

RECREATION VOLUNTEER ORIENTATION INFORMATION



#InterchangeOE

On Facebook, Instagram and Twitter

Creating Opportunities & Choice

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INTRODUCTION TO INTERCHANGE OUTER EAST

IOE STRUCTURE

Interchange Outer East members operate through a hierarchical support system. It is the responsibility of any member of the hierarchy to support any group or individual in an above position.

IOE HIERARCHY

Family/participants

Volunteers

Casual staff

Program workers

Coordinators

Team leaders

Manager

Executive Officer

Board of Management

PROGRAMS AND SERVICES

Volunteer Program
Volunteer Host Program
Specialised Care
Youth Group
Purchased Care
School Holiday Program
Family Support
Case Management
Camps/Holiday Respite
Sibling Support
Children's Recreation
10-13 Recreation
Adult Services
Disco
ACTIV8 Outreach
After Work Social Club

About Us:

Interchange Outer East (IOE) is a community based non-profit organisation that provides support to families who have a child or young person with a disability, living in the outer eastern region of Melbourne.

Established in 1982 as a single respite care service for 15 families, IOE has grown and now has almost 900 families registered.

Interchange's core function is the provision of support to children and young people with disabilities and their families.

Through volunteering, Interchange also creates opportunities for community members to meet people, enhance their skills and develop a connection with their community.

Vision:

Creating Opportunities and Choice.

Values:

IOE is committed to working within the Human Rights framework of dignity, respect, equity and freedom.

- IOE has an absolute focus on the involvement and participation of families as a whole in services and the future development of the agency.
- IOE is committed to developing community capacity through links with community agencies and developing opportunities for groups and individual members of the community to be involved in the service.
- IOE is focused on the importance of volunteers in the agency in regards to current service provision and the future of the agency.
- IOE will work positively to reduce unnecessary restrictions on people who access the service.
- IOE is focused on providing a safe and secure environment for all participants and upholds the principles of child protection and reducing the risks associated with abuse of vulnerable people.
- IOE recognises the Wurundjeri people and the Kulin nation as the traditional owners of the land that Interchange Outer East operates on.

RECREATION VOLUNTEER POSITION DESCRIPTION

Aim

To provide support that is consistent, flexible and tailored to an individual's needs, delivered in a manner which enhances the independence and dignity of the person/people being supported. Volunteers are provided with ongoing support and training opportunities to develop their skills.

Volunteer's Purpose

- Build a great community
- Educate; sharing knowledge
- Create opportunities
- Create choices
- Assist families and individuals
- Make connections
- Embrace change
- Communicate openly
- Ensure sustainability
- Have fun

Position Summary

Support individuals in community settings, e.g. camps, day activities. Participate in activities in line with the directions provided by the participants, their families, recreation leaders and coordinators. These may include but are not limited to:

- Providing support within group based settings (youth group, adult rec, etc.)
- Being matched either one to one or floating between participants on recreation activities.

For the full and complete Volunteer Position Description, contact the Interchange Outer East office.



RIGHTS AND RESPONSIBILITIES

What volunteering means:

For YOU:

It means fun, experience, confidence, friendship, leadership, new skills and a feeling that you are contributing to your community.

For the KIDS:

It means fun, friendship, new experiences, meeting new people and time away from the usual routine.

For FAMILIES:

It means respite, time with other siblings, a break from the carer role and the knowledge that their child is having a great time and that their needs are being met.

