
D M N E Z S J J A B A L Y Y C W R L F Y  
K G N M E W L E J S B K U K P M S S J I  
W T N J E B A W Z B B U E N N E E D P S  
N P A G O R L B D C Z O P I C G X L O L  
T Z Z H E A E B Y O D R Z G A J Z F P V  
M D P K A M A M A L A W V S M U C D B X

ABROAD	MELKHOUTFONTEIN
BASELINE	PHOTOGRAPHS
DREAMCATCHER	SENTIMENT
HOMEOWNERS	SKYPE
IMPACT	SOUTH AFRICA
KAMAMA	VOLUNTEERING
LESSONS	WORTHWHILE



Dreamcatcher Home Office, South Africa