Docent Volunteer Program Handbook

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Our docents perform one of the most important and far-reaching functions of the Museum: introducing and deepening the experience of the exhibitions to audiences of all ages. It is a stimulating experience for both visitors and docents and is an essential part of our Museum’s mission.

This handbook describes many of the responsibilities of a docent volunteer and outlines the programs and procedures developed by IHMEC’s Education Department and Docent Council. No handbook can anticipate every circumstance or question about policy. Therefore, as the docent program expands, and tours and exhibitions change, this handbook will be updated on an annual basis to reflect updates of policies and procedures. Docents are members of the IHMEC Volunteer program and are bound by the policies and standards set forth in the Volunteer Handbook and the Volunteer Agreement signed when accepted into the Docent Volunteer program. The Docent Program Handbook is provided to inform docent volunteers and potential docent volunteers of the policies and operating procedures of the Museum. It is not a contract for employment or a guarantee of a continuing relationship with the Museum.

Policy and Standards

- Upon certification, a one-year commitment to the Museum’s Docent Volunteer Program.
- Attend 4 Museum facilitated trainings per calendar year; requirements can be fulfilled through Annual Docent Program Meeting; Docent Learning Series; Special Exhibitions training, and other training programs as indicated.
- Maintain an active Museum membership.
- Attend Annual Security Training.

Dress code

Your attire, grooming and hygiene must reflect a professional standard and be appropriate for your position as a Museum volunteer and respectful to Museum surroundings. The following are dress code guidelines to follow:

- Wear a combination of white or black shirt/blouse and black or white slacks/skirt/dress. Print shirts, dress and skirts are acceptable as long as they are black and white. Please wear closed-toe, comfortable shoes. Shoes do not have to be dark in color, but please avoid extremes.
- Jeans, shorts, sundresses, tank tops, and flip-flops are inappropriate and may NOT be worn.
- Your volunteer ID badge must be worn AT ALL TIMES in the Museum. If you forget your ID badge, sign in with Security to receive a temporary badge.
- Do NOT carry anything on your tour, such as notes, purses, coats, food, or beverage, unless you have received prior permission by Education to do so. A small hands-free bag is permissible. Personal items should be put in a locker or in the coatroom.
Code of Conduct

- A docent volunteer will not possess or use alcoholic beverages or illegal drugs on the Museum’s property or report to the Museum while under the influence of drugs or alcohol.
- Docent volunteers will exhibit respect towards others, including staff members, other volunteers, and visitors, and should not discuss any member of their tour group with other docents, staff, or visitors in public areas of the museum (i.e. by the exit door in light side lobby).
- Docent volunteers will conduct themselves in an honest and trustworthy manner.
- Docent volunteers should never publicly engage in conversation, or make statements aloud to any visitors about political candidates or parties. You must be nonpartisan when representing the Museum on-site, at events, or doing other community engagement activities on the Museum’s behalf. Docent volunteers may not suggest which candidate to vote for or disparage any particular candidate or political party. Additionally, your dress should not include the wearing or display of political buttons.
- Docent volunteers will keep confidential any and all information obtained as a result of their work with the Museum.
- Docent volunteers will maintain a high level of awareness for their personal safety and for the safety and well-being of others.
- Docent volunteers will follow any and all Museum policies and procedures.

Food & Beverage Services Policy

It is the policy of Illinois Holocaust Museum & Education Center to ensure the preservation and protection of the Museum Collections and facilities. An important part of the Museum’s pest management program is the control of food and beverage consumption in areas adjacent to the exhibitions and artifacts to avoid pest infestation. It is important to monitor the use of food and its proper disposal, inside and outside of the Museum building.

Food and beverages are NOT allowed in any Museum exhibition spaces, Brill Family Resource Center, Memorial Spaces, and Goodman Auditorium. Food and beverage consumption are restricted to: the Museum’s Café, Student Dining Hall, Volunteer Lounge, or designated areas for Special Events.

Resignation and Dismissal

- The docent volunteer – Museum relationship is based on mutual consent. Both the docent volunteer and the Museum have the right to terminate the relationship at will, with or without cause, at any time.

- To resign from the docent program, a docent volunteer should submit a written resignation to the Director of Education at least two weeks prior to his/her last day.
• If a docent fails to meet the commitment to abide by the Museum’s policies and procedures (as set forth in the Volunteer Handbook and the Docent Handbook), the Director of Education or his/her representative will discuss the situation with the docent. Reasons for this discussion may include excessive tardiness, relaying inaccurate or overly subjective information to visitors, misrepresentation of the Museum or its objective, failure to follow procedures or code of conduct, or failure to commit to the required number of tours and trainings per calendar year. The docent may be provided with an opportunity to improve his or her performance. If the docent fails to improve, the Education Department reserves the right to dismiss the docent. A notice of dismissal will be fully discussed with the docent.

Procedures and Responsibilities

Availability and Scheduling

• Complete and submit a Docent Preference and Availability form (see Appendix). Docents will not be scheduled without an updated form on file.
• Docents must notify the Education Department when their schedule changes and needs to be updated or if their availability changes because of vacation/illness/work.
• Email is the primary mode of communication and scheduling for student field trips and adult tour groups.
• For public docent-led tours, docents may schedule themselves through the Visitor Experience and Volunteer Department.
• After receiving the Docent Volunteer Assignment e-mail, **confirm availability** with the Education Outreach Coordinator.
• If cancellation is necessary after you have confirmed your tour, **it is your responsibility** to find a substitute docent and notify the Education Outreach Coordinator (and lead docent, if applicable).
• Please be conscientious when you are able to anticipate needing a substitute and please do so as soon as possible. If cancellation is due to a last minute emergency, contact the Education Department and the lead docent.
• Docent tour and training requirements will be tracked by the Education Department.

