THE CHURCH PUZZLE GAME

*An interactive group activity
to analyze how
your congregation works.*

Susan J. Ellis

The Church Puzzle Game

In this instruction manual you'll find:

- An introduction to *The Church Puzzle Game*, including who might play it.

- A section on setting the tone for the *Game*.

- Detailed instructions for preparing for the *Game* and the full sequence of steps to play it.

- Discussion questions for leading the follow-up analysis of the *Game*.

- How to adapt the *Game* if representatives from more than one church play it together.

- A camera-ready, two-page "Instruction Sheet for *The Church Puzzle Game*" for you to duplicate as a handout.

- Six pages of the following *Puzzle* pieces, ready for you to duplicate and cut:

  GOVERNING BOARD
  CLERGY
  LAY EMPLOYEE
  VOLUNTEER STAFF
  COMM I TTEE
  PROJECT

Tailoring the *Game* to Your Setting

Though *The Church Puzzle Game* uses the word ''church'' in its title and instructions, the content of the *Game* is relevant to any faith community, religious body, or house of worship.   If you are active in a synagogue, meeting, mosque or any other religious setting, please feel free to alter the vocabulary to meet your needs.

Similarly, the *Puzzle* pieces have been labeled in a generic way to blend with the terminology of a wide spectrum of faith communities. If any *Puzzle* piece, instruction phrase, or discussion topic is not applicable to your organization, please make whatever changes are necessary to communicate effectively with your *Game* players.

Introduction

This instruction manual for ***The Church Puzzle Game*** is intended to help you—the ***Game*** leader—to feel as comfortable as possible in facilitating this group activity.

You may or may not have experience as a trainer. The more you already know about adult learning skills, the more you will be able to adapt ***The Church Puzzle Game*** in ways most meaningful to your congregation. But you should be able to run the ***Game*** successfully even if you are new to such an activity.

The first thing to do is read this instruction manual completely through. It is important that you understand the concept of the ***Game*** as well as the sequence of steps to play it. Try to visualize each step and anticipate the group's reactions to it.

Why Play the *Game*?

The Church Puzzle Game is a group activity for members of a religious congregation who want to understand how their church works. It is called a "game" because the process is fun...it is interactive and requires working with colored pens, ***Puzzle*** pieces, glue and tape.

The Church Puzzle Game is a tool to help church leaders begin an organizational analysis of their church, understand what situations are happening now, and identify areas that deserve further attention.

Who Should Play the *Game*?

The Church Puzzle Game is usually played by leaders of the church, whether employees or volunteers, clergy or laity. Because the insight of representative congregation members is invaluable, "non-leaders" might be invited to participate as well.

Some of the possible audiences and settings for the ***Game*** are:

- As part of a retreat held for the governing board.

- As a session of the long-range planning committee.

- As part of an annual orientation for committee chairpeople and other church leaders.

- At a staff meeting.

- As a specially-scheduled "event" for all interested congregation members who want to help assess their church's ways of working.

The Church Puzzle Game is a *discussion starter*. Because it takes three to four hours to "play," it is also an ice breaker and team builder.

One word of caution: Do not run *The Church Puzzle Game* unless your church leaders are willing to act in some way on the results. *Game* participants will get excited about their discoveries and will want to move forward on their new ideas. The *Game* is therefore a first step in a process of evaluation and planning for the future.

Summary of the *Game*

The Church Puzzle Game has three distinct segments:

1. A short introduction session with the group of players. (about 15 minutes)

2. The creation of "church *Puzzle* charts" by teams of *Game* players: organizational charts showing as many of the component parts of the church as team members can identify, with lines of formal and informal connection among them. (about 90 minutes)

3. The discussion and analysis of the team charts and their implications for your church. (about 90 minutes)

The heart of the *Game* is the creation of the "church *Puzzle* charts." These are formed on large sheets of newsprint or easel paper by teams of players using the *Puzzle* pieces you will duplicate from the masters provided.

Part of the fun of the *Game* is that no two teams will create exactly the same *Puzzle* chart—even though they are all thinking about the same congregation. It is the difference between the observations of the teams that helps to generate the follow-up discussion.

