



## Ambassador Guide

do **1** thing.com

SMALL STEPS TOWARD BEING PREPARED FOR AN EMERGENCY



# Do 1 Thing Ambassador Guide

## Table of Contents

### **Unit 1: Background and History**

|                                |   |
|--------------------------------|---|
| About Do 1 Thing .....         | 2 |
| Do 1 Thing Message .....       | 3 |
| Do 1 Thing Talking Points..... | 4 |

### **Unit 2: Presenting Do 1 Thing**

|  |   |
|--|---|
| Finding Opportunities to Present ..... | 5 |
| Teaching Do 1 Thing.....               | 5 |
| Barriers to Effective Teaching.....    | 5 |
| Materials .....                        | 7 |

### **Unit 3: Understanding Your Audience**

|                              |   |
|------------------------------|---|
| Know Your Audience.....      | 8 |
| Guidelines for Handouts..... | 8 |
| Evaluations.....             | 8 |

### **Unit 4: Who Are You? Building Trust and Credibility**

|                                       |    |
|---------------------------------------|----|
| Effective Introductions.....          | 10 |
| Credibility: Stick to the Script..... | 10 |

### **Unit 5: Outreach**

|                                       |    |
|---------------------------------------|----|
| Other Ways to Promote Do 1 Thing..... | 12 |
| Guidelines for Working a Booth .....  | 12 |
| Promotional Materials .....           | 13 |

### **Attachments**

|                                   |    |
|-----------------------------------|----|
| Do 1 Thing Usage Guidelines ..... | 14 |
| Community Donations .....         | 16 |
| Sample Evaluation Form .....      | 20 |

# Unit 1: Background and History

## **Our Mission**

The mission of Do 1 Thing is to move individuals, families, businesses and communities to prepare for all hazards and become disaster resilient.

## **History**

Do 1 Thing has accomplished a lot since its inception in early 2005. Eighteen local agencies from three counties were in attendance at the first meeting. The strength of the program is that the agencies represented know how to effectively deliver the messaging based on their client's specific needs.

## **About Us**

Our board is comprised of subject matter experts. We work in many fields including emergency management, human services, and education. As a board, we have over 100 years' experience in disaster preparedness and response.

The day to day operations, fundraising, marketing, social media, award writing, responding to partners' requests, and website maintenance, is all the responsibility of our Executive Director, Erika Mahoney, MSA, PEM. Erika started as an AmeriCorps VISTA and has been working on Do 1 Thing ever since.

## **Background**

Do1Thing has grown into a national program that has helped countless community members, families, and individuals prepare for emergencies and disasters. Do1Thing is different because it was created to address major barriers that have existed in emergency preparedness and risk management. Do 1 Thing was founded to take a very realistic approach to a very important public area of concern. From Awareness, to Intention, to Action; Do 1 Thing is a call to action. Research found that there were three main reasons why people did not get prepared ahead of time for disasters and emergencies. They are, it is too expensive, I don't know how, it is overwhelming, and finally I do not believe that it will happen to me, or here.

## **Accomplishments and Awards**

In 2010, The International Association of Emergency Managers recognized Do 1 Thing as a top Public Awareness Campaign. In 2012-2013 we were chosen as one of seven programs recognized by CDC's Office of Public Health Preparedness and Response (OPHPR) and the CDC Foundation as a community effort that reflects and embodies FEMA's Whole Community approach to emergency management. Capacity grants have been awarded by Cooley Law School, MSU Law Clinic, Cause Populi, and locally our "Power of We."

In 2013 we were chosen as an honorable mention in the 2013 FEMA Individual and Community Awards in the Awareness to Action Category. In 2014 we received a grant in conjunction with the Mid-Michigan Disability Rights Coalition to involve those with disabilities and barriers in Emergency Planning from the Mid-Michigan Environmental Action Agency.

Do 1 Thing won the 2014 FEMA Individual and Community Awards in the Awareness to Action Award. Do 1 Thing also received an honorable mention in the 2014 FEMA Individual and Community Awards in the category of Whole Community Emergency Preparedness. Our Executive Director was featured as a Champion of Change on the White House Blog, for outstanding work in emergency preparedness.