Trainings and Continuing Education

Throughout the year, docents are offered a number of training and enrichment opportunities, allowing you to expand your knowledge and continue your development as a docent.

There will always be times when someone will miss training due to illness, travel, or major life events. In the event a training session is missed, it is the docent’s responsibility to secure handouts and notes either through a fellow docent, or through the “Docent Information” website. [https://www.ilholocaustmuseum.org/docent-information/](https://www.ilholocaustmuseum.org/docent-information/)
You also must complete a walk-through of the special exhibition with a docent colleague who has participated in the training. Once the walk-through is completed, advise the Education Department. A docent cannot be scheduled for a student field trip or adult tour group until this requirement is met.

- **Annual Docent Program Meeting** (Mandatory Attendance)
  Training will be provided in August or September to prepare docents for the next 12 months and to provide updates on procedures and policies.

- **Summer Learning Series**
  The Museum hosts scholars and educators over 4-6 sessions with a focus on Holocaust history and enhanced tour application.

- **Special Exhibitions** (Mandatory Attendance)
  The Museum hosts 5-6 special exhibitions each calendar year. The exhibitions are located on the lower level/ground floor, or on the 2nd floor in our North and South galleries. Trainings will be provided by Museum staff and/or outside exhibition curator/educator.

- **Annual Security Training** (Mandatory Attendance)
  In order to continue your active status as a docent volunteer, you must complete one security training session annually. Failure to do so will result in placing you on inactive status. You will remain on inactive status and will be unable to volunteer at the museum until you complete the necessary training. This is a critical and invaluable training that ensures all museum representatives (staff and volunteers) have the tools needed to respond appropriately if an emergency situation should arise at the museum.

**Docent-to-Docent Training**

- **Docent Enrichment Sessions**
  These are interactive, topic-related sessions that will be a part of your continuing education as a docent. These sessions are completely voluntary. Handouts will be available at the workshop and also in the Volunteer Lounge for docents interested in the information presented in the enrichment workshops.

- **Open Sessions**
  Informal gatherings based on a particular theme, where you can share ideas and tips with your fellow docents. A member of the docent cadre facilitates the sessions.

- **Shadowing and Co-Docenting**
  Peer shadowing and co-docenting are encouraged as part of continuing growth and enrichment.
Docent Study Groups
Throughout the year docents host independent study groups. If a study group chooses to use a space within the Museum, you must contact the Education Outreach Coordinator in order to schedule a room. Space within the Museum is limited due to external rentals, tour groups, and other internal meetings/events. The Education Department will always try our best to accommodate study groups, but groups must remain flexible. There is no guarantee that you will be able to use Museum space and technology, if necessary, within the Museum on your requested day.

Family and Friend Tours
Please remember that while we welcome docents providing tours to friends and family, such private tours are defined as a small personal group of no more than 12 people. Any other type of field trip/group tour that is with an organization, book club, synagogue, church, etc.... even if you are connected to such groups, must go through IHMEC’s education department to schedule.

Docent Volunteer Tour Standards & Assessment
The following standards will be utilized by the Museum as a tool to assess alignment to required tour criteria during observation of docent-led tours. Docents will be evaluated every two to three years by museum education staff. The below standards apply to docents providing tours for all visitors, including student field trips; adult group tours; public docent-led tours, or special request tours.

Attitude and Behavior

- Courteous and respectful to fellow docents, museum volunteers, students, chaperones, public visitors, security, and staff.
- Display enthusiasm and a positive attitude.
- Appropriate and confident body language.
- Work as a team with fellow docents and model appropriate behavior.
- Share exhibitions and galleries with fellow docents and public visitors.

Tour – Visitor Interaction

- Provide a brief tour introduction (max 5 minutes) that engages visitor and sets stage for tour through questions and themes presented.
- During tour do not lecture but stimulate discussion through interactive questioning techniques, and engagement in exploration of exhibition’s artifacts, documents, and artwork.
- Use open-ended questions and ask follow-up questions that facilitate dialogue between docent and tour group. (E.g. Why?) Can move comfortably beyond “what do you see and notice?”
• Use exhibition creatively and effectively by varying techniques (e.g. gives group time to explore gallery on their own)
• Listen to visitors’ questions. Support and validate visitor questions and responses.
• Give visitor wait time to think and answer questions.
• Repeat visitors’ questions and responses for tour group.
• Clear, concise, and articulate in questions, information provided, and tour objective or theme.
• Content, vocabulary used, and questions asked are appropriate and aligned to the age and knowledge level of group (e.g. able to adjust and engage in higher level questioning and discussion with visitors).
• Smooth transitions and connections between galleries.
• History provided and language used are accurate and factually correct.
• Weave one or more survivor’s story into the tour.
• Do not intentionally engage in graphic descriptions and stories to evoke emotion.
• Use tour conclusion not to provide further historical facts but to incorporate the museum’s message and final lesson.
• Provide well-paced tour and give clear directions to group.
• Notice visitor reactions and demeanor and adjust to interest levels, attention span and learning skills.