> *Note*: Throughout this manual, certain sentences will appear in italics and set off in boxes. These are to give you a sample "script" for what to say to your group of *Game* players.

Setting the Tone

People have many different views of what a religious congregation should be and of what can be expected from church members. Some feel that the spiritual aspects of a faith community override all other considerations, while others wish to see a more service-oriented type of worship-in-action.

Some congregation members desire only to participate in religious services and prefer to give their volunteer time out in the community at large. Others seek the fellowship of the congregation and want to become involved in church-sponsored activities.

Faith communities in North America and in many other parts of the world are actually voluntary associations made up of volunteers. Except for the clergy and some specialized staff who are paid a salary, congregation members who do the work of the church do so by choice, without monetary pay. The techniques of coordinating volunteers that have been tested and proven in other settings also work in faith communities.

Unfortunately, there is still resistance by some to anything that uses the vocabulary of "management" in relation to a religious institution. This is based on a belief that attention to process and structure interferes with true spirituality and worship. There is also concern that "business-like" organizing demands more from congregation members than should be expected from volunteers. *The Church Puzzle Game* is based on the perspective that acting from the heart is best supported by thoughtful organization.

As *Game* leader, you must be prepared for your participants to have many of these conflicting feelings. The important thing is to permit such ideas to surface and be discussed.

One good way to introduce the need to play *The Church Puzzle Game* is to ask the group of players the following question:

> *If you were asked to describe our church, would any of the following observations occur to you?*

- *We are expanding our program activities but are finding it increasingly hard to enlist the help of congregation members to do the necessary work.*

- *A few people are overworked.*

- *Too many others hardly do anything.*

- *A core group of people is always on the "inside" of decision-making and these insiders are therefore perceived by others as a "clique."*

- *There are poorly-defined, "gray areas" of responsibility.*

- *There is duplication of effort.*

- *Some tasks never seem to get done.*

- *Key leadership positions are hard to fill.*

- *It is difficult to get new congregation members actively involved.*

- *Good ideas surface but are not implemented.*

- *There is stereotyping by sex and age of who can do certain jobs.*

Next ask:

> *Why do these situations happen here?*

Explain that most faith communities have formed layers of committees determined by tradition and personalities. Authority is often unevenly distributed: the congregation may be dominated by a strong subgroup of key members or the clergy may control most decisions and set priorities. While time-honored ways of operating may be sufficient to maintain basic church activities, many clergy and lay leaders have begun to examine new styles of church organization.

Note that **The Church Puzzle Game** will focus on the way work in your faith community is structured because this structure provides a framework for all activities.

> *If nothing is defined and everything is left to chance, a great deal of sincere effort will be wasted. On the other hand, some formal structure promotes democracy— when activities and roles are clearly communicated, the more people can be encouraged to participate.*
>
> *It may be necessary to make some changes in the way our church has been organized traditionally.*

A good first step is to analyze exactly how things are being done now—what clergy and lay, paid and unpaid positions exist, what committees and special projects are in operation, and how well these elements of your congregation work as a whole. Diagnosing the strengths and weaknesses of each component will enable you to make decisions about needed changes.

> *You may be thinking: "Well, EVERYONE knows how things get done here." This **Game** will test that assumption in a way that will be fun and interesting.*

Have fun, and be prepared for a few surprises!

How To Play *The Church Puzzle Game*

Purpose of the *Game*:

- To analyze the present operating patterns of your faith community by eliciting the perceptions of your participants about your structure.

- To develop a foundation on which to do further organizational planning.

- To orient members of your congregation to the way things work in your church.

Each team of players will construct its own version of the organizational chart of the church, fitting the "pieces into the *Puzzle*."

Time Needed:

The *Game* and the concluding group discussion require approximately three (3) hours to complete. This timeframe allows players to feel unrushed and to enjoy the "hands-on" aspect of the exercise.

Players:

Any number of people can play, but 10 to 40 participants is suggested. The group should be divided into teams of four to six people. If the group is small, individuals can work alone.

A cross-section of church members and staff will produce the most complete organizational picture, so try to have a representative group of players.