### **The Do 1 Thing Message**

The Do 1 Thing message is that everyone can become prepared, using small steps each month. Each month includes a low-cost (or no cost) option for getting prepared. Do 1 Thing also integrates information about preparedness for people with disabilities and others who might have trouble using traditional sources. The message is that this is for EVERYONE and those with very few resources can still become prepared.

Do 1 Thing fact sheets are the heart of the program. They are specifically designed to accomplish the goals of the program—to overcome the barriers that prevent people from becoming prepared for emergencies and disasters. Do 1 Thing has four basic themes which are emphasized whenever possible:

- Disasters change things (you may not be able to access services we take for granted every day)
- Personal responsibility (you are the only one who can ensure the safety of yourself and your loved ones)
- Social responsibility (if you are prepared you will be better able to assist others in your community)
- Empowerment (every small step toward preparedness makes a difference)

## **Do 1 Thing Talking Points**

These points incorporate the themes outlined above. You can use them as part of your message when you are teaching Do 1 Thing or manning a booth at a fair.

1. Emergency preparedness needs to be accessible to EVERYONE, regardless of age or physical or financial resources. Do 1 Thing makes it possible for everyone to be prepared.
2. The threat of natural and manmade disaster is real, even in [insert your community name here]. (Using your own community name helps people personalize the risk of disaster. It's easy to think "it will never happen here," but 91% of all Americans live in a place that is at moderate to high risk of disaster.)
3. In a disaster, things are different. Police and fire may not be able to get to us; we may not have access to grocery stores, cell phones, or ATM machines.
4. You are the only one who can ensure your own safety and the safety of your family in a disaster.
5. The goal of Do 1 Thing is to improve community disaster resiliency by moving individuals through the process of disaster preparedness: from awareness to intention to action.
6. If you know that your family is taken care of, you will be better able to help your neighborhood and your community.
7. Every step you take in becoming prepared will help first responders, your loved ones, and others in your community.

## Unit 2: Presenting Do 1 Thing

Whether you enjoy public speaking or you stayed home sick that day in Speech class, there are ways that you can help to educate others about emergency preparedness using Do 1 Thing.

### How do you find opportunities to present?

- Start small. Look at groups you are a member of, or that you're familiar with. Ask to get on their agenda. Scouting groups and neighborhood associations are great opportunities, but Do 1 Thing has been presented to many groups that you wouldn't associate with emergency preparedness, like the Daughters of the American Revolution.
- If you only have a few minutes, use the talking points but focus on what that audience will be most motivated by (protecting their pets, senior preparedness, helping others). Have a handout with the website address. If you can't do anything else with a presentation opportunity, getting them to the website is the most important thing.
- Talk to your local police, fire or emergency management office about opportunities to present. Let them know you're a Do 1 Thing Ambassador. They may be able to get you into fairs or other events, or be able to connect you with groups that want presentations.

### How do you teach Do 1 Thing?

- Use this manual as a guide, but don't be afraid to incorporate your own ideas and teaching style. Remember it's your class and your chance to teach.
- PowerPoint presentations for all 12 months are included on the jump drive given to you. There are also presentations about Do 1 Thing that you can use to explain the program.
- You can teach it monthly, combine months, or do a one-time general class. The material is flexible.
- Go to [www.Do1Thing.com](http://www.Do1Thing.com) once a month and download a new fact sheet. Help your students choose one thing from the fact sheet to do with their family. Check back with them to see if they did the previous month's "thing". Print out the fact sheets for consumers without internet access.

### Barriers to effective teaching

The ability to understand and the desire to pay attention are the two biggest barriers to getting your message across in a classroom setting.

Barriers to comprehension include language, hearing, or developmental level. Slowing down can sometimes address all three of these. Use language that is understandable to your audience. If you're talking to a group where English is a second language, avoid using figures of speech or slang.

You can usually tell by looking at your audience whether they are getting what you are saying. Do they look frustrated? Have they stopped paying attention? It might be time to shift gears and get more interactive. Ask them questions about their own experiences, or just ask them if they are able to hear you okay.