Tour Logistics

• Arrive on time to Volunteer Lounge before the tour.
• Distribute headsets in the correct location.
• Give tour introduction in the correct location.
• Make sure group is complete, including chaperones, before moving. (student field trips only)
• Start at the correct starting point. (student field trips only)
• Follow the times on the tour card (student field trips only)
• Manage time and complete the tour in the specified time.
• Arrive on time for the speaker, if schedule for your tour.
• Discuss the rail car at bottom of “up” ramp or bottom of “down” ramp of the rail car. Discussion of rail car should never take place inside or in front of the railcar.
• Present visitors option of not going up to or into the rail car.
• Include the rail car, the closing film and the eyewitness speaker (“In Our Voices” tours) or eyewitness speaker (“Become a Witness” tours), even if the field trip is late.
• Include the rail car, closing film and eyewitness speaker (if scheduled) for adult tour groups and public docent-led tours of the Karkomi Holocaust exhibition.
Tour Programs (Student field trips & Adult Group Tours)

Before Your Tour

- Contact Education Outreach Coordinator if lead docent’s e-mail is not received two business days prior to the student field trip or adult group tour.
- Docents should arrive 30 minutes prior to start of any scheduled tour to meet with lead and fellow docents.
- *(Student Field Trip)* All docent should wait to select their individual tour card until the lead docent arrives. Give preference to new docents, if requested, and distribute other cards fairly.
- Review Speakers’ Bureau binder located in volunteer lounge to familiarize yourself with your group’s scheduled speaker, if applicable. Return the Speakers’ Bureau binder to the marked drawer when finished. For security and privacy purposes please do not leave the binder on the table.
- You should not modify any scheduled tour, even at a teacher, chaperone, or group leader/coordinator’s request, without consultation and approval from the Education department. This includes, but is not limited to, tour card starting points, assigned exhibitions, leaving early from Speaker or no Speaker at all, adding or removing lunch time, and arrival and departure time.

Tour Arrival

- Since buses or groups can and do arrive early, please be in the lobby 10-15 minutes before scheduled tour start time.
- If applicable, when assigned by lead docent, welcome tour group on the bus (es). Return to the dark side lobby after the bus welcome. *(See Appendix for Welcome - Introduction as a guide.)*
- Be ready to help “direct traffic” and claim your group.
- After the group passes through security and as soon as your group is complete (including chaperones, if applicable), move them away from the entrance. If applicable, offer wheelchair assistance.
- *(Student Field Trips)* The docent should greet the chaperones, and ask them before the field trip begins to help them keep the group together and assist with cooperation.
- Wait until a member of Education Department and/or lead docent confirms that your group is complete, including chaperones, if applicable, before beginning any tour. For student field trip, when group is complete move to your assigned introduction area that is noted on the bottom of your tour card.
- *(Student Field Trips)* A chaperone, not the docent, should accompany students to the bathrooms during the tour.
- If a group is late, or arrives early, the lead docent (if applicable), in consultation with the other docents, and member of Education staff/interns will determine how the tour will be adjusted, including starting points and assigned exhibitions.
When any tour is late, please do not make statements that remind them that they are late. It is not the visitors’ fault, and these reminders cause them to dwell on what they are missing rather than focus on the experiences they will have.

Audio Headsets

Reminder: Special Exhibition tours and non-Voices field trips (Become a Witness; Memory, Action, Community; Stand up, Speak Out) do not use audio headsets.

- Docent picks up bin for group from shelf in coatroom. Bins and receivers are labeled with the channel number/letter. There is a bin with extra receivers labeled “Extras”.
- Student Field Trips
  - 9:30 and 11:30 Start Times: Channels 1-8 (located first shelf)
  - 10:30 Start Times: 9, A, B, C, D, E, F, 0 (located second shelf)
  - Docent groups 3, 4, 7 & 8 should put their headsets on in the LIGHT side lobby.
  - With a chaperone/student assisting, Docent passes out receivers and headphones to all students and teachers/chaperones.
- (On Weekdays) Education interns place headphone racks in lobby areas (one to dark side, one to light side). Students are allowed to wear their own headphone/ear buds if they brought them.
- (On Weekends) Education staff/interns are not generally present on weekends. When you arrive for your tour please connect with either the Manager on Duty or the Visitor Services and Volunteer Coordinator. They will assist you in pulling together receivers and headphones for your student field trip or adult group tour.
- Docent should set up/wear transmitter and headset. Docent transmitter is silver colored and marked with the channel number. Plug microphone cord into the top of silver transmitter and turn “on.” (Receivers will not work unless docent transmitter is turned on)
- Docent gives brief overview of headsets, how they work, and how they should be treated. Provide clear explanations of how to plug in and how to hold them.
- Docent makes sure groups have the lanyard around their necks and then ask group to turn on receivers and verify that all are on the right channel. Check that everyone can hear through the headset.
- When trouble-shooting, check the headset first. If an extra receiver is required, make sure it’s on the correct channel and taken from the bin marked “EXTRA.” If you suspect the receiver or headphones to be faulty, please return to the “Bad Headphones” or “Bad Receivers” bin located on the top-shelf in the coatroom.
- Please return empty bins back to shelf in coatroom. Do not place bin on benches or on coatroom door.
- For hygiene and vandalism prevention, groups should not bring Museum headphones and/or receivers into restroom. Additionally, because of the need to sanitize the headsets in a timely manner, headphones and/or receivers are not allowed in the lunch room, café, or Speakers’ Bureau presentation, and are to be returned to the coatroom before entering these spaces.
During Tour