Note that clergy and other paid staff should be placed on a separate team than congregation members. There are important reasons for doing this:

- Whether consciously or not, members of the congregation will give extra weight to the opinion of the clergy and may feel constrained about expressing their own views. Separate teams therefore allow freer discussion.

- As the *Game* and the concluding discussion progress, the clergy and the employees may turn out to see the church differently than "ordinary" members of the congregation do. If the clergy and employees develop their own *Puzzle* chart, this can be highlighted.

Separate clergy and employees from the others even if this means they have the fewest number of people on their team.

You might also want to separate long-time congregation members from newcomers. This is not a requirement, but it will add to the discussion later to be able to compare the organizational chart of the veteran team to that of the newcomer team.

Preparing the Materials:

   The last six pages of this manual give you camera-ready masters for making as many *Puzzle* pieces as necessary to play the *Game* for your group size. You may photocopy these sheets or print out as many copies as you need. Some important points are:

- Be sure that each of the six pieces is printed on a *different color* of paper. This will make it much easier to see the different components of the church at a glance. So all "clergy" will be one color, all "committees" another color, etc.

- If possible, use paper stock of a slightly heavier weight than regular copying paper. This is an optional requirement, but heavier *Puzzle* pieces are easier for the teams to use.

- Lines are indicated for your ease in cutting the pieces apart. Here is a gauge for deciding how many of each *Puzzle* piece you will need.

  You should have enough pieces so that each team will have the following number of each *Puzzle* piece with which to work:

GOVERNING BOARD	1	piece per team
CLERGY	3	pieces per team
LAY EMPLOYEE	10	pieces per team
VOLUNTEER STAFF	10	pieces per team
COMMITTEE	20	pieces per team
PROJECT	20	pieces per team

- Duplicate the two pages headed "Instruction Sheet for *The Church Puzzle Game*" in sufficient quantities so that each player can receive one.

Supplies Needed:

- The *Puzzle Game* pieces, placed in six piles or shoe boxes by type on a large table in the center of the room.

- The copies of the "Instruction Sheet" for how to complete the *Puzzle* pieces.

- 27"x 34" sheets of paper (easel pads, newsprint, or some other large size), enough to give one sheet of paper to each team. Place remainder of paper on an easel to use for recording during the following discussion.

- Supplies for mounting the *Puzzle* pieces: this can be tape, pins, staples, and/or glue.

- Thin marking pens—at least 2 per team.

- Wide marking pens in BLUE and RED—enough to give one of each color to every team. (These markers are not distributed until needed in the *Game*—see Steps 4 and 5.)

- Masking tape for mounting the completed *Puzzles*.

- Some 8 1/2" x 11" paper for those teams that wish to begin by making a list.

- Copies of any existing church organizational chart, to be used in the follow-up discussion. (It is important that these be kept from view until after the teams have completed their *Puzzle* charts.)

- Have refreshments available throughout the full *Game* period, ideally in the same room as the *Game*.

Space and Room Set Up:

You will need a room large enough to accommodate your group size with enough space for teams to move around comfortably. One large table should be placed in the center of the room for all *Puzzle Game* pieces and supplies. A table or other work area (with chairs or cushions) should be set aside for each team—it is important to have sufficient space between teams so that they can work independently and not be distracted by the discussion of the other teams.

Ideally, there should be wall space available for posting the finished *Puzzle* charts.

By having refreshments in the room throughout the *Game* period, participants can move around and take breaks as needed.

Instructions to the Group:

It is necessary to have one person designated as *Game* leader to give all instructions and lead the discussion. You, as *Game* leader, should be familiar with the sequence of steps in the *Game* and should prepare an outline in advance of the key discussion areas of greatest importance to your church.

Step 1. Introduce yourself and the overall goals of *The Church Puzzle Game*.

Explain the points covered in "Setting the Tone" on pages 3 to 5 of this manual. Form the participants into teams as described above and let them move into their separate work areas.