For some situations, consider having an interpreter. They may or may not be needed to translate the entire presentation, but it may be good to have them to help through the rough spots. Having an interpreter can also help build trust with the group.

Barriers to paying attention may be due to age (young or old) or developmental level, or just from not feeling that the material relates to them.

Some ways to engage a group are:

- Consider offering incentives, such as contests. Think about punch cards to promote attendance if you are doing a series of classes.
- Consider interactive methodologies such as breaking into groups to discuss the three choices for that month, or have activities such as word searches or bingo (if they are appropriate for the group).
- Get people to share stories about disasters they have experienced (tornadoes, fires, floods, etc.).

Sometimes people are more likely to pay attention to someone who is more like themselves. People with disabilities may be more likely to trust and pay attention to someone else with a disability. Older adults may be more likely to trust the message from another senior. Teenagers may respond better to a young presenter. That doesn't mean that you can't teach these groups. It just means that you may have more barriers to overcome than another presenter.

Being a Do 1 Thing Ambassador doesn't mean that you have to do all the teaching yourself. There are times when someone else may be able to connect with the audience more easily than you. The goal of being an Ambassador is to promote preparedness in your community. The more people that you can get excited about it, the better.

**Remember: Your audience is on your side.** They want you to be comfortable and confident. When presenters are uncomfortable, the audience is uncomfortable as well.

**What to do when the audience isn't on your side.**

It's rare, but you may run into someone who is disruptive. This may take the form of rude or confrontational behavior, but it is more likely to be from someone who wants to demonstrate how much they know about the subject.

In either case, avoid being confrontational in return. Don't feel that you have to respond to every comment or acknowledge them every time they raise their hand. Tell them that out of respect for everyone else's time, you have to move on, but you would be glad to meet with them afterward to discuss their concerns or answer their questions.

## Storytelling

Storytelling is the oldest form of teaching. Telling an effective story can both teach and build trust. Even if it didn't happen to you personally, a story can help your audience engage with topic and put themselves into the situation you are describing.

When you tell a story, make sure it is streamlined: cut extra details that don't add to the story, and keep it short. You should be able to tell a story in a few paragraphs. Make sure it relates to the topic you are talking about.

Allowing members of the audience to tell their stories can also be an effective way of engaging them. Be careful not to let the class get off topic. Don't be afraid to say, with a smile, "I think we've gotten a little off topic, let's get back to the material."

## Materials

There are standard presentations available on the Do 1 Thing website (or by emailing [contact@do1thing.com](mailto:contact@do1thing.com)). They introduce the idea of Do 1 Thing and direct people to the website.

You can also teach a class or do a presentation on one month of Do 1 Thing. The month that your presentation is in is the most obvious choice, but feel free to choose whatever you think your audience would be most interested in.

Another option is to present preparedness information from Do 1 Thing that relates to a specific group—like preparing pets or seniors, or preparedness for people with disabilities. Check with Erika or email [contact@do1thing.com](mailto:contact@do1thing.com) to find out if materials already exist for the topic you want to teach on.

You will find other ways to promote Do 1 Thing in Unit 5.

### **Do you have opportunities to present to businesses?**

We will be launching Do 1 Thing Business in 2015. Contact us for more information or download the materials at [www.do1thing.com/business](http://www.do1thing.com/business)



## Unit 3: Understanding Your Audience

### Know Your Audience

- Think about YOUR audience and what they are like. Think about what they expect, how they like to learn, and what limitations they might have.
- For example: If teaching to seniors, understand that they have been through many things already and ask them to share stories.
- What age group might they be? Younger learners like brighter, more active presentations. Older learners tend to like simpler presentations, with high-contrast colors for easier reading.
- Any special needs that need to be considered? Does your audience need a larger font or an interpreter? Make sure presentations and handouts meet the audience's needs.

### Guidelines for Handouts

- Feel free to use the Do 1 Thing logo, icons and infographics on your materials, as long as you are following the Usage Guidelines included in this document. You can also get a copy of our Brand Standards by contacting Erika.
- Create handouts that your audience will respond to. Use images and infographics to break up text. A solid page of words can be intimidating for anyone.
- Use at least a 14 point font for handouts for seniors or people with visual limitations. Black text on a white background will be easiest to read. Blue or yellow text will be the hardest.
- Unless you are presenting to a professional audience, try to keep materials at about a sixth grade reading level. Microsoft Word has a function that will give you the reading level of your text.