- Docents must follow schedule start and end times, starting points, and exhibit rotations.
- Docents should exit the dark side lobby as soon as the entire group, including chaperones or group coordinators, is collected.
- “In Our Voices” Student Field Trips: Docents with tour cards numbered 1-4 should do their introductions in the Special Exhibition, Hall of Reflection, or Room of Remembrance, as appropriate. Docents with cards 5-6 should do their introductions at their starting points in the Karkomi Holocaust Exhibition, if it is the first tour of the day. For other tour times, docents with cards 5-6 may do their introductions in the dark side lobby. Docents with cards 7-8 should do their introductions in the light side lobby.
- If an “In Our Voices” field trip is eating lunch at the start of the tour some docents may want to do their introduction in Museum Hall (if available) when coordinated with Lead Docent.
- Non-Voices Student Field Trips (Become a Witness; Memory, Action, Community; Stand Up, Speak Out): Docents should do their introductions in the space indicated on the bottom of their tour card.
- Be considerate of other docents, groups, and general museum visitors. Headsets permit more than one group to be in a given area, but do not monopolize the area if there is a backup of groups. Be prepared to move forward, backward, or share a gallery. Be prepared to allow another group, visitor, or security to move past the group. Be aware of the volume of your voice. Headsets allow docents to talk quietly and therefore not disturb others.
- In rail car area, if necessary, use the button by the elevator to summon security for assistance with the lift to the rail car. Please note that a security officer will arrive as soon as possible. The normal response time is less than two minutes. Before the tour starts, advise security approximately when assistance will be needed by referring to your tour card.
- The countdown clock by the closing film counts down from the start of the film (at 15 minutes), and includes the 3-minute break between showings of the film. When the clock reaches zero, the film begins.
- After a tour of the Karkomi Holocaust Exhibition, docents return receivers/transmitters to bin with the corresponding channel numbers in light side lobby. Headphones should be placed on the rack marked “return.”
• Receivers are placed neatly in appropriate bin, and headphones on appropriate rack. 

**PLEASE RETURN BINS LIKE THIS**

![Image of receivers in bin]

Not like this

![Image of receivers on rack]

• On weekends, Visitor Service volunteers along with either Manager-on-Duty or Visitor Services & Volunteer Coordinator will sanitize and return headsets to appropriate locations.

• If multiple groups are in the Closing Film area, coordinate with the other docents about exit strategy (which door to use, where they are going next, etc.). Please do not collect your headsets inside the Closing Film area.

**General Tour Policies**

• (For Student Field Trips) Conversations should not be conducted in front of the *Movement to the East/Mobile Killing Squads* video. Please note policy re: railcar above under “Tour Logistics”

• In order to prevent vandalism, meet any tour group at the top of rail car ramp in order to observe group. DO NOT lead adult or student group up the rail car ramp or into the rail car itself. You may either use the back ramp to meet group, or follow the group up the ramp after they have gone up. When a visitor does not want to go to the rail car, escort that visitor to the foot of the down ramp and then go up the down ramp yourself to meet your tour.

• Do not provide feedback or make negative comments about your group in any area of the Museum. Members of your tour group, other docents and visitor services volunteers, staff, donors, etc.... can overhear you. If the Museum receives notice of such comments being made or overheard, it may serve as grounds for immediate dismissal from the Docent Program.
Speakers’ Bureau

- When you arrive for your tour please check the daily schedule at the Information Desk to check where your speaker is presenting – Goodman Auditorium, Museum Hall, Classroom, or Pritzker Hall of Reflection. The daily schedule will also help you determine if there is more than one tour at your tour time and if they will be listening to the same speaker.
- All tours MUST arrive on time for their speaker.
- The lead docent or intern should close the “inside” doors when the speaker is introduced.
- When the “inside” auditorium doors are closed, please do not attempt to open these doors but proceed with your group to the balcony as to not disturb the speaker and audience.
- If the scheduled speaker does not come, please alert the interns or Education staff (on weekdays) or the Manager on Duty or Visitor Services & Volunteer Coordinator (on weekends) who will advise on how to proceed. Do not attempt to find a replacement by asking survivor volunteers in building.
- Please remember that if the survivor speaker is unable to make it, please do not say “the speaker didn’t show up.” We do not want to imply we are blaming the survivor. But rather “Unfortunately, your speaker was unable to make it today. We are happy to provide you with a great opportunity to” Option A: “Hear from one of our Museum interns from Germany/Austria.” Option B: “watch and discuss a very inspiring film on the story of rescue during the Holocaust.”
- If a tour needs to leave 10-15 minutes early and it will affect the survivor portion of their tour, please notify the appropriate staff/intern immediately. Groups that must leave early can either leave before the speaker portion of their tour, or they can stay for the whole presentation, including Q and A. Groups are not permitted to leave in the middle of a speaker presentation, including Q and A.

Lunch (Student Field Trips)

- One docent should remain in the lunchroom area during the duration of the allotted lunchroom time.
- All groups must exit all lunchroom spaces at the time indicated on your tour card. Because of the logistics in needing to turn around our spaces for other groups or internal and external events, it is important that each space can be cleaned and set up for the next group. We ask that you please follow the Operations staff’s guidance and listen when they let you know they need you to exit the dining space.
- To assist in lunchroom dismissal, please encourage the students to sit in together, in corresponding groups.
- The Student Dining Hall and Café are to be filled with student visitors. Remember to condense the students together in their seats and benches. Classrooms should never be used for lunch room space, unless directed by operations or education staff.
- When student capacity is exceeded for the Student Dining Hall and Café, additional lunchroom space will need to be identified. The Education team will be aware of when these numbers are
reached and will notify the lead docent when Museum Hall will be utilized that day for student diners. Remember to use all seats in the Student Dining Hall and Café.

