

# Davidson Bonner Scholars

—YEAR ONE—

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NAME:





# A Letter of Welcome!



Welcome to Davidson and to the beginning of your journey as a college student...and a Bonner Scholar! This “field guide” will help you navigate your first year of Bonner enrichment and service. You will be prepared to more clearly identify your interests, skillsets, beliefs and areas for growth. You will also be able to identify the assets and the needs in our communities.

We hope that you continue to learn and grow while at Davidson (and beyond) in many ways. In your first year, Bonner meetings will focus on the following themes:

- |                    |   |
|--------------------|---|
| <u>Place</u>       | Understanding the history, context, and culture of our communities and how they fit with your previous definition of community and home |
| <u>Partnership</u> | Building relationships with each other and with local non- profit organizations   |
| <u>Self</u>        | Spending time in intentional reflection to better understand your beliefs, passions, strengths and areas for growth                     |
| <u>Foundation</u>  | Learning important information about the program and connecting to the resources to help meet those expectations                        |

In addition to the support you’ll receive in your service, we hope you’ll feel encouragement from us and your Bonner peers in all that you do! Know that the CCE is open to you as a space where you can study, recharge (we have candy!) and engage with others. We’re excited for the year ahead.

*Warmly,*  
*Center for Civic Engagement Staff*

# Orientation



## GOALS

- Welcome first year Bonners and your guests to Davidson!
- Build a spirit of support and teamwork with other Bonners
- Introduce fundamental program expectations and processes
- Ease any anxiety about the new challenges of college and service

## SIMON SINEK "WHY" STATEMENT

<u>Questions</u>	<u>Step 1</u>	<u>Step 2</u>
Who do you look up to/ admire?		
What motivates you?		
Who are the most important people in your life?		
What experiences in life have impacted you the most?		
What has shaped you into the person you are today?		

## Instructions *for letter to self*

This letter is to your “future self”, your college graduate self! When you open it in 2022 you’ll be reminded of the person you were today – and will be able to think about what has changed and what has remained constant. You can write about hopes, dreams, fears, goals, likes, dislikes, favorite things, friends, family, or predictions for the future. There are no rules for your topics, but please be honest so that this will be meaningful (and maybe fun!) to read in four years. For your eyes only!

TO BE OPENED APRIL 2023



# Understanding of Civic / Social Engagement

## GOALS:

- Explore the various types of engagement and what each of you is most drawn toward
- Provide shared definitions for commonly used civic engagement terminology

Below please find a list of commonly used words. Use these words to fill in the third column of the table. You may also use words or phrases not included below.

- ACTIVISM / ADVOCACY
- AWARENESS
- PUBLIC LIFE
- SOCIAL JUSTICE
- DIRECT SERVICE
- CHARITY
- PHILANTHROPY
- FAITH

EXAMPLE	RANKING	TYPE OF ENGAGEMENT
Staying overnight with our homeless neighbors during a Room in the Inn weekend		
Serving lunch to community members at the Mooresville Soup Kitchen		
Joining the Armed forces		
Participating in a protest against something you do not support (e.g. Occupy Movement)		
Committing to living a sustainable lifestyle through food choices (e.g., vegan) and transportation (e.g, bike riding to work/school)		
Speaking at a Council meeting in favor of Charlotte investing in public transportation (e.g. light rail)		
One time text donation in response to a natural disaster		
Choosing professional work that makes a difference		
Writing a letter to your state senator about your stance on a recent piece of legislation		
Donating funds to be used by an individual in an effort to create their own business / income (e.g, microlending)		
Teaching a religious class for youth at your place of worship		
Wearing something or changing a profile filter to show support for a particular group/ issue		
Tutoring children in the afterschool program at LEARN Works		
Teaching in the English Language Learners program at International House		
Voting in local, state, and federal elections		
Hosting a toy drive for local children during the holiday season		
Going on an alternative break with Habitat for Humanity		
Providing companionship to an elderly person living in a nonprofit retirement community		
Painting a mural in your neighborhood that showcases the cultural history		
Cleaning up a stream in the local park		



# DEFINING THE

# NONPROFIT

# SECTOR

## GOALS:

- Explore the breadth of non-profit organizations
- Learn the requirements for Bonner "approved" service hours
- Develop your own learning goals for your primary service

Note a nonprofit organization that:

Works locally	
Works nationally	
Works internationally	
Has 5 or fewer paid staff	
Has more than 1,000 paid staff	
Works on environmental issues	
Works with children	
Works with the arts	
Supports the work of other nonprofits	
Has been around for 100 years or more	
Has been around for 10 years or less	
Has chapters or affiliates around the country	
Supports a politically liberal platform	
Supports a politically conservative platform	
Does advocacy and policy work	
Provides direct service	

Now that you've learned more about what constitutes a CLA, what are you excited to further explore?