Remember that Do 1 Thing has fact sheets available in Braille, large print, low-literacy, and audio formats, as well as fact sheets translated into Arabic, Burmese, Chinese, Nepali, Somali, Spanish and Swahili.

### Evaluations

Getting feedback from your audience is always a good idea when you present. It will help you identify and address any problems, and it will make you a better presenter in the future.

You can either do this by asking for verbal feedback at the end of your presentation, or by handing out written evaluation forms. These are for your own use and you can tailor them any way that you want to. A sample evaluation form is included at the end of this unit.

Questions you might ask to get verbal feedback include:

- Is there anything we didn't cover today that you would have liked to see?
- Was everyone able to follow the material? Was it confusing at any time?
- How can we make these presentations better?

## Unit 4: Who Are You? Building Trust and Credibility

Research shows that the level of trust a person has in what they hear is largely based on who the message is coming from. At least half of the decision to trust or not trust the message is based on whether they think the person delivering it actually cares about what they are saying. Other major factors are whether you appear honest, dedicated and competent.

### Elements of Public Trust



### Effective Introductions: Who are you?

Start out the class by telling the audience about yourself, briefly. Give them your name, who you are representing, and what your qualifications are for teaching them. For example:

*Hi, my name is John Smith. I recently retired from GM after 30 years. I've been a Community Emergency Response Team member for six years, and I'm here on behalf of the County Emergency Management Office as a volunteer to talk to you about preparedness.*

Or:

*Hi, my name is Sarah Johnson. I don't have a lot of experience presenting, but I love preparedness and I want to share with you what I've learned about the Do 1 Thing program. I'm a Do 1 Thing Ambassador, and I believe that we can make a difference in our community by being prepared at home.*

Remember that you want to start to establish trust through your introduction. You want to show that you are honest, committed, and that you know what you're talking about. Most importantly, though, you want them to know that you truly care about the subject that you're presenting and that you believe it can help them.

### Credibility: Stick to the Script

One of the most important things about Do 1 Thing is that it is consistent with what people will hear from other sources like their local health department and first responders, the Red Cross,

and Ready.gov. When people hear contradictory information from different sources they don't know what to believe and lose trust in all of the agencies involved.

It's okay to offer other information along with Do 1 Thing materials, such as Red Cross brochures, or handouts from other organizations, but make sure it is accurate information from a reliable source. Never add the Do 1 Thing logo to someone else's material. Refer to our usage guidelines if you have any questions.

**Presenting to strangers is like a job interview.** If you don't talk yourself up in your introduction, no one else is going to do it. Give all of your relevant qualifications and experience. You may feel like it's bragging, or you may prefer to let people come to respect you as they get to know you, but in this case it's important to establish yourself as reliable and competent from the outset.

**Even if you're not terribly experienced, you can be knowledgeable. Enthusiasm can offset a lack of experience.**

## Unit 5: Outreach

Presentations aren't the only way to be a Do 1 Thing Ambassador. There are many other opportunities to promote preparedness and community resiliency. You could have a booth at an event, or promote Do 1 Thing in your school or workplace.

### Other ways to promote preparedness with Do 1 Thing

- Pass out Do 1 Thing materials at events or to groups you interact with.
- Put Do 1 Thing into monthly newsletters, on bulletin boards, or on your website. Make it part of whatever tools you use to regularly communicate with consumers or employees.
- Promote us through social media. Like or retweet our posts. Use #do1thing or #do1thingus on Twitter. We're also on Facebook, Pinterest, LinkedIn and Google+.
- Participate in the partner portal on our website. This allows you to view and see successful partners' best practices and to share your successes with others.

**Do 1 Thing needs you!** We get regular requests for outreach and presentations and often can't cover every event (especially in September!). Let Erika know if you are interested in working at events. She can contact you when there are opportunities to promote Do 1 Thing in your area.