**Lunch (Adult Tour Groups)**
- Adult tour groups are able to pre-order boxed deli lunches in advance of their tour. You will be notified by Education staff if your tour group is eating lunch, as well as the location and time for the dining experience.
- Your tour group must exit all lunchroom spaces at the time designated. This time will be communicated to the group and to the docent in advance of the tour.

**Tour Dismissal and Departure**
- Dismissal procedures are designed so that there will not be a large tour waiting for the buses outside the Legacy gift shop. Docents should help facilitate this objective. When the group is coming from either the Goodman Auditorium or the lunchroom, one docent should check if the buses have arrived (and in what order, if there are multiple schools) at the direction of the lead docent. See lead docent procedures for further information.
- Individual docents should **NOT** dismiss the group on their own but rather wait for the lead docent, if applicable, to direct them.
- Any tour may stay in the Museum after their scheduled tour, **without** a docent.
- Please remember not to have groups wait for late buses in the light side lobby. One docent should check on the buses and then return to the lunchroom, Goodman Auditorium, or other appropriate spaces as available (e.g.: Hall of Reflection and Museum Hall) to indicate that the buses have arrived. For non-Voices field trips, discuss a meeting place to gather at the end of the tour (Hall of Reflection or Museum Hall work well when there is not a program taking place) and then check for buses.
- (Student Field Trip) If students want to shop at the Legacy Shop, one group of 10 students accompanied by a teacher/chaperone should be dismissed before another group of 10 students enter.

**After Your Tour**
- (Student Field Trips) The lead docent should collect and account for all tour cards and return to the correct envelope in the Volunteer Lounge.
- Any important feedback, concerns or positive comments can be provided post tour via email to either the Director of Education or the Harvey L. Miller Family Youth Educator
Docent – Led Public Tours
Karkomi Holocaust Exhibition and Architecture Tours

Docent-led public tours of Karkomi are available to visitors Monday – Sunday at 2:00 p.m.; Tours of Karkomi should last no longer than 90 minutes, and include the Closing film.

Architecture tours are available every second Sunday and last Saturday of the month at 11:00 am. Architecture tours should last no longer than 60 minutes.

A maximum number of 20 Museum visitors can be accommodated for both the Karkomi and Architecture tours during each time slot, based on order of arrival. A docent may take more than 20 on a tour, but it is left to the discretion of the docent.

Docents logon to VIC (our volunteer scheduling website) to sign up to be a docent for docent-led public tours. New docent tour leaders should contact Fanny Sampson, Visitor Experiences & Volunteer Coordinator, for scheduling instructions and login information.

Docents will notice when they schedule themselves in VIC that the shifts are for 105 minutes. That is because the docents should be at the museum and check in at the Information Desk 15 minutes before the tour starts.

There is a calendar in the binder behind the Information Desk that shows which docent is leading each tour. This information also is listed on the daily museum schedule that is kept on the Information Desk.

The Museum website gives information on docent-led public tours and is changed weekly if we know in advance that there will not be a docent on a particular day.
Lead Docent Procedures and Responsibilities

The lead docent is the liaison with the tour (field or group), docents, and the education staff (including interns).

Before Tour

- Ideally at least a week ahead of tour date contact via phone the tour’s teacher or group coordinator and review points on Lead Docent Questionnaire.

- If the tour contact proves difficult to reach and hasn’t returned your phone calls, you can either leave a voice message with tour logistics or contact the teacher/group coordinator via email. You can often find the contact teacher’s email on the school’s website, or you can ask the Education Outreach Coordinator to send it to you. See Appendix for email template.

- If you are having difficulty reaching the teacher/group coordinator, we encourage you to contact the docents on the tour and update the group.

- Remember to send an email to alert docents assigned to the field trip or group tour in advance of the tour. Due to the high volume of tours, especially in the spring, we encourage you to use the name of the school/group and the date and time of the field trip or group tour in the email subject line. Additionally, please ask that assigned docents acknowledge receipt of your email.

- If an assigned, confirmed docent cannot take the tour for any reason, remind the docent of his/her responsibility to find a substitute. Notify the Education Outreach Coordinator immediately.

Day of Tour

Meet with docents at designated location and time.

- Review information brought out on questionnaire.
- For student field trips distribute tour cards.

The lead docent takes a sequential block of tour cards for a school (used with 4 or more docents). The lead docent should take the highest numbered tour card, and therefore take the last group of students off the bus.

Docent(s) responsible for bus welcome should be assigned. Docents with higher-numbered tour cards should go on the buses. Lead docent should remain in the security lobby (or just outside) to troubleshoot.
• The lead docent should discuss with the speaker:
  • How the speaker prefers to be introduced,
  • How a time signal (if any) should be made and at what point (10 minutes, five minutes, two minutes?)
  • How questions and answers will be handled.

If there are multiple lead docents at a particular tour time, they should decide which lead docent should introduce the speaker, be in charge of microphone(s) and/or questions, and dismissal.

Tour Conclusion

If there are multiple lead docents, coordinate dismissal procedures.

For field trips, if there are multiple schools and one school is having lunch in the museum and another is not, dismiss groups by alternating between schools. An interval between dismissing each docent-led group facilitates distribution of lunches in the dining room.