# Time Management/Values

## GOALS:

- Learn how to use time in the most effective way possible.
- Discuss strategies to control distractions that waste time.
- Explore your most closely held values and ways to live those while at Davidson.

1

## Top 8

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

What does it mean to be living these values perfectly?

How does your list of values relate to the service you're engaging this semester and your role as a student leader?







# INTRODUCTION TO PLACE

## GOALS:

- Consider role of self and institution in regard to power and privilege
- Learn about place-based education and some historical context of the local community
- Reflect on own sense of empathy, humility, vulnerability, and authenticity

Home

Political  
Power

Economic  
Privilege

Social  
Capital

How does this relate to how I'll approach my time as a Davidson student and my work as a Bonner Scholar?



# Personality Inventory:

## TRUE COLORS

- Determine your True Colors personality spectrum, including your most dominant color style
- Learn to recognize the True Colors of others
- Develop an understanding of and tangible strategies for interacting with others of various "True Colors" in your group and in your service setting

### GREEN - THINKERS

#### STRENGTHS

- THINKING
- ANALYZING
- RESEARCH

#### NEEDS

- PROCESS TIME
- RESPECT FOR INTELLIGENCE
- AUTONOMY

#### VALUES

- INDEPENDENCE
- FACTS AND DATA
- INTELLIGENCE
- SARCASM (DRY HUMOR)

#### JOYS

- THINKING
- ANALYZING
- SARCASM
- HAVING THE ANSWERS

### GOLD - PLANNERS

#### STRENGTHS

- ORGANIZATION
- PLANNING
- RELIABILITY

#### NEEDS

- STRUCTURE
- PLANNING
- GRADUAL INTRODUCTION
- CONTROL

#### VALUES

- STRUCTURE
- LOYALTY
- HONESTY

#### JOYS

- STRUCTURE
- PLANNING
- TASK ACCOMPLISHMENT (CHECKLISTS)

### BLUE - FEELERS

#### STRENGTHS

- LISTENING
- EMPATHY
- UNDERSTANDING
- CREATIVITY

#### NEEDS

- KINDNESS
- SENSITIVITY
- GENUINENESS

#### VALUES

- FAMILY & RELATIONSHIPS
- SPIRITUALITY
- THE LITTLE THINGS IN LIFE

#### JOYS

- FAMILY
- DOING FOR OTHERS
- BEING UNDERSTOOD

### ORANGE - DOERS

#### STRENGTHS

- FREE THINKING
- CAN MAKE ANYTHING FUN (EVEN WORK)
- HIGH ENERGY
- VISIONARY

#### NEEDS

- UNSTRUCTURED ENVIRONMENTS
- FREEDOM
- FUN!

#### VALUES

- FREEDOM
- ACTIVITY
- ADVENTURE

#### JOYS

- DOING
- CREATING
- MAKING THINGS HAPPEN
- HAVING FUN!