Step 2. Explain that:

> *We are going to create "church **Puzzle** charts" using **The Church Puzzle Game** pieces here on the supply table.*

Give players the "INSTRUCTION SHEET" describing the **Puzzle** pieces and go over the description of each piece to make sure everyone understands what each represents. Tell each team to:

> *Talk together and identify all the components of our church: the governing board, clergy, lay employees, volunteer staff, committees, and projects.*

The teams should try to be as comprehensive as possible. This is the most critical step of the **Game** and should not be rushed:

- It's important to think of EVERYTHING: employees as well as volunteers, seasonal activities, once-a-year events, ongoing committees, the person who comes in to help stuff envelopes.

- Teams can begin by writing down everything they identify as a long list on 8 1/2" x 11" paper or can go to the center of the room and take blank **Puzzle** pieces to fill in as they go along. They may use as many **Puzzle** pieces as they need.

- Teams should use a different **Puzzle** piece for each function identified. Even if only one person is responsible for something, he or she is still assigned a distinct **Puzzle** piece. On the other hand, if there are twenty Sunday School Teachers, it is only necessary to utilize one "Volunteer Staff" **Puzzle** piece—teams can note the number "20" in the upper right corner, if they wish.

- Have the teams start by identifying all the components of the church. Only when all the **Puzzle** pieces have been labelled should they go back and start to fill in the details listed on each **Puzzle** piece (such as the numbers of men and women). In this way, faster teams can keep working on the detailed information while slower teams at least will create the full number of pieces.

- Do not let teams confer with each other! The whole point is to see how many different versions of the same church structure are created. It is all right if one team identifies the choir as a "committee," while another uses the "special projects" label. Such inconsistencies are part of the analysis.

- Expect moments of silence while a team thinks if anything is missing... followed by: "ah, ha! I knew there was something we forgot!"

Allow plenty of time for this step—at least an hour and maybe more.

Step 3. Once each team has chosen and labelled its *Puzzle* pieces, it is time to:

> *Lay out all your **Puzzle** pieces on the large sheets of paper. Using glue, staples, or tape, arrange the pieces to show the interrelationships among all the components of our church.*

There is no "right" way to diagram the structure. Some teams may choose a hierarchical pattern; others may work with concentric circles or cluster groups.

Again, allow enough time for the teams to discuss their picture of their church and to decide how they want the *Puzzle* to take form.

Here are two possible ways the charts might look at this stage:
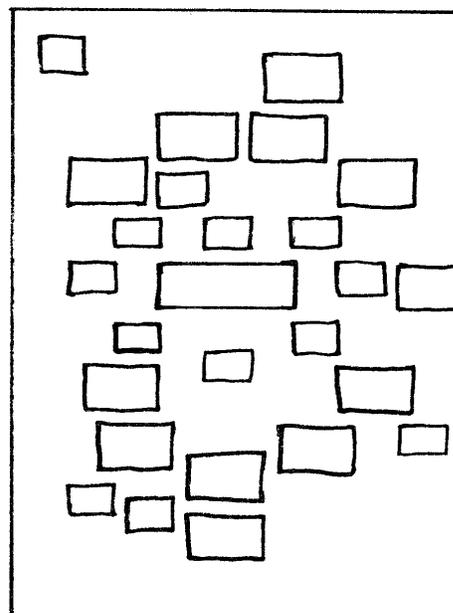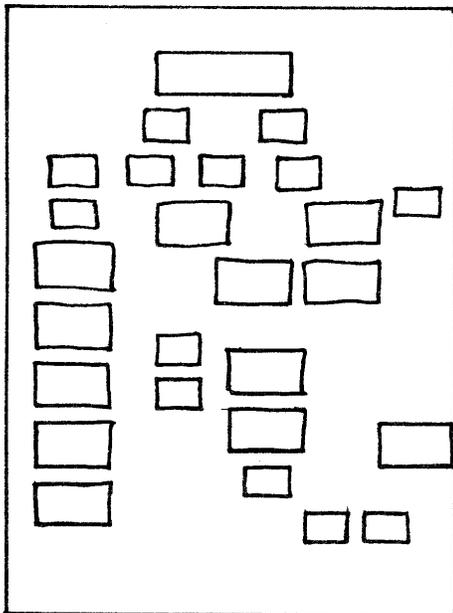
Step 4. Distribute a BLUE wide marking pen to each group (be sure everyone gets the blue one). Have each team:

> *Use the blue pen to draw in the lines of formal authority/communication among the various components of the church.*

- Arrowheads should be used to indicate "direction of responsibility."