Lead docent should assign another docent to determine if the buses have arrived (and if multiple schools, in what order). Assigned docent should return only after the bus has arrived.

The lead docent will then dismiss each school (with an appropriate interval between docent-led groups to avoid congestion at the Legacy gift shop) in the order of the bus arrival.

After the tour

• Lead docent should collect the tour cards and place them in the correct envelope in the volunteer lounge.

• Any serious issues, concerns, or positive comments with the tour should be communicated via email to the Director of Education or the Harvey L. Miller Family Youth Educator.
Security Procedures

Among the reasons (not intended to be all inclusive) that it is necessary for a docent to involve security personnel are:

- Student, chaperone, or visitor’s illness
- Docent’s illness
- Vandalism or attempted vandalism
- Assault or attempted assault
- Disorderly member(s) of the group

If the docent encounters one of the above, the docent should:

- Remain calm and in control.
- Assess the situation.
- Tell the chaperone(s) to remain with the group.
- Determine the quickest way to find a member of the security team. Be aware that:
  - Periodically a security team member walks through the museum.
  - There are always security team members in the light and dark side lobbies.
  - The rail car is in the middle of the *Karkomi Holocaust Exhibition*; therefore, based on the docent’s location and the number of groups believed to be either ahead or behind the docent’s group, determine the quickest way to the light side or dark side lobby.
- Report the situation by directly telling a security team member if one is nearby or by calling the Security Command at ext. 4855. This extension number is on the back of the volunteer badge.
- After making the report and ensuring that help is on the way, the docent should return to the group. Be prepared to wait with the group until help arrives, and be prepared to direct traffic around the situation.
- Telephones can be found on the lower level (by the elevator, or in the volunteer lounge), on the main level (by the information desk, in the library, or in the Legacy gift shop), and on the second floor adjacent to the *Make a Difference* exhibition (exact location TBD). There are no telephones in the *Karkomi Holocaust Exhibition*. The complete “Emergency Procedures” plan is located next to each telephone throughout the museum.

*General guidelines*

- If the group is where telephones are not accessible and there are two chaperones and a group member is ill but can walk, a chaperone and the docent should go to security leaving the other chaperone with the group. If there is only one chaperone, the docent should go with the ill group member to security, leaving the chaperone with the group.
• If a docent sees vandalism or assault, the docent should not try to stop it. Security is trained to handle these situations.
• If a member of the group is so disorderly that the member cannot be controlled, the docent should report it to security.
• To help remember these protocols, use the following acronym:

   C – Calm demeanor

   A – Assess the situation and alert security

   R – Return to the group

   E – Ensure that help is on the way

• Docents should never use the “dark side” lobby entrance to exit/leave the museum at the end of their tour/volunteer shift. When leaving the Museum at the end of your tour/shift always use the “light side” lobby exit.
• Docents should never let any member of their tour or the public use the “light side” lobby exit restroom, unless they are leaving the museum. ALL visitors must use the lower level restrooms, again unless they are leaving the museum premises. Docents can use the “light side” lobby exit restroom themselves only with the permission of the security officer present.
Docent Field Trip/Group Tour Availability

Name: ______________________________________ Availability: ______________________

Please check (✓) all the times when you are generally available to lead field trips and group tours.

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*If you select only afternoon, evening, or weekend availability, you may have limited field trip assignments as a docent.*

Please check (✓) the visitor groups you prefer to work with:

- □ Students Grades 3-6
- □ Students Grades 7 and above
- □ Students with Special Needs
- □ Adults
Bus Intro

The Education Department Intern, education staff member, security or the lead docent will ask the lead teacher to proceed to admissions to pay and receive a receipt. Tell teacher that lunches come off the bus first. Remind teacher to get the bus driver’s cell phone number. Docents will then board buses and use the following as a guideline, while keeping their welcome concise:

Good morning! My name is _______________. Welcome to the Illinois Holocaust Museum & Education Center. Please listen carefully as I explain a few things that will make your visit run smoothly. I am going to tell you about what will happen once you get off the bus and proceed through security.

- Please make sure to have your nametag on your top left chest.
- If you are chewing gum or eating candy, please throw it away in the receptacle as you leave the bus. Gum or candy is not allowed in the Museum.
- You cannot take any food or drink into the museum other than the lunches that will come off the bus first (if staying for lunch).
- Leave paper and any pens or pencils on the bus.
- Leave your coats, backpacks, and any electronic devices (such as cell phones, IPods, MP-3 players, or cameras) on the bus, or give the items to a teacher/chaperone, or collect in a bin and check in coatroom. (For “In Our Voices” tours) If you have headphones/ear buds you are welcome to bring those with you to use during our tour and headsets we will be using.
- We will go through a security check. Metal will set it off and slow us down. Leave your shoes on unless security tells you to remove them.
- Please wait for a museum staff member to ask you to leave the bus in your assigned group of 20 along with your chaperones, ready to meet your docent (who will be your tour guide) after going through security.
- Stay with your docent and group at all times.
- Any questions? Thank you for being so attentive!