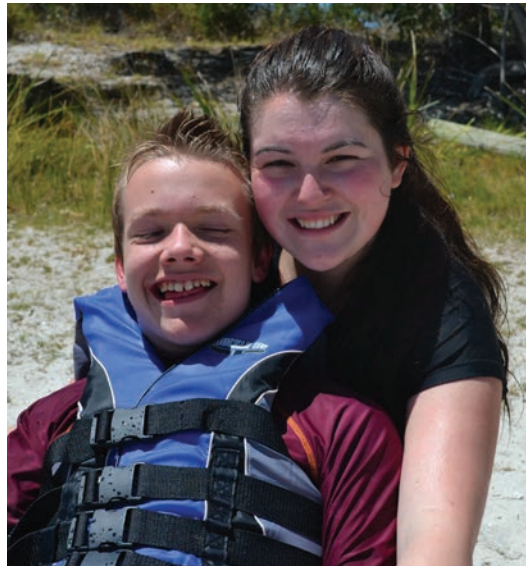
For the COMMUNITY:

It means a stronger community, education and acceptance of people with disabilities, shared resources, and a stronger sense of community and inclusion for all.

I loved my volunteering experience! I found that what I thought would be a chore became something I loved doing!

Rights of Recreation Volunteers

- **FREEDOM;** To be accepted for who you are regardless of ability, age, gender, geography, cultural background, sexual preferences or life choices.
- **RESPECT;** To be shown respect in all activities you pursue and for your opinions to be valued and listened to.
- **EQUALITY;** To be treated as an equal by everyone and feel appreciated and a valued member of the agency.
- **DIGNITY;** To only have reasonable demands placed on you and be able to say no to tasks you feel uncomfortable with.
- **FUN;** To enjoy being a volunteer.
- **SAFETY;** To feel safe and supported during your involvement with IOE.
- **SUPERVISION;** To be given a clear job description and offered ongoing supervision and support.



Responsibilities of Volunteers

- Work within the human rights framework
- Be respectful and treat everyone as equals.
- Never show aggression toward participants either in your verbal or body language, tone of voice or physical actions.
- Do not use alcohol or illicit drugs on any programs. Failure to comply will result in immediate dismissal.
- Do not smoke cigarettes in front of any participant. If you need to smoke, ask a staff member to supervise the person you are supporting while you go.
- Be mindful of language used in front of participants - you are a role model to them and they will learn from you.
- Keep information confidential. Please do not let anyone other than a staff member or volunteer read any participant's personal care or support information. Don't use identifying information when talking about participants.
- Ensure that nothing you do could be interpreted as abuse; sexually, emotionally, physically or verbally. We do not tolerate bullying or harassment of any kind.
- When on program, have all your medication in a LOCKED bag or hand to staff to put in their locked medication bag.
- Receive and ask for constructive feedback and learn from your experiences.
- Do not overwork or over-commit yourself.
- Seek assistance and/or ask questions where required.
- Alert a staff member as soon as practically possible of any issue or injury to yourself or the person you are supporting.
- Undertake volunteer orientation and attend any relevant training/meetings in order to perform this role more effectively.
- Be mindful at all times of the main reason for your participation; that is, you are here to support someone else.
- Be reliable; when you commit to an activity/program, it is your responsibility to stick to it.
- Phone volunteer coordinators or the relevant program coordinators as soon as possible if you are unable to come on an activity.
- Be self motivated. We do not always stick together in the one big group and you won't always have a staff member telling you what to do and how to do it. Use your own knowledge and common sense.
- If on camp, remain responsible for the person you are supporting once then have gone to bed by checking on them regularly and sleeping in the same room as them.
- If on camp, get enough sleep so that your performance isn't affected. You must be in bed by 2.30am at the latest.
- Follow direction from staff and family in regards to supporting the person you are matched with.
- Engage in meaningful interaction between you and the person/people you support.

SEE THE PERSON, NOT THE DISABILITY

Playing With Children

Children learn through play because they are having fun, they are open, interested and engaged in what they are doing. One of the most important responsibilities of our volunteers is to try to make the activity or camp as enjoyable as possible for the participants. Join in with the kids, it doubles the fun!

- Let the child lead the play; don't take over.
- Make sure the play is safe.
- Allow enough time for play.
- Don't compete with young children.
- Be patient and prepared to repeat the same activity over and over; new skills take time.
- Stay enthusiastic.
- Appreciate and encourage the children's efforts, no matter what the outcome.
- Look for opportunities to engage in play at any time.
- Have fun!