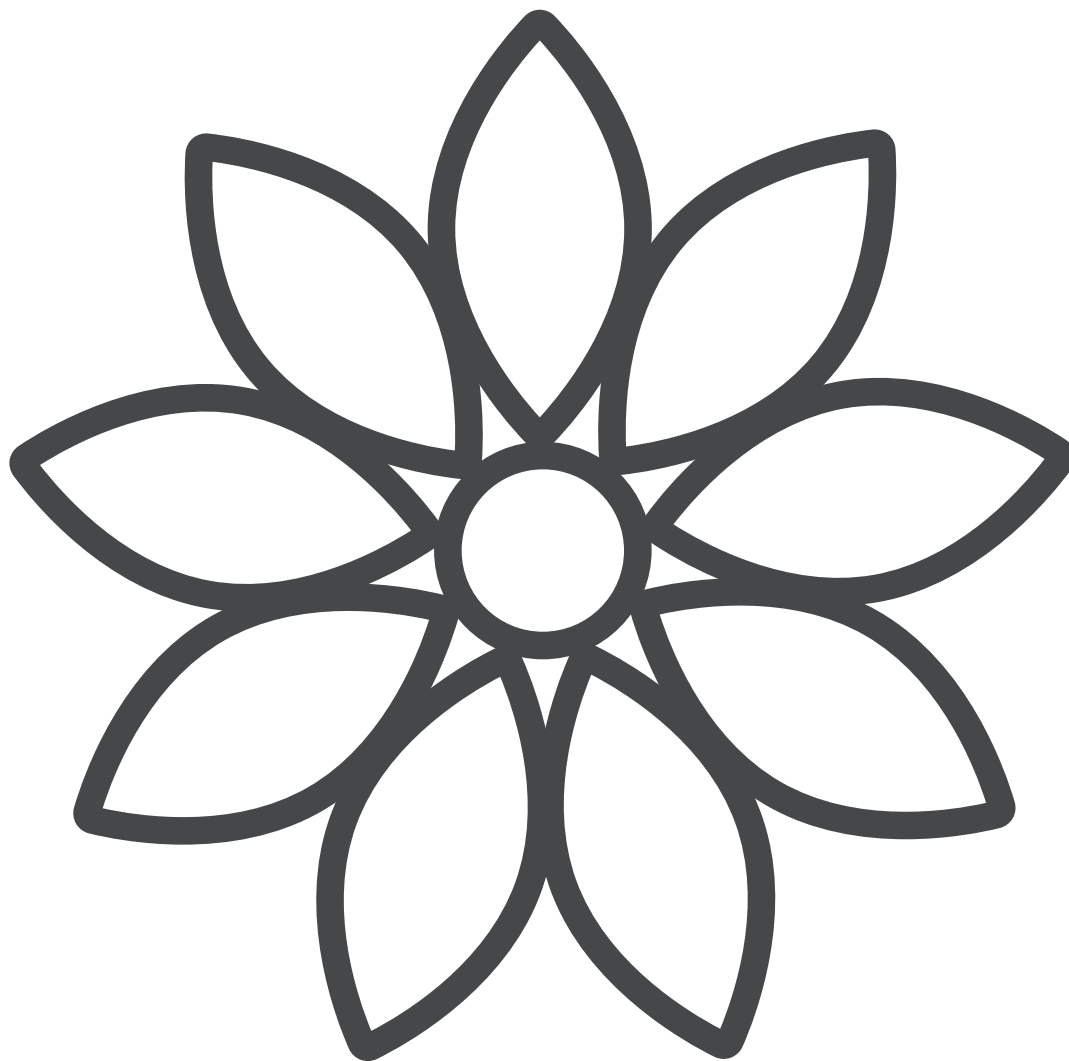
HOW DOES THIS RELATE TO YOU IN YOUR SERVICE?



# IDENTITY CIRCLES

## GOALS:

- Explore multiple personal identities in a respectful space
- Provide a foundation for community-building and dialogue around diversity



Why is learning about each other important to our Bonner Program and campus community?

# Community Asset Mapping

## Goals:

- Introduction to community assets and how to identify them
- Build knowledge and appreciation for the complex people, organizations and dynamics that make up places

## Approaches

<b>Asset Based</b>	<b>Deficit Based</b>
Strengths Driven	Needs Driven
Opportunity Focus	Problems Focus
Internally Focused	Externally Focused
What is present that we can build upon?	What is missing that we must go find?
May lead to new, unexpected responses to community wishes and requests.	May lead to downward spiral of burnout, depression, or dysfunction or to labeling people within the community as the problem.

(Source: University of Memphis)

How does this impact your approach to your CLA?

For Further Reading: Building Communities from the Inside Out: A Guide to Identifying and Mobilizing Community Assets (1993) by John Kretzman and John McKnight (Borrow from the CCE Library!)



# Summer of Service

## Funding opportunities

### GOALS:

- Understanding of the requirements for a Bonner approved summer of service
- Overview of grant writing guidelines used in Davidson College grants and the transferable skillset to other areas
- Map possibilities related to interests for summer work

### TIPS:

- Consider your audience and the description of the grant. Write your grant proposals bearing in mind the parameters of each one. Never turn in identical proposals. Each proposal should highlight the parts of the trip the grant committee wishes to fund, and should include any specifics for which they ask.
- Be as specific as possible in the budget and ask for as much as you can use.
- Always proofread. If two projects are similar, and the committee cannot fund both, they will always fund the better proposal.
- Submit all paperwork in the format specified and on time.
- It is okay to say "I" or "we" in the personal statement, or statement of purpose portion. Many of the grants on this campus are centered on personal motivation for an experience. Committees like to see that students are excited, passionate, and well intentioned if they fund the project.