### Guidelines for Promoting or Staffing a Do 1 Thing Booth

Please refer to Do 1 Thing's talking points. This is to assure a consistent and standard message is being released to everyone. Our talking points are outlined in Unit 1.

If someone asks a question that you don't know the answer to, tell them that you aren't sure, but you can find out and get back to them. Make sure you get a phone number or email and definitely follow up with them. To get help with the answer from Do 1 Thing, email Erika Mahoney at [erika.mahoney@lansingmi.gov](mailto:erika.mahoney@lansingmi.gov) or call her at 517-256-3152.

If they want more information, they can also email us directly at [contact@do1thing.com](mailto:contact@do1thing.com). That email is also available on the website.

We ask that you think about how you are representing Do 1 Thing. If you commit to a fair or booth, make sure you follow through and represent the brand professionally.

Keep these things in mind to be successful in manning a booth:

- Be approachable. Make eye contact as people walk by, and smile. If you are using a cell phone or doing something else behind the booth, people will be much less likely to stop. If you have to use the phone, step away from the booth for a moment.
- When someone approaches the booth, ask them if they have heard about Do 1 Thing. Use the talking points.
- The booth does not need someone at every second, 15 to 20 minute breaks are good and some people prefer to just come look without someone there. Feel free to take breaks and visit other booths. If the event lasts all day, you may want to work shifts with someone else.

### **Do 1 Thing Promotional Materials**

Do 1 Thing tableskirts and banners are available to purchase at our cost, or you can use our designs to purchase them from vendors in your area. Other organizations in your area may also have them to lend. Contact Erika for information about purchasing them, as well as shirts or promotional items. She can also tell you if there is another organization in your area who may be able to help.

Do 1 Thing calendars are usually ordered in July. We offer them at cost to our partners, which is typically less than a dollar a piece. The calendars are full color and include a set of fact sheets. They are ideal for getting the word out to people without internet access. Larger orders of calendars can include the logo of the purchasing organization at no extra charge.

### **Community Donations**

Many retailers offer small grants that can be used to promote preparedness in a community. Some suggestions for places that you can try to find community donations are attached at the end of the document.

## Guidelines for Promoting Do 1 Thing

Do1Thing is a public education program designed to overcome barriers to emergency preparedness by making preparedness easy and inexpensive.

These brand and logo guidelines are for all groups and individuals promoting the Do 1 Thing program in their community or to their consumers. The guidelines cover use of the logo, the phrase “Do 1 Thing” as text, and program materials.

### Appropriate Use of the Do 1 Thing Brand and Materials

The Do 1 Thing logo and website address can be placed on:

- Printed materials (brochures, billboards, banners, etc.) promoting the Do 1 Thing Program
- Printed materials promoting community and partner events that support the goals of Do 1 Thing
- Giveaways created for distribution at events that support the goals of Do 1 Thing

Materials created and provided by the Do 1 Thing organization include fact sheets, calendars, and other materials available on the Do 1 Thing website. These materials should not be altered. An organization may develop its own promotional materials, but not its own educational materials using the Do 1 Thing brand.

Do 1 Thing fact sheets are the heart of the program. They are specifically designed to accomplish the goals of the program—to overcome the barriers that prevent people from becoming prepared for emergencies and disasters. They should be reprinted and distributed in their entirety.

However, it is appropriate to take information from the fact sheets (the “three things”, for example) and use it in newsletters, monthly email reminders, or other outreach materials appropriate for the organization’s constituents. Do 1 Thing themes should be emphasized whenever possible:

- Disasters change things (you may not be able to access services we take for granted every day)
- Personal responsibility (you are the only one who can ensure the safety of yourself and your loved ones)
- Social responsibility (if you are prepared you will be better able to assist others in your community)
- Empowerment (every small step toward preparedness makes a difference)

## **Inappropriate Use of the Do 1 Thing Brand and Materials**

Do 1 Thing takes a positive approach to emergency preparedness. The logo and website address should not be used on materials showing graphic or dramatic images of disaster or disaster victims.

The Do 1 Thing brand should not be used to endorse (or appear to endorse) any other organization or its products or services.