Without fail, I always meet someone new, interesting and amazing!

Meeting a Person with a Disability

- Be yourself; treat me as you would anyone else you meet.
- Respect my right to let you know what kind of help I need.
- If I have a visual impairment, ask if you can help. I may take your arm for guidance.
- Be considerate and patient; I might need extra time to do or say things.
- Talk directly to me, not to the person who might be with me.
- Please don't push my wheelchair without asking. Let me tell you how to push my chair in tricky situations.
- If I am having trouble getting my message across, please don't try to finish my sentences or guess what I am trying to say...let me have a go.
- Remember that I have many interests other than those associated with my disability. I'm a person just like anyone else, I just happen to have a disability
- Even though I have a disability, you will be amazed at what I can achieve!

Did you know?

Volunteers are priceless! But if the amount of support provided on recreation shifts by volunteers was charged at a rate of \$20.50 per hour, they would be worth over \$300,000 per year to Interchange Outer East!

VNEWS

Look out for the quarterly volunteer newsletter VNEWS in your email inbox! It contains heaps of information and updates, as well as all the upcoming camps and activities to put your name down on!

Just Like Any Other Child...

Children with a disability have all of the same basic needs as any other child. They need to be loved, to be treated with dignity, to feel accepted and they need independence. They need to be encouraged to be themselves and they have a right to communicate their thoughts and feelings.

Love:

- Children with disabilities need to be loved just as all children need affection.
- They need someone to talk with them and to listen.
- They need someone to recognise that they are communicating.
- They need smiles!

Acceptance:

- Every child needs to be accepted, to belong and to feel part of a group.

Dignity:

- All children have a need for self respect, praise and achievement.
- Allowing dignity means things like, asking for permission before invading their space such as lifting them, not talking about children in front of them, respecting their privacy.

Independence:

- It is important to encourage independence in children.

Individuality:

- Everyone has the right to be different! Encourage this and provide children with opportunities for choice.

Communication:

- Every person has a need to express their needs and wants. There are many different ways of communicating. Always take the time to understand a child's communication.

Working with People

As a volunteer at Interchange Outer East, you will have the opportunity to work with many different people such as families, staff, other volunteers, the general public and of course children and adults with a disability.

Interchange is a very welcoming, friendly and accepting community to be a part of. We ask that you treat everyone that you meet with respect and dignity at all times, just as it is expected that you will be treated in this way too.

- Treat people with courtesy, politeness, and kindness.
- Encourage people to express opinions and ideas.
- Listen to what others have to say and respect different opinions.
- Treat people the same no matter their race, religion, abilities, gender, size, age or sexual orientation.
- If you are unsure of anything, ask - another volunteer, rec leaders, volunteer coordinators, etc.
- Try to look for positives rather than negatives; solutions rather than problems.



BEHAVIOUR STRATEGIES

Understanding Behaviour

All behaviours, whether viewed as positive or negative, have a purpose. They actually represent ways that the child has gained some control over their life, in a world where they usually have less control than those around them. It is up to us to provide them with a more acceptable and efficient means to have a say in what happens in their life.

Our role is to identify the child's strengths, have positive expectations and provide them with opportunities to develop these strengths and skills. In turn, the child has positive and valued experiences and is also provided with acceptable means to have their say.

Remember to think about what the child can't do, as opposed to what they won't do. This can help turn undesirable behaviour into a learning experience, rather than a power struggle. Try to think constructively and positively, rather than looking for opportunities to find fault or place blame.