Some of my ideas / plans for 3 summers in college:

What experiences can I have over the summer that I am not able to find right now?



# River Story

## GOALS:

- Provide opportunity to reflect on personal history, especially in relation to service
- Deepen interpersonal skills in listening and articulating oneself
- Build upon relationships within this community

### KEY:

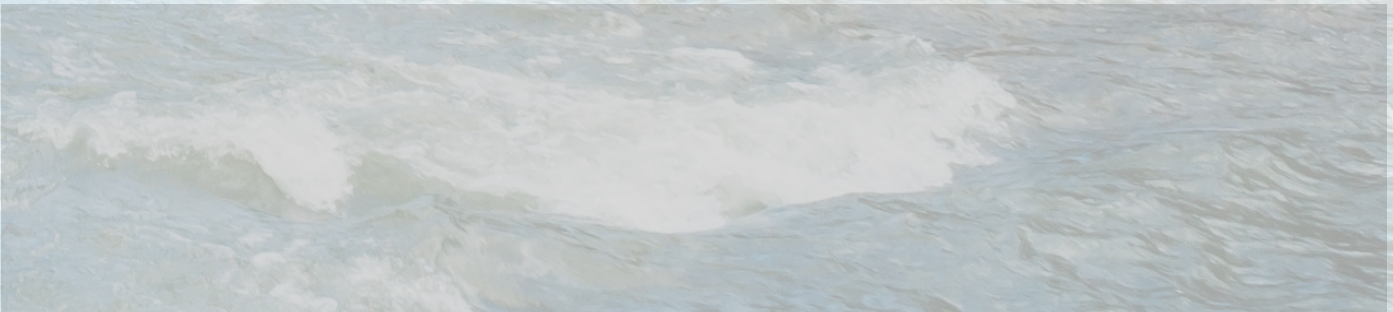
Heart = Relationship and Change  
Hand = Service  
Rock = Obstacles or Turning Points  
Tree = Ideas or Important Growth  
Sun = Dream for Future

*Activity Adapted from Bonner Community Engagement Curriculum*



*"What the river says, that is what I say." - Ask Me (poem)*

How does this relate to my Bonner Service?





# Exploring Your Palette

## An Intro to the Bonner Capstone

### Goals:

- Gain understanding of the Bonner Capstone project and process for designing one
- Begin envisioning a Bonner "sweet spot" combining service, academics, and other interests


*What problems or challenges have you encountered while serving at a site? What questions have come up while you have been engaging in service?*

*What are some careers that are interesting to you?*

*What are some experiences, whether positive or negative, that have shaped your life?*







*What are some issues that you really care about? What are issues that agitate you to action?*

*What organizations are you interested in serving with? Where have you served before?*

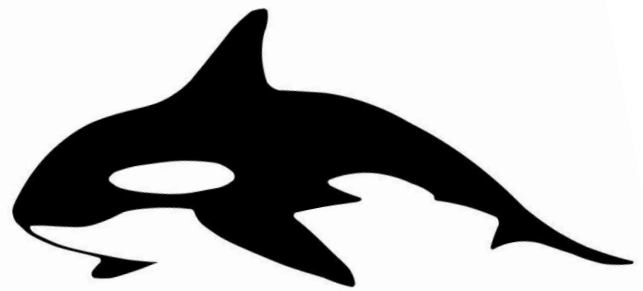
*What do you hope to study or declare a major in? What topics interest you?*

*Who are people who have significantly impacted your life? Who are some of your mentors? Who is someone that inspires you?*

# Effective Communication

## Goals:

- Explore how verbal and non-verbal communication impacts dynamics
- Raise awareness about personal behaviors (strengths and areas for growth)



**How does this relate to me and my role in Bonner?**



# Discovering Solutions

## GOALS:

- Learn about and engage in solutions-based journalism platforms
- Improve upon presentation and public speaking skills

## 999 Ideas for Improving Education

*Visit [solutionsu.org](https://solutionsu.org) and create a free account to explore stories!*

*"Discovering What Works: Using Prizes"*  
<https://solu.news/discovering-works-a1d25>



**How can I use this approach related to Bonner/my community?**

# Measuring Impact

## GOALS:

- Learn about challenges of effectively measuring the impact of a response to a social problem
- Explore the concept of effective altruism

## “Two Truths and a Lie”

Your Guess

Correct Response

Why?