- Lines should be drawn *vertically* to show "supervisory authority" and *horizontally* to indicate who should be working together "collaboratively."

- If a team is unsure of where responsibility rests for something, they may either use a dotted line or choose not to draw a line at all.

So now the charts may look like this:
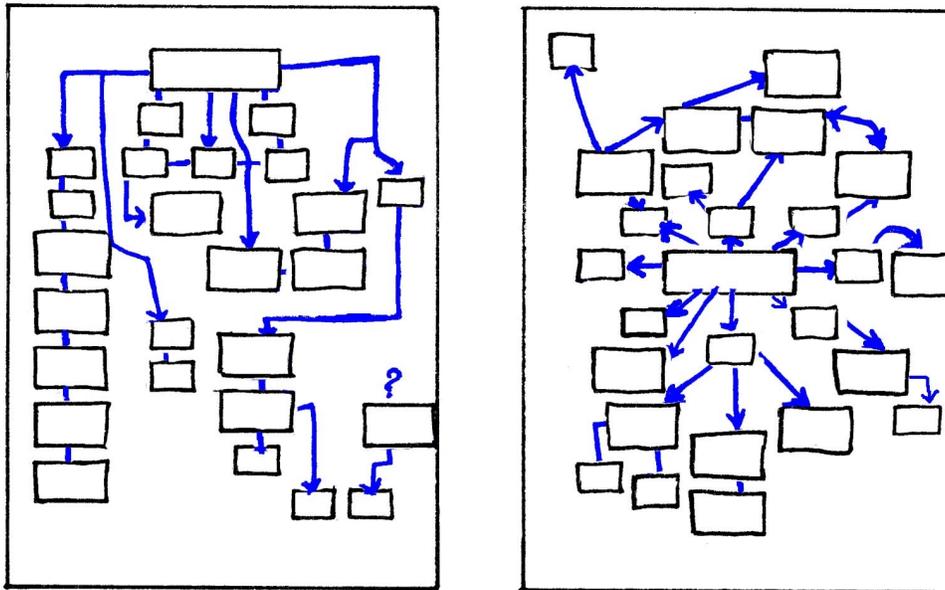
Step 5. Be sure all teams have completed Steps 2, 3 and 4.

Allow any team that finishes early to take a break until everyone else is caught up—but do not permit any sharing or discussion of the charts developed so far! If you have refreshments set up in the room, this break period can happen in an informal, comfortable manner.

After all the ***Puzzle*** pieces are affixed to the papers and all the blue lines are drawn, distribute a RED wide marker to each team. Now instruct the teams to:

> *Draw red arrows indicating informal/day-to-day lines of authority/communication.*

This means discussing what really happens, as a practical matter, in the church on a daily basis.

Now the charts might look like the ones below. It will immediately be apparent that some of the red lines match the blue lines: actual operating procedures adhere to the formal structure. But it will also be obvious that many red lines follow a course divergent from the blue ones: some actual operating procedures ignore, contradict, or undercut the formal structure.
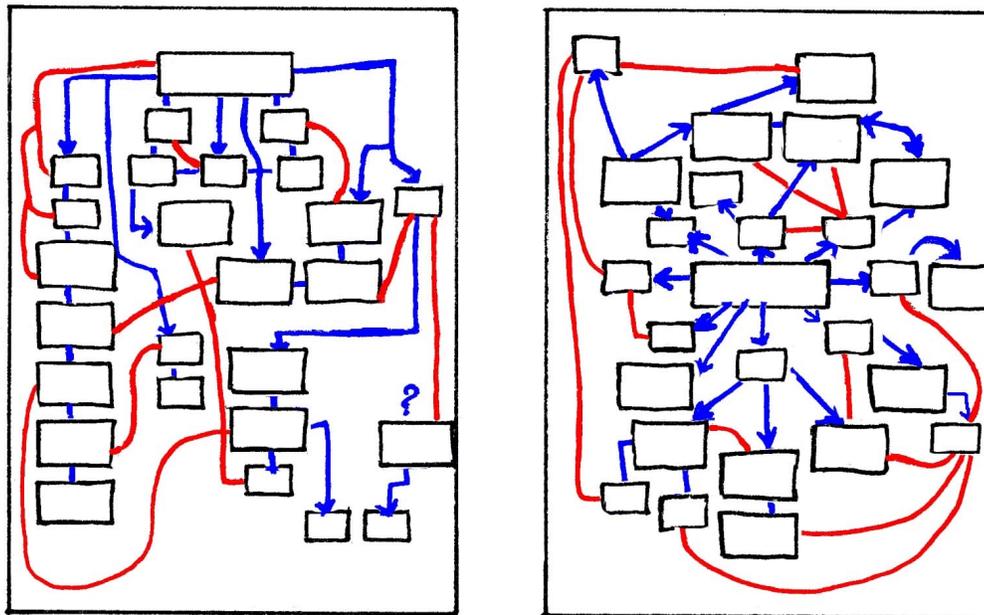
Step 6.   Post all the team *Puzzle* charts on the wall and let the group circulate to look at all of them. (This also provides a physical movement break.)