DO

- Make sure you have the child's attention before speaking to him/her.
- Use simple, concrete language, short sentences and easy to follow instructions.
- Take a positive approach
- Give the child some advanced warning of what you will be asking him/her to do.
- Praise good behaviours.
- Make sure that you choose strategies and limits that work within the child's disability.
- Be CONSISTENT

Rules of Thumb

- Remain cool.
- Separate the behaviour from the person.
- Focus on the present/future, not the past - what do you want the person to learn from this situation?
- Use the least restrictive method to stop the behaviour - this allows the child as much responsibility as he/she can handle to control their own behaviour.
- Don't nag.
- Only give choices if you will accept the child's choice.
- Be consistent.
- Avoid power struggles; if you can't avoid them, use the least amount of power necessary.
- Follow through; if you can't follow through, don't start. Don't offer promises or consequences that you don't intend to follow.
- Teach the behaviour.
- Pick your battles!

DON'T

- Give commands/threats that you don't intend to enforce.
- Give more than one instruction at a time.
- Set unrealistic standards.
- Use unnecessary power struggles for coping with minor misbehaviours.
- Lecture the child.
- Use future threats or try to extract promises from the child .
- Confuse the child.

BASIC SIGNS



Drinking/Drink:

Move hand up to mouth in a cupped shape, as though holding a cup.

Hint: You lift a glass to your mouth to drink.



Food/Eat:

Move hand, with thumb touching fingers, towards mouth twice.

Hint: You eat with your mouth.



Finished:

Tilt fist, with thumb raised and pointing upwards, from side to side.



More:

Hold hand clawed, palm towards chest. Move hand forward, away from chest slightly.



No:

Shake fist (palm facing down) at wrist left and right twice.

Hint: You shake your head back and forth.



Yes:

Tilting at wrist, move fist, palm down, up and down.

Hint: You nod your head up and down.





Shower:

With fingers spread and downward facing above head bring fingers down towards head twice.



Bus:

With fists together, palms upwards, as if clasping a large steering wheel, move hands simultaneously left in an arc, then right in an arc, then repeat.



Help:

With right hand cupped on left, palms together, move hands forward.



Toilet:

Tap the blade of flat hand (palm facing your chest) with pointer finger tip twice.



Thank You

Move flat hand, fingers upwards and palm towards you, from chin, forward in a slight arc.



Please:

Start with hand flat, fingertips touching chin. Move hand forward while curling fingers into palm.



IOE POLICIES AND PROCEDURES

Water Policy

- A staff member **MUST** be IN the water with participants **AT ALL TIMES** and one staff/nominated volunteer should act as a spotter to watch from outside the water unless a lifeguard is present.
- The spotter's responsibility is to keep a look out for all participants and ensure that people are safe. If the spotter becomes concerned they must raise the alarm with the staff member in the water to check the situation.
- Volunteers must be in the water with their match. If the volunteer is not comfortable being in the water, this should be discussed with staff and volunteer coordinators prior to the activity or camp.
- Ideally, water activities are to be conducted in specified areas (pools, between the flags, roped off areas, etc.). Where no area is specified, staff must ensure the area is safe and set parameters for the activity.
- Under no circumstances should aquatic activities be undertaken in areas where swimming is not advised, such as unpatrolled surf beaches, signed areas where swimming is not advised, etc.
- For activities involving any water craft, all participants are to wear a life jacket at all times.

Swimming and Epilepsy

- When swimming at venues where a lifeguard is present, the lifeguard should be informed of any individual who has epilepsy.
- Prior to water activities, the individual's risks associated with swimming and their capabilities must be documented in their epilepsy management plan (EMP). EMPs must include details on any conditions or restrictions on water

activities directly related to their epilepsy.

- A person with uncontrolled epilepsy should always be within arm's reach away at all times while they are in the water. They are to be supported by a staff member or volunteer (aged 16+) who understands the risks and possible consequences. They must have read and understood the individual's EMP prior to the activity. Note: The only time that this is not required is when all parties (the individual and their family, coordinator, recreation leader, support worker and/or volunteer) have discussed the risks, are aware of possible consequences and have made an informed decision. This should be documented and signed off by the parent/guardian in the individual's EMP.