## Impact Audit of Campus

“The Most Good You Can Do” – What is your personal theory of change?





# Social Change "Root Causes" Tree

**Goal:** Demonstrate the complexity of and layers to social issues and brainstorm how to be part of making a sustainable change

*Each piece of the tree will be used to describe something different.*

**TRUNK** - Write the social issue, perceived cause / perceived problem

**ROOTS** - Root causes to that problem (e.g. living wage, resources, healthcare, social inequality, and natural disasters could all be root causes of homelessness so each of those would be a root)

**LEAVES**- Solutions - Write how YOU can be a part of addressing your chosen issue on the leaves.



Why? Why? Why? Why? Why?

For further reading:  
"In the Service of Life"  
by Rachel Naomi Remen



# Short Term Service Trips

What are you excited about? What are you nervous about? How would you describe your Bonner class right now?



For Further Reading:

To Hell with Good Intentions  
By Ivan Illich





## The Reductive Seduction of Other People's Problems – Courtney Martin

// The “reductive seduction” is not malicious, but it can be reckless. For two reasons. First, it's dangerous for the people whose problems you've mistakenly diagnosed as easily solvable. There is real fallout when well-intentioned people attempt to solve problems without acknowledging the underlying complexity....Second, the reductive seduction of other people's problems is dangerous for the people whose problems you've avoided. While thousands of the country's best and brightest flock to far-flung places to ease unfamiliar suffering and tackle foreign dysfunction, we've got plenty of domestic need.”

// There's a social dimension to this: the “likes” one gets for being an international do-gooder might be greater than for, say, working on homelessness in Indianapolis. One seems glamorous, while the other reminds people of what they neglect while walking to work. It's intimidating to throw yourself into solving problems that you've grown up with and around.”

// But don't go because you've fallen in love with solvability. Go because you've fallen in love with complexity. Don't go because you want to do something virtuous. Go because you want to do something difficult. Don't go because you want to talk. Go because you want to listen. Don't go because you loved studying abroad. Go because, like Molly Melching, you plan on putting down roots.”

// The rise of the social entrepreneurship field in the last few decades has sent countless young people packing across continents. ... And, to be sure, a lot of those grads are doing powerful work. But a lot of them, let's be real, are not. They're making big mistakes—both operationally and culturally—in countries they aren't familiar with. They're solving problems for people, rather than with, replicating many of the mistakes that the world's largest development agencies make on a much smaller scale. They drop technology without having a training or maintenance plan in place, or try to shift cultural norms without culturally appropriate educational materials or trusted messengers. Or they're spending the majority of their days speaking about the work on the conference circuit, rather than actually doing it.”

# Spring Break Evaluation

Where did you go on your trip?

How would you rank the accommodations during your stay?

Poor Fair Good Excellent

How would you rank the food overall?

Poor Fair Good Excellent

How would you rank the service work?

Poor Fair Good Excellent

How would you rank group reflection time?

Poor Fair Good Excellent

Please add any additional explanation for your rankings of the accommodations, food, service and reflection.

What are three things you'll never forget about the trip?