Step 7. Conduct a discussion of the *Game*. Select questions from the following outline, but do not expect to be able to discuss everything below in detail with your group. Try to move through the major discussion points (A through E), selecting which sub-questions seem most pertinent to your church and to the *Puzzle* charts just created. And feel free to add questions of your own!

(Note: There are no right or wrong answers to the following questions. The goal is to guide participants through an analysis of their charts, helping them to consider the many issues raised. Be open to what might surface.)

A. **Identify all the discrepancies among the teams' *Puzzle* charts.**

1.   Were some components "forgotten" by some teams?

2. Are there differences in how some components were "labeled"?

3. Are there differences in the descriptive data, such as in the estimates of how many people are involved in a committee, etc.?

4. Do all teams agree on their blue lines? On their red lines?

B. **Discuss the implications of any such discrepancies.**

1.   Why are there differences or disagreements?

2.   What does it mean if some teams were unaware of certain components altogether?

3.   How do the perceptions of the clergy and staff compare to those of the congregation members?

4.   How do the perceptions of long-time members compare to those of newcomers?

5.   What do the differences between the blue lines and the red lines tell us?

C. **Discuss other possible observations.**

    1.   What do the charts tell us about the role of the clergy in congregational activities?

    2.   Are any employees or individual volunteers overworked or under-involved?

    3.   Are there overlapping functions of any of the components?

    4.   Are some activities left "out in the cold" in terms of no connecting lines (of either color)?

    5.   Are others over-controlled?

D. **Discuss implications for member involvement.**

    1. Are there "cliques" of insiders?

    2. How easy or hard might it be for a newcomer to learn how things get done in our church and to get involved?

    3. Is anyone on the chart responsible for encouraging the involvement of members?

    4. Are there certain components that seem to be predominantly male or female? Involving of younger or older members?

    5. Do we have a good reason for perpetuating this type of sex or age limitation?

    6. What activities might he done by families or by two or more friends together—rather than by individuals?

    7. What can individual members of the congregation do (such as the players themselves) to encourage more participation in church activities, break down traditional barriers to involvement, etc.?

E. **If your church already has a written "organizational chart," distribute copies now. Compare the *Puzzle* charts to the handout.**

    1. How close did the teams come to what was already on paper?

    2. Which chart is more correct?

Step 8. Now discuss how the various *Puzzle* charts might be merged to create one picture of the church that is both desirable and workable. In other words:

> *How would you want the church to be organized?*

This important process cannot be fully accomplished by this large group of *Game* players, but the discussion will produce some areas of consensus. Be sure to ask someone to take careful notes.

One outcome might be the formation of a task force whose members volunteer to develop an actual organizational chart that incorporates what the *Game* players have discussed.

Step 9. End the session with a round of applause!

Even though there will still be work to do, everyone should leave with new insight into the church and with renewed enthusiasm for making things happen.

Step 10. Remember that your reason for conducting *The Church Puzzle Game* was to initiate action. So keep the momentum going.

- Report the results of the *Game* to as many people in the church as possible.