Social Media Policy

- Interchange Outer East uses Facebook for its primary online social media presence. Affiliates of the agency are encouraged to join in the conversation and be a positive advocate for IOE through their social media use.
- Spread the word about IOE and share our stories, news and events with your families and friends. You have a unique perspective on our organisation and we encourage you to share your passion, knowledge and personality in your posts and try to represent IOE positively and enthusiastically throughout the community.
- Respect the privacy of others. Don't publish or cite personal details and photographs of IOE clients, employees, families, etc., without their permission.
- Use your discretion when accepting friend requests from participants, families, staff and other volunteers. Remember that they will be able to see everything you post, depending on your privacy settings. Be respectful to the agency and everyone involved and remember to also protect your own privacy.
- If you chose to 'friend' others involved with IOE on social media platforms, it is important to retain the professional relationship and represent IOE professionally and according to our values.
- If you identify yourself as an Interchange Outer East affiliate online, or if you are friends with clients, staff, etc., ensure that your profile and related content is consistent with how you wish to present yourself with these people.
- Remember the golden rule of social media: If you wouldn't put it on a billboard, do not post it on social media!

Common IOE Terminology

IOE: Interchange Outer East

Behaviour of concern: A behaviour of concern is a behaviour a participant will show when they are trying to express something they feel. Each individual will usually have a few behaviours individual to them. These behaviours may mean something completely different to another individual. Typically, these are physical behaviours that may cause harm to self or to others around (but this is not the case for all). When a behaviour of concern is being shown, there is usually a reason for it. The individual may be trying to express that they are frustrated, angry or something in the environment is upsetting them. This is when the volunteer/staff need to refer to the individual's BSP to understand the behaviour and to help the individual if required.

BSP: Behaviour Support Plan. You will find this towards the back of support information. This is usually written out in a table and explains possible behaviours of concern the participant has typically shown. It will explain the participant's living situation, health, environment, etc., and will then go on to list a behaviour and its description, the triggers and settings, the function of the behaviour for the participant, followed by a positive behaviour support (a way to positively attempt to resolve and calm the behaviour). The BSP is a very important document. If there is one in the support information you have been given to read, be sure to read and understand it. They are sometimes long but they are very helpful and are individualised for each participant.

EMP: Emergency Management Plan/ Epilepsy Management Plan. If the individual is allergic or anaphylactic to something and requires particular medical attention,

an EMP will be in place. An EMP will list details of the allergy/seizures and will then list the signs of the reaction or what the seizure may appear as as well as any activity restrictions due to the individual's diagnosis of epilepsy or a particular allergy. There will then be a document called an emergency action plan which will list exactly what to do in the case of a reaction or a seizure. These are individually written and may be different for every person.

Support information: This is a document you will be given at the start of a camp or activity. It will tell you everything you need to know about the individual you are supporting for the day. It includes their interests, likes/dislikes, food preferences, any allergies, behaviours, safety issues, mobility, toileting, etc. If you feel like something should be added to the support information, or if there is something that you don't understand, let the staff know and they will be happy to discuss and add info if appropriate.

SHP: School holiday program. These are the camps and activities run through the school holidays for school aged children. The participants come from children's recreation, 10-13 recreation and youth group and are all together during school holidays. The age range is bigger than on the usual weekend programs, ranging from 5-18 years.

Gastronomy/PEG: This is tube feeding. If the person you are supporting has a PEG you will be told and it will be listed in their support information. You are not expected to feed them as staff are trained to do this. Some people cannot swallow or digest food, so this is why a PEG may be in place. You shouldn't have to worry about this during the activity and the staff should be on top of when feeds will take place.

Balance/Balanced Options: This covers the adult programs at IOE. Balance services include post school options, day programs, holidays, 1:1 support and purchased services. There are limited opportunities to volunteer on adult programs. If you are interested, please discuss this with the volunteer coordinators.