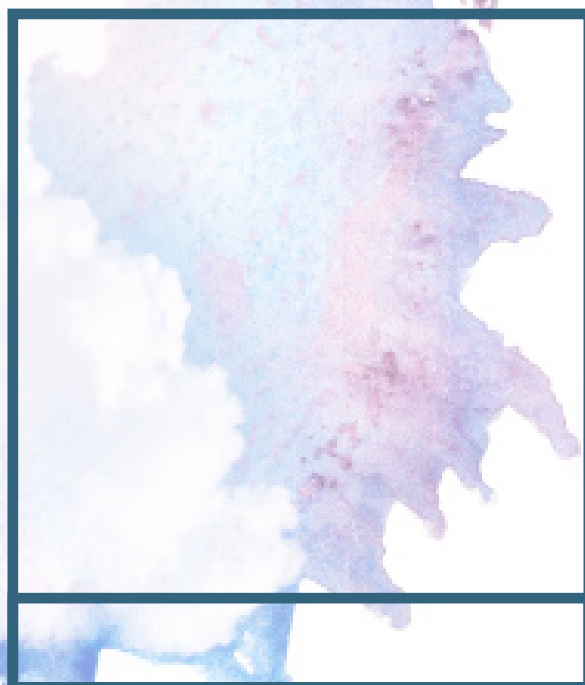
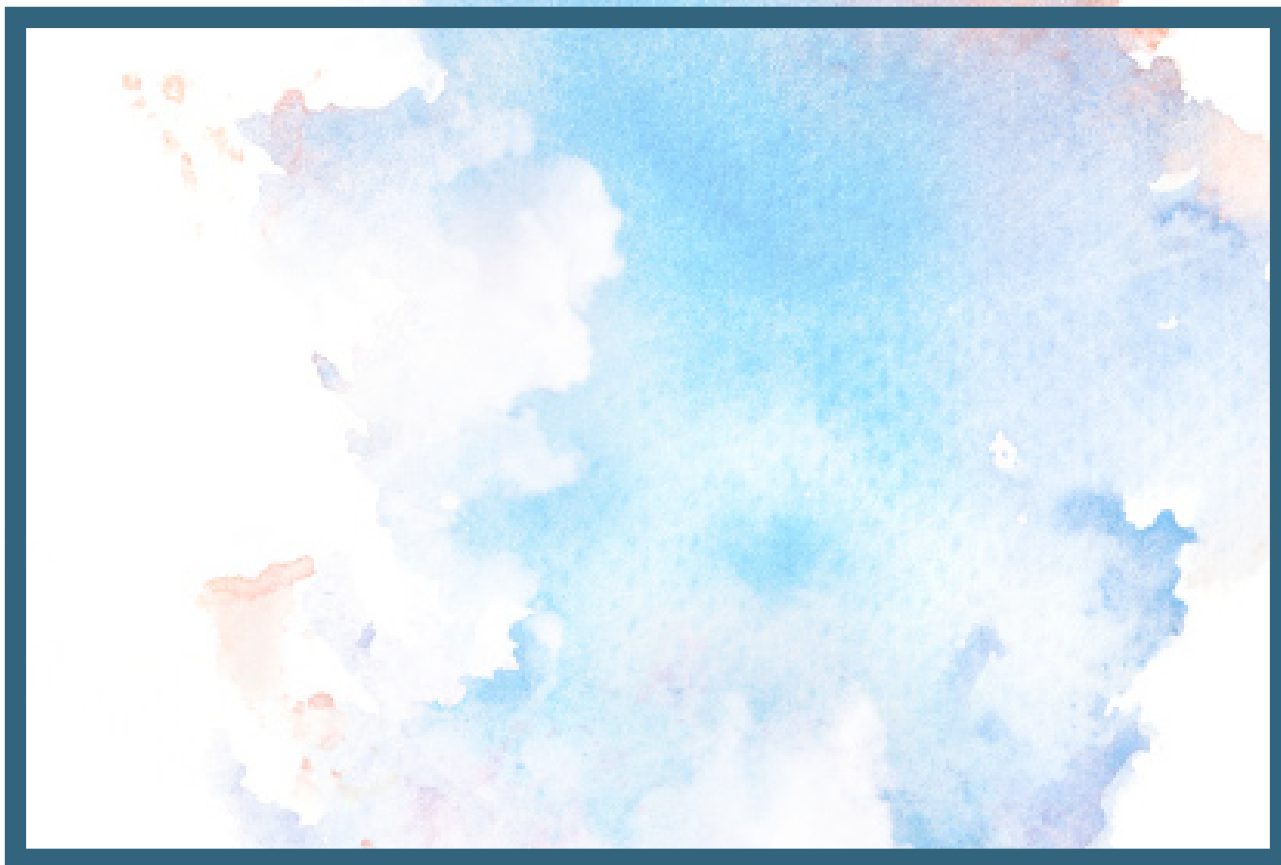
What are three things you discovered about the community in which you served or your fellow Bonners on the trip?

Share a few sentences about one moment/event on the trip. Why does this moment come to mind? What did it mean to you?

What part of your personality was most useful to the team and the community on the trip? What part of your personality was most challenged/tested on the trip?