- See that a written organizational chart is actually created and then distributed widely.

- Make a large version of the chart and post it prominently where it will be seen often by everyone.

- If you make the chart wall size, you can also add photographs of the actual people holding each position. This provides nice recognition to volunteers and employees and also helps newcomers to become acquainted with congregation leaders.

Conclusion

Apart from the tangible product of ***The Church Puzzle Game*** (an accurate organizational chart), there are other benefits to this technique of organizational analysis:

- The ***Game*** shows that, despite frequent claims to the contrary, few people "know it all."

- It reveals underlying confusion and misunderstandings that can interfere with church operations and with the effective involvement of more members.

- Just looking at the ***Puzzle*** charts produced by the players will show how hard it is for anyone who is not already a church "insider" to feel a part of what is going on.

- The ***Game*** leads to more in-depth analyses of individual job descriptions and other management issues.

- It defines relationships and lines of communication, so that authority and accountability can be shared openly.

- Recruitment of leaders—and workers—will be easier once everyone has a clear picture of how the pieces of your church ***Puzzle*** fit together.

The ***Game*** brings out what is, but not what everyone might prefer. That set of decisions awaits. Whether or not you want to go further, it is a valuable exercise to produce the organizational chart.

   The Church Puzzle Game is a tool. Be creative in adapting it to your situation. When fun is combined with purpose, the results are often exciting.

How to Adapt the *Game* If Teams Come from More Than One Church

You may want to run ***The Church Puzzle Game*** as part of a conference or workshop for representatives of several different churches in a geographic region. The ***Game*** can be adapted for this purpose, but the objectives change a bit. When more than one church (perhaps even of different denominations) are involved, the purpose of the ***Game*** is:

- To demonstrate how the structure of a church affects the participation or lack of participation by its congregation members.

- To discover whether emphasis is placed on employees or on volunteers.

- To consider how newcomers might react to the way a church is organized.

When dividing into teams, be sure that all members on a team come from the same church. The *Game* makes players consider their own, real situation, so each team has to be thinking about the same church.

If there are only a few people present from each church, you may permit clergy to remain on the same team as their congregation members.

The *Game* is played following the same sequence of steps already described. When the various *Puzzle* charts are posted, the teams will enjoy looking at the charts made by the other churches. The fun and the learning are in the comparison.

When it comes time to lead the discussion, only some of the questions suggested on the preceding pages will apply. Focus on:

- What similarities and differences are revealed by the charts in terms of how various churches are structured—and what these imply.

- Whether or not newcomers would find these churches "welcoming" or confusing.

- How these charts can be used when the teams return home.

Instruction Sheet for *The Church Puzzle Game* ©

There are six **Puzzle** piece types available for your team to use in constructing your **Puzzle** chart.

1. First make a **Puzzle** piece for every component of the church your team has identified.

2. Only after you have labelled as many pieces as you need, then go back and begin to fill in the informational details shown. If you do not have time to complete all the details on each **Puzzle** piece, that's OK.

3. If you aren't sure of some of the information requested, you can guess.

These are the six **Puzzle** pieces and what is printed on each of them. Take as many **Puzzle** pieces as you need to complete your team's chart.

GOVERNING BOARD

It's called:_____

Number of men: _____   Number under age 30:_____

Number of women: _____   Number over age 50:_____

How they get to be members:_____

_____

Some possibilities for what the **GOVERNING BOARD** might be called are: Vestry, Deacons, Church Council, Board of Overseers.

CLERGY

Title:_____

Special assignment(s):_____

_____

Fill in a different **CLERGY** piece for each member of the clergy. "Special Assignments" might include something such as "Youth Ministry" or "Outreach."

Fill in a different **LAY EMPLOYEE** piece for each function. If more than one person has the same job title, use only one **Puzzle** piece, but note the number of employees assigned to this function in the upper right hand corner. *Some possibilities*: Secretary; Education   Director; Custodian.