Direct the driver where to park. Confirm with driver and teacher the time to pick up students at white side doors. If there is a discrepancy, discuss with the Education Department. Invite driver to come into museum free of charge after parking the bus. Advise chaperones to wait until a museum representative tells them they may begin to disembark, one group at a time. Leave the bus and go into lobby to wait for your group.
Lead Docent Checklist: For *In Our Voices* tours

**Arrivals**
- Tour cards are numbered 1-8.
- The lead docent takes a sequential block of tour cards for school (used with 4 or more docents).
- Docents with higher numbered tour cards should be assigned to board buses to welcome students.
- Synchronize watches so all docents have the same time.
- Decide which lead docent will introduce the speaker, handle microphone, questions, and dismissal.
- Docent with tour Card 1 takes first group off the bus, and so on.
- Lead docent takes last card in the sequential block for the school and therefore takes the last group of students.

**Dismissals**
- Lead docent assigns a docent to check on bus arrivals and to identify the order of the buses if there are multiple schools.
- Assigned docent should return to entire group only after the buses arrive.
- When buses arrive (and not until), lead docent dismisses groups in order of bus arrival, with an interval between.
- From the Goodman auditorium, groups are dismissed to the lunchroom alternating with groups to the buses.
- If students are shopping at the Legacy gift shop, groups of ten accompanied by a teacher/chaperone are dismissed; students not shopping walk through to the buses.

**Tour Card Order**

**Card 1:** Temp Exhibit, then World War II (through the front door)
**Card 2:** Room of Remembrance/Survivor Narrative, then Life Under Nazism (through the front door)
**Card 3:** Temp Exhibit, then Wannsee (through the back door, by the library)
**Card 4:** North Gallery Exhibition, then Liberation (through the back door, by the library)
**Card 5:** World War II (through the front door)
**Card 6:** Life Under Nazism (through the front door)
**Card 7:** Wannsee (through the back door, by the library)
**Card 8:** Liberation (through the back door, by the library)
FIELD TRIP Lead Docent Pre-Tour Conversation*
(To be shared with all docents working with the group)

Lead Docent

Name:          Email:          Phone:          

Teacher & School Information

Name:          Email:          
School Phone:          Teacher’s Mobile Phone:          
Date:          
School / Academic Program:          Grade:          
Subject Taught:          
Tour Time:          Lunch (Yes/No):          
Number of Students:          Number of Teachers/Chaperones:          

Other Docents Working with You

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*If the contact teacher proves difficult to reach and hasn’t returned your phone calls, you can either
leave a voice message with tour logistics or contact the teacher via email. It is important to contact the
docents on the tour even if you were not able to reach the contact teacher.
Remind teachers that a thorough reading of the electronic Pre-Visit Information Sheet is **crucial**, and that the Chaperone Guide should be distributed to all chaperones. Here are some highlights from the packet to emphasize during your conversation:

- Will you be present during the field trip? If not, what is the name and mobile phone number of the teacher that will be present? (If the teacher that you communicate with will **not** be on the field trip, please remind him or her to forward and review all pre-visit information with the teacher who will be present on the day of the trip, and get the teacher’s contact information)

- **Confirm the name, grade level(s), number of students, tour time, and lunch policy.** Please call the Education Department at 847-967-4848 immediately if any of this information is different than what was provided to you, or if you are running late the day of your visit.

- **Review the content** you will cover on the tour. If a speaker is scheduled to be a part of the tour, please remind the teacher that while we will do our best to secure a speaker, we cannot guarantee a speaker. Advise that arriving late will impact tour content.

- Students should be divided into **color groups** (red, orange, yellow, green, blue, purple, brown, and gray). The number of groups should be equal to number of docents and groups should be approximately equal in size.

- Students need **nametags** that include their first names in large, legible letters (NO yellow!), and color group. **Please emphasize that color groups must be clearly indicated on nametags.** Students should sit on the buses according to color group.

- **Buses should arrive 10-15 minutes before the scheduled tour time:** enter the driveway to the north side of the museum, and pull up to the “dark side” doors. The head teacher should meet a Museum representative inside to receive instruction regarding check-in, receipts and the bus unloading process. Suggest that the teacher obtain the bus driver’s phone number. **All students must remain seated on the bus.**

- Lunches must be labeled with student and school name and put in cardboard boxes. Lunches should be placed in bags and boxes together according to group color to make distribution of lunches easier. Individual lunches must be in **disposable containers**.

- Coat, backpacks, purses, cell phones, electronics, cameras, and writing materials must be left on the bus or collected by chaperones in advance and stored in a locker. Teachers/chaperones may bring cell phones (on vibrate only) into the Museum. Students may wish to bring light sweaters, as the Museum can get cold.

- (For “In Our Voices” field trips) Student may bring their own headphones/earbuds with them and into the Museum as we will be using headsets during the tour.

- Teachers should encourage students to eat breakfast prior to the field trip, as they will be on their feet for an extended period of time in the Museum.

- The head teacher must bring full payment (check, credit card, money order or cash in large bills) but should subtract any deposit made from the total. Call the Field Trips Hotline with questions related to billing: 847-967-4848.
GROUP TOUR Lead Docent Pre-Tour Conversation
(To be shared with all docents working with the group)

**Lead Docent**

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**Group Information**

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<th>Name:</th>
<th>Email:</th>
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Group Contact’s Phone (Home AND Mobile):

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<tr>
<th>Date:</th>
<th>Arrival Time:</th>
<th>Departure Time:</th>
<th>Number in Group:</th>
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**Other Docents Working with You**

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Please ask the following questions before reviewing logistical requirements on page 5:

1. What are the group’s expectations for their tour?

2. Anything we need to know about the group – i.e. special needs, language, etc.?
If they are running late, they need to call IHMEC: 847-967-4849 (Group Tours Team)

Please share this information with the other docents in your group!