# Spring Break Photo Album



# Cultivating Powerful Collaborations and Relationships



## GOALS:

- Understand ways in which cultivating a collaboration-driven perspective to social change projects is effective
- Consider how personal networks can promote solution-focused actions

## Reflections on Pre-Work

Selected Article: \_\_\_\_\_

Response:



# NOTES FROM OTHER MEETINGS

**Title/Speaker:**

**Reflections:**

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**Title/Speaker:**

**Reflections:**

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**Title/Speaker:**

**Reflections:**

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**Title/Speaker:**

**Reflections:**



# PRIMARY COLORS: Building the Foundation

## GOALS:

- Analyze previous Capstone brainstorm to identify possible “sweet spot” variations
- Identify key questions to guide Capstone process

Notes from the “Scavenger Hunt”



# Write Your Primary Colors

The image features three identical sets of primary color circles arranged in a triangular pattern. Each set consists of three overlapping circles: a top orange circle, a bottom-left yellow circle, and a bottom-right grey circle. A fingerprint icon is positioned above the top orange circle of each set. To the left of the yellow circle is a black graduation cap icon. To the right of the grey circle is a white icon of two hands holding a heart. The entire composition is set against a white background with scattered colorful LEGO bricks around the edges.



# Goal-Setting Worksheet

This activity is primarily for YOU! It's a way to start off the year right – and with a clear direction. It's also a way for staff to have a sense of your interests and a starting point for 1-on-1 conversations.

First, the big picture. What inspires you? What do you love about the world?

In contrast, what troubles you about the world? What do you find disillusioning?

What are the three most central things to your life and well-being?

How do you plan to keep those central in the next academic year?  
Please list at least one specific goal.





What do you think is your greatest strength? How will you use that this year?

What is something you would like to change or improve about yourself?

How will you start that process in the next semester/ academic year?

What is one way you can challenge yourself in the Bonner program this academic year? It could be your contribution, level of responsibility, leadership, etc. Be bold!

# Fall Evaluation

CLA site: \_\_\_\_\_

Evaluation of Service Experience (Please rate on scale of 1-5. 1=Strongly Disagree and 5=Strongly Agree)

1. I clearly understood the mission of the community partner. \_\_\_\_\_
2. I feel my responsibilities as a volunteer were clear. \_\_\_\_\_
3. I feel I was a valued and important member of the organization. \_\_\_\_\_
4. I feel as though I made a difference during the time I spent volunteering. \_\_\_\_\_
5. I was able to create sufficient opportunities to complete my hours. \_\_\_\_\_
6. I would suggest this site to another Bonner. \_\_\_\_\_

Please comment on any service you've done outside of your CLA. Any highlights?

Sometimes service work is difficult to quantify but are there any numbers that demonstrate some of your outputs? (For example, number of children tutored, books read, \$ raised, etc.) Please describe outputs from any of your service work this year.

Look at your goals for the year ( ). How did you do? How did your focus change (if it did)?

Other Comments:



# Spring Evaluation

CLA site: \_\_\_\_\_

Evaluation of Service Experience (Please rate on scale of 1-5. 1=Strongly Disagree and 5=Strongly Agree)

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Other Comments:

# Fall Notes



# Spring Notes





Bonner 2019-2020

G R O U P P I C T U R E





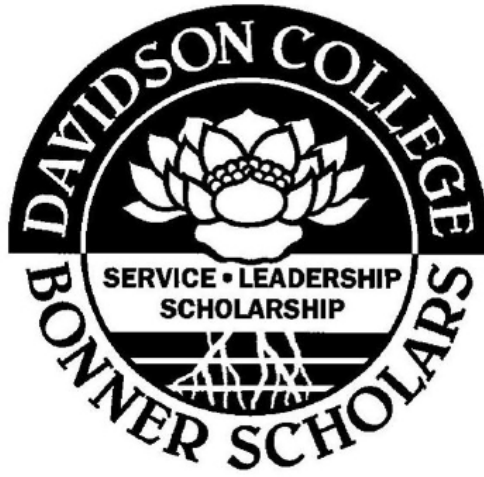
# Year in Review

PROUDEST  
MOMENT OF THE YEAR

BEST ADVICE  
YOU HEARD THIS YEAR

MOST INSPIRING  
PERSON YOU MET THIS  
YEAR

THE FUNNIEST  
MOMENT, ONE THAT STILL  
MAKES YOU BURST OUT  
LAUGHING



## Davidson Civic Engagement Social Media

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@davidsonserves

## Bonner Foundation Social Media

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add "Bonner Love" on Facebook



@bonnerlove



@bonnernetwork

A special thanks to the Bonner Foundation and other partners for creating some of the activities and discussion questions used in this guide.

#BONNERLOVE