LAY EMPLOYEE

Title:_____

Function:_____

_____

_____Hrs./Wk.:_____

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┌─────────────────────────────┐
│ VOLUNTEER STAFF             │
│ Title:_____ │
│ Function:_____ │
│ _____ │
│ How position filled: _____ │
│ _____ │
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Fill in a different **VOLUNTEER STAFF** piece for each major activity done by individuals (not committees). Again, if more than one volunteer handles the same assignment, note the number of volunteers in the upper right hand corner. *Some possibilities*: Sunday School Teachers, Choir Director, Ushers.

Use the **COMMITTEE** pieces for each standing committee, ongoing task force, etc. Under "function," note what the committee does. *Some possibilities*: Building and Property Committee, New Member Welcome Group, Long-Range Planning Committee.

Use the **PROJECT** pieces for any special, seasonal or occasional project. Under "activity," briefly describe what is done. *Some possibilities*: Stewardship Campaign, Thanksgiving Food Drive, Summer Bible Study Group.

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┌────────────────────────────────────────────────────────────┐
│                      COMMITTEE                             │
│ Name: _____        │
│ Function: _____        │
│ _____        │
│ Number of members:_____   No. of M/F:_____   Age range:_____ │
│ How they get to be members: _____        │
│ _____        │
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┌────────────────────────────────────────────────────────────┐
│                       PROJECT                              │
│ Special/seasonal activity:_____ │
│ _____ │
│ _____ │
│ Number of people involved:_____  No. of M/F:_____  Age range:_____ │
│ How they get involved:_____ │
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After you have all your *Puzzle* pieces completed, arrange them on a large sheet of paper to show how they are connected to one another.

GOVERNING BOARD

It's called:_____

Number of men: _____   Number under age 30:_____

Number of women: _____   Number over age 50:_____

How they get to be members:_____

_____

GOVERNING BOARD

It's called:_____

Number of men: _____   Number under age 30:_____

Number of women: _____   Number over age 50:_____

How they get to be members:_____

_____

GOVERNING BOARD

It's called:_____

Number of men: _____   Number under age 30:_____

Number of women: _____   Number over age 50:_____

How they get to be members:_____

_____

CLERGY

Title:_____

Special assignment(s):_____

_____

_____

CLERGY

Title:_____

Special assignment(s):_____

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CLERGY

Title:_____

Special assignment(s):_____

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Special assignment(s):_____

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LAY EMPLOYEE

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_____Hrs./Wk.:____

VOLUNTEER STAFF

Title:_____

Function:_____

_____

How position filled:_____

VOLUNTEER STAFF

Title:_____

Function:_____

_____

How position filled:_____

VOLUNTEER STAFF

Title:_____

Function:_____

_____

How position filled:_____

VOLUNTEER STAFF

Title:_____

Function:_____

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How position filled:_____

VOLUNTEER STAFF

Title:_____

Function:_____

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How position filled:_____

VOLUNTEER STAFF

Title:_____

Function:_____

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How position filled:_____

VOLUNTEER STAFF

Title:_____

Function:_____

_____

How position filled:_____

VOLUNTEER STAFF

Title:_____

Function:_____

_____

How position filled:_____

COMMITTEE

Name: _____

Function: _____

_____

Number of members:_____   No. of M/F:_____   Age range:_____

How they get to be members: _____

_____

COMMITTEE

Name: _____

Function: _____

_____

Number of members:_____   No. of M/F:_____   Age range:_____

How they get to be members: _____

_____

COMMITTEE

Name: _____

Function: _____

_____

Number of members:_____   No. of M/F:_____   Age range:_____

How they get to be members: _____

_____

COMMITTEE

Name: _____

Function: _____

_____

Number of members:_____   No. of M/F:_____   Age range:_____

How they get to be members: _____

_____

PROJECT

Special/seasonal activity:_____

_____

_____

Number of people involved:_____ No. of M/F:_____ Age range:_____

How they get involved:_____

PROJECT

Special/seasonal activity:_____

_____

_____

Number of people involved:_____ No. of M/F:_____ Age range:_____

How they get involved:_____

PROJECT

Special/seasonal activity:_____

_____

_____

Number of people involved:_____ No. of M/F:_____ Age range:_____

How they get involved:_____

PROJECT

Special/seasonal activity:_____

_____

_____

Number of people involved:_____ No. of M/F:_____ Age range:_____

How they get involved:_____