Materials created and provided by the Do 1 Thing organization (fact sheets, calendar, etc.) should not be edited or altered. Other logos should not be placed on the materials.

## **Feedback**

If there is additional information you feel should be included in Do 1 Thing materials, or if you have any questions about appropriate usage, please contact us.

Email: [contact@do1thing.com](mailto:contact@do1thing.com)

Phone: 517-256-3152



## Suggestions for Seeking Community Donations

These are some organizations that offer small grants in communities where they are located. The most important thing when seeking funding for preparedness activities is not to be afraid to ask!

Some organizations will only give money to non-profits registered as a 501(c)3, but they may also give to local government organizations working in the community. See the organization's website for the most up-to-date information on their community giving programs.

### MEIJER

Visit the Customer Service desk of your local Meijer store and ask for a Donation Request Form. Fill out the form and to help us make an informed choice, please attach any proposal document or additional information you want us to consider. If possible, include several levels of available sponsorships and their benefits.

Return the completed Donation Request Form to the Meijer store nearest your organization. Depending on the amount of the donation requested, your local Meijer Store Director, Market Director, or Regional Director will be part of the decision-making process.

Meijer does have a few guidelines for donations:

- Your organization must be a non-profit, federally recognized 501C-3 organization
- It must be located within the physical area of our stores and market region
- We limit all organizations to one donation per event and require that applications be submitted only at the Meijer location which is physically nearest your organization
- Please note that Meijer donations are not available for political issues or campaigns
- Please allow 30 days to process your request once it has been submitted to us. You will be notified our decision by letter or phone call. If you have not heard from Meijer within 30 days, contact the Meijer store to which you turned in your Donation Request Form for an update.

### WAL-MART/SAM'S CLUB

<http://foundation.walmart.com/apply-for-grants>

[http://help.samsclub.com/app/answers/detail/a\\_id/280/~ /donations](http://help.samsclub.com/app/answers/detail/a_id/280/~ /donations)

Giving people access to a better life. One community at a time.

It's our mission to create opportunities so people can live better. We consider it our responsibility to make a positive impact in the communities we serve. Whether it's through the

grants we provide to the thousands of organizations that share our mission or through the inspiring volunteer efforts of Walmart associates, we are passionate about helping people live better. One community at a time.

### **National Giving Program**

- Organizations that are considered for funding through the National Giving Program implement programs in multiple sites nationwide or have innovative initiatives that are ready for replication nationally. For inquiries regarding our National Giving Program, please visit [www.walmartfoundation.org](http://www.walmartfoundation.org).

### **State Giving Program**

- Through this program, the Walmart Foundation awards grants to organizations that serve a particular state or region of the United States. The State Giving Program has a quarterly application process through which nonprofits in each state may apply for grants, starting at \$5,000. For more information on the State Giving Program and the application process, please visit: [walmartstores.com/CommunityGiving/8168.aspx](http://walmartstores.com/CommunityGiving/8168.aspx).

### **Store/Club Giving Program**

- The Walmart Foundation is proud to support the charitable organizations that are important to our customers and associates in their own neighborhoods. Each Walmart store and Sam's Club offers grants up to \$5,000 to local organizations. To learn more about these grants or to apply, visit your local Walmart store or Sam's Club.

### **TARGET**

<https://corporate.target.com/corporate-responsibility/safety-preparedness/community-safety>

### **Working Together**

- We work with thousands of organizations across the country in areas like law enforcement, emergency management and public health to provide the funding, supplies and equipment, and training for their officials. And whenever we can, we connect businesses in the private sector to bring even more support for the programs that keep our communities safe.

### **Community Safety**

- Building safer neighborhoods is something we can't do alone. We rely on our partners to make great things happen.

### **Public Safety Grants**

- We award grants to public safety agencies and programs to prevent crime, train and educate law enforcement and support youth programs and community preparedness. In 2012, we awarded more than 800 grants in these four focus areas, along with grants for national initiatives, totaling \$2.3 million. If you're interested in applying for one of our public safety grants, talk to your local store's Assets Protection team.