Social story: Social stories are short descriptions of a particular situation, event or activity, which include specific information about what to expect in that situation, usually using visual aids. Social stories have a huge range of applications, including: to develop self-care skills (e.g. how to clean teeth, wash hands or get dressed), social skills (e.g. sharing, asking for help, saying thank you, interrupting) to help a person understand how others might behave or respond in a particular situation. They can help a person understand how they might be expected to behave and help them cope with changes to routine and unexpected or distressing events (e.g. absence of teacher, change in routine, moving house, thunderstorms).



Frequently Asked Questions

Personal Care:

We have many questions about personal care, such as do I have to do it? What does it look like for a volunteer? Who is responsible for personal care?

As a volunteer, you are not expected to do personal care if you are not comfortable. However, Interchange Outer East staff are always willing to help you learn if you would like to. Staff will help you learn the ropes and help you out as much as you would like.

Matches:

Matches are a big part of volunteering with IOE and with that brings a few concerns. What if my match doesn't like me? What if the parents don't think i'm competent? What if my match and I can't communicate?

If your match doesn't like you, it's not a big deal. It is a reality of life that not everyone gets along so we wouldn't force a match if yourself or the child are not having a good time together. If you are finding that you and your match are struggling, please talk to a staff member and they will help out. For example, they may swap matches within the group.

If you are having trouble with a parent or guardian, please talk to the staff. Remember, that the parents may be stressed about leaving their child with someone else, so it's usually nothing personal.

With regard to communication, at IOE we use a lot of communication tools like sign and compics. There are some simple signs in this booklets but if you are having any trouble, speak to a staff member and they

will give you a hand. Remember, the more you practice a skill, the better you will be at it, so don't worry if you struggle to communicate with some children at first, once you have formed a relationship with them, it will be second nature!

Safety:

What is my role as a volunteer in regards to the safety of the participants including water safety, unfamiliar situations and looking out for the safety of my match and others in the group?

For more information about water safety, please read the Interchange Outer East water policy (exerpts above). As we are matched one to one in group situations, it is expected that if your match is in the water, so are you. If you are not comfortable getting in the water, please discuss this with staff. It is part of your responsibility to be with your match at all times. This means that you are watching out for their safety at all times. If you find yourself in a difficult situation, please talk to staff. At the start of a camp or day activity, you should get the rec leader's mobile phone number which you can use if they are not within earshot if anything is to happen on an activity that you need assistance with.



Camps: Five Things to Expect

1. **MORE FUN THAN YOU COULD EVER IMAGINE.** Camps are a great way to meet new people and make lifelong friends. From the places you visit, the midnight snacks you devour and the crazy and hilarious stories that stay with you a long time, I can guarantee you will have a ball on camp.
2. **The most amazing and supportive staff.** Whether it's your first or tenth time on camp, you will always run into a barrier where you will seek out the help of the staff. They will not only help you, but explain to you how to overcome the situation next time, so you can grow and be more informed.
3. **Hanging out with the coolest individuals.** Every child and adult you meet at Interchange and who you support on camp are different in their own unique ways, and I can promise you will learn something new about supporting them. Not only are they all heaps of fun to be around and will help make your camp memorable, you will also learn new ways
4. **You get to go to awesome places.** I can't count all the different things I've done on camp - swimming, carnivals, berry picking, going to the snow, shaving cream fights, zoos and large mazes, inside attractions and beaches, the list is endless and there are no limits to what you do! Be prepared to go to places you otherwise would never go.
5. **You are never alone.** There are so many people on camp chances are you are surrounded by others. But if you need help or have a question, don't be afraid to ask another vollaie or a staff member, they are always there to help you and make your camp experience the best. Don't be afraid to ask questions and I promise you, you will have the best camp ever!

By Angie Sipka - Recreation Volunteer



Camps: What to Pack

So you are about to go on your first Interchange Outer East camp and wondering what to pack...we've got you covered! Here is a list to guide you, but don't stress out too much...just remember to have FUN! Please be aware that camps can be messy business (think mud fights, shaving cream fights, swimming, paint, etc.) so don't pack your Sunday best!