### COSTCO WHOLESALE

<http://www.costco.com/charitable-giving.html>

- For local organizations and groups, which focus on children, education or health and human services, provide your local Costco Warehouse Manager with a copy of your IRS tax letter with your 501 (c) (3) status and a completed Warehouse Donation Request form. To determine your closest warehouse click here.

### BJ's

[http://www.bjs.com/local-giving.content.about\\_local\\_giving.A.about\\_community2](http://www.bjs.com/local-giving.content.about_local_giving.A.about_community2)

### Local Charitable Giving

- In addition to the wide range of valuable community programs offered at the corporate level and through BJ's Charitable Foundation®, BJ's also offers a structured charitable giving program administered through our local Clubs.
- By giving each of our Clubs an annual donation budget, BJ's is able to provide local support to community nonprofit organizations that primarily benefit children and families, enabling us to have a direct and immediate impact on the communities we serve.

### Applying for Donations

- If your nonprofit organization would like to request an in-kind donation of product(s) or gift cards, please submit a request, written on your organization's letterhead, to your local Club a minimum of 6 weeks prior to your donation deadline.

Please include in your request:

- A brief description of your organization's mission
- An explanation of your donation needs
- In the case of an event, a brief description of your event
- If there are any benefits received by BJ's Wholesale Club Inc. in the case of a donation

- A mailing address in the case you are approved

BJ's receives far more contribution requests than we can honor. As a result, we cannot support every donation request, no matter how worthwhile. Please accept BJ's Wholesale Club's best wishes for success in your fundraising efforts.

Restrictions and Limitations:

- Organizations that discriminate on the basis of race, color, gender, sexual orientation, age, religion, physical disability, national or ethnic origin
- Political organizations, fraternal groups or social clubs that engage in any kind of political activity
- Religious organizations, unless they serve the general public in a significant non-denominational way
- Programs that have been in place for less than one (1) year
- Individuals or individual families
- Organizations located outside BJ's Wholesale Club's markets
- Capital campaigns

## Course Evaluation

Course Name: \_\_\_\_\_

Instructor: \_\_\_\_\_

Please complete this course evaluation by assigning each statement a number which corresponds to your opinion. Place an X in the column that corresponds to your choice.

DO NOT PUT YOUR NAME ON THIS EVALUATION! I wish to get objective and anonymous responses from the class. By remaining anonymous, you can be honest and I can get a more accurate impression of how you feel about the course.

Rating system:

1- Agree Strongly    2-Agree    3-Unsure    4-Disagree    5-Disagree strongly    6-Not applicable

| <b>Teaching Evaluation</b>                                       | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> | <b>6</b> |
|--|----------|----------|----------|----------|----------|----------|
| Instructor is knowledgeable about the subject                    |          |          |          |          |          |          |
| Instructor is prepared.  |          |          |          |          |          |          |
| Instructor presents material in a way the helps me learn.        |          |          |          |          |          |          |
| Instructor encourages participation.                             |          |          |          |          |          |          |
| Instructor answers students' questions.                          |          |          |          |          |          |          |
| Instructor is enthusiastic about teaching.                       |          |          |          |          |          |          |
| The pace of the course is just right.                            |          |          |          |          |          |          |
| I would recommend this instructor to others.                     |          |          |          |          |          |          |
|  |          |          |          |          |          |          |
| <b>Course Content</b>  |          |          |          |          |          |          |
| Course activities help me learn the material.                    |          |          |          |          |          |          |
| The activities are the right level of difficulty for the course. |          |          |          |          |          |          |
| Activities and materials in this class interest me.              |          |          |          |          |          |          |
| Classes and activities have been about the right length.         |          |          |          |          |          |          |
|  |          |          |          |          |          |          |
| <b>Classroom Environment</b>                                     |          |          |          |          |          |          |
| The classroom is comfortable and inviting.                       |          |          |          |          |          |          |
| The classroom presents few distractions.                         |          |          |          |          |          |          |
| Desks or tables provide adequate work space.                     |          |          |          |          |          |          |
|  |          |          |          |          |          |          |
| <b>General Course Observations</b>                               |          |          |          |          |          |          |
| I like this course.  |          |          |          |          |          |          |
| I will recommend this course to others.                          |          |          |          |          |          |          |

THANK YOU!