Clothing

- T-shirts
- Shorts
- Track pants
- Hoodie
- Rain coat/waterproof jacket
- Underwear
- Socks
- Shoes (runners/casual shoes and thongs/sandals)
- Beach towel
- Pyjamas
- Swimming gear (bathers/boardies/t-shirt rash vest)
- Hat

*Why not check out our awesome IOE hoodies, t-shirts, polo shirts and drink bottles for sale at the office!

Toiletries

- Shampoo/conditioner
- Toothbrush/toothpaste
- Soap
- Face wash/wipes
- Towel
- Hairbrush/hair ties/clips
- Medication (in locked medication bag)
- Deodorant
- Sunscreen

Other items

- Book/magazine
- Backpack/day bag
- Phone/charger
- Snacks
- Water bottle
- Activities for the kids (bubbles, balls, stickers, etc.)
- Lunch for the first day (check if required)

Bedding (check if required)

- Pillow
- Donna or sleeping bag
- Extra blankets



VOLUNTEER CONTACTS

Volunteer Coordinators

If you ever have any questions, concerns, ideas, input, or ever just feel like a chat, the IOE volunteer coordinators are very approachable and available Monday to Friday during business hours.

Jess Van Arendonk & Marcelo Calderon
5-7 Yose St, Ferntree Gully
volunteers@ioe.org.au (both coordinators)
jess.vanarendonk@ioe.org.au
marcelo.calderon@ioe.org.au
03 9758 5522

For after hours emergency contact with IOE, for example, if you become unwell over a weekend or overnight and are unable to attend an activity, phone the IOE after hours mobile on 0439 883 667.

This is also the number that staff and rec leaders will use for emergencies and assistance during camps and activities if required.

If you want to chat with an experienced volunteer for advice, etc., the volunteers below are more than happy to share their knowledge and advice with new vollies:

Amy Lewis
lewis.amy954@gmail.com

Jess Quigley
jessica.quigley1@gmail.com

VOLLIE GAMES

At Interchange camps, we love to play games at night when the kids are in bed. It's a great way to get to know each other and some games are tradition such as dumb dumb stick, I'm going to a party, black magic, nine squares, space jump, the ghost is walking and everyone's favourite...MAFIA!

The concept is that everyone playing lives together in a town. There are mafia living in the town who get together every night and kill one of the townspeople. Every morning the town learns that someone has been killed and try to point out the killer. The aim is for the townspeople to figure out who is mafia and lock them up before they kill off the town. It's a game of strategy!

Everyone sits in a circle. The person running the game (host) passes around a hat that has pieces of paper with the different roles written (mafia, police, doctor, townsperson). Everyone gets a piece of paper to see what role they have in the game - keep this a secret!

The host will then ask everyone to close their eyes - this signifies night time and the town is asleep. The host will ask the mafie to open their eyes. They can acknowledge each other silently and agree on one person they want to kill. Then the host will ask them to close their eyes and ask the police to open their eyes. The police point to someone they think might be mafia and the host responds by nodding yes or no. The police then close their eyes and the doctor is asked to open their eyes and choose someone they think may have been killed by the mafia. No one except for the host and the mafia know who has been killed so it is just a guess to hopefully save a life at this point. The host then asks everyone to open their eyes and will announce who has died. If the doctor saved this person, they doctor will say that the doctor saved someone so there has been no death.

Now the townspeople have the chance to accuse who they believe is mafia. Three people are accused and can tell their story and plead their innocence. The host will take a vote and the person

who receives the most votes is taken to jail (out of the game). Everyone will close their eyes again and to back to sleep. The mafia will get together again and choose someone to kill and the police and doctor get their turn too. The game is repeated

this way every 'night' until the game is over. Those who are dead/in jail can keep their eyes open but must stay quiet about what they have seen for the whole game. It might seem complicated, but once the game starts, you'll get the idea!

VOLUNTEER SNAPSHOTS



#InterchangeOE
On Facebook, Instagram and Twitter

#InterchangeOE

Creating Opportunities & Choice



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