- Please make sure the group is divided into equal groups prior to arrival. (The number of groups is equal to the number of assigned docents.)

- Check in at the Admissions window and receive a receipt

- Coats and umbrellas should be checked in the coat check. Mobile devices are allowed but they must be on vibrate/silent.

- Unless lunch is scheduled, water bottles and food of any kind are not allowed into the Museum. Security will take them away.

- All visitors will go through security (metal detectors). No pocketknives are allowed (even the little ones!).

- Visitors may wish to bring light sweaters, as the Museum can get cold.

- If tour participants are in wheelchairs, please know that Museum staff and/or docent volunteers are not allowed to “push” the wheelchairs. The tour group must provide someone to do so.
Dear (name),

On behalf of the Illinois Holocaust Museum, I am reaching out as your lead docent to confirm some details before your upcoming field trip. I look forward to working with your group. If you are not the correct contact for the group, I would greatly appreciate you forwarding this email to the correct teacher.

According to the confirmation letter you have received, there are (how many) students coming from the (what grade) grade on (this date) from (time) for a (what kind of) tour, and you (are, are not) scheduled for lunch in the museum. If any of this is incorrect or if you have questions about payment, please contact the Field Trips Team directly at schoolgroups@ilhmec.org or 847-967-4848.

Attached to your confirmation e-mail should have been a Field Trip Planning Packet and a Chaperone Guide. I suggest you review the Field Trip Planning Packet and distribute the Chaperone Guide to the other chaperones so that everyone is on the same page.

We are going to have (#) docents, so please divide the students into (#) approximately equal groups. Please give them name tags prior to arrival at the museum with their first names in large black letters and their group designation. We suggest you designate the groups by color, but any other method is fine. (Please seat the students on the bus(es) in their designated groups. Also, put their lunches in boxes by group. Write the group color and the name of the school on the outside of the box). Please have the bus(es) pull into the driveway on the north side of the museum. Do not park in the lot. The bus(es) should stop at the dark doors. Leave the students on the bus(es) and check in. Students are asked to leave cell phones, all electronics, coats and back packs, food, water, and any writing materials on the bus(es). While you are checking in, we will remind them of this on the bus(es). We will then get the students off the bus. The bus(es) can then park. The driver(s) are welcome to come into the Museum at no additional charge.

While I have highlighted the logistics, I’d appreciate the opportunity to talk to you so we can find out your objectives and the depth of the students’ knowledge about the Holocaust. Please feel free to contact me at my numbers below or by e-mail.

Looking forward to meeting you. Take care.
Student Field Trips

The Illinois Holocaust Museum’s field trip program is offered to schools grades 3 – 12, colleges/universities, supplementary programs, non-profit groups, and youth organizations (ages 8 – 22).

Field Trip Options

In Our Voices
Through guided investigation of the Karkomi Holocaust Exhibition, students explore the history of the Holocaust as told through the personal belongings, photographs, historical records, and stories of local survivors and eyewitnesses. Transforming history into lessons for today, the tour invites students to discuss the power of choice, responsibility, citizenship, and human rights, and to discover what influences our decisions to act as bystanders or upstanders in response to inhumanity.

Tour Includes:
• Karkomi Permanent Exhibition – 90 minutes
• Special Exhibition- 20 minutes
• Speakers’ Bureau presentation w/ Q&A – 40 minutes

Become a Witness
Students will be immersed in experiential galleries featuring authentic stories, real-life scenarios, and memorable interactive activities. Students may begin to experience a deeper understanding of the lessons of the Holocaust and become a witness to their world through new eyes. Engaging technology introduces students to historical and contemporary upstanders, gives them the opportunity to reflect on how their personal choices have consequences for others, and inspires students to reflect on how they can act to create change in their local and global community. This tour option includes selected portions of the Karkomi Holocaust Exhibition. It does not include the galleries on ghettoization, deportation (the rail car) and life in concentration camps.

Tour Includes
• Explore the following exhibitions:
• Portions of the Karkomi Holocaust Exhibition – Post-War Immigration; Neo-nazi March on Skokie, 1977-78
• Discussion of artifacts related to pre-war Jewish life, the rise of Nazism, and the Kindertransports
• Eyewitness speaker
• Temporary Exhibition (when age appropriate)
**Memory, Action, Community**

Experiential technology, interactives, and compelling stories capture the role universal human and civil rights can play in empowering engagement and creating community. Students will reflect on how they can act – both individually and as a group – to make a difference and inspire an ongoing dialogue on their responsibility to others as part of a diverse and global community. This tour option includes selected portions of the Karkomi Holocaust Exhibition. It does not include the galleries on ghettoization, deportation (the rail car) and life in concentration camps.

**Tour Includes:**
- *Make a Difference: The Harvey L. Miller Family Youth Exhibition*
- Portions of the Karkomi Permanent Exhibition—Post-War Immigration; Neo-Nazi March on Skokie 1977-78
- Discussion of artifacts related to pre-war Jewish life, the rise of Nazism, and the Kindertransports
- Temporary Exhibition (when age appropriate)

**Stand Up, Speak Out**

Through a facilitated experience, students will begin to develop a social awareness and set of skills to demonstrate positive decision-making and responsible behaviors that allow for a deeper understanding of how the core values of respect, compassion, justice, and citizenship lead to success in school and in life. Hands-on, interactive activities and experiential galleries empower students to take a personal stand for themselves and on behalf of others while motivating students to take positive action in school, at home, in their neighborhood, and around the world. This tour option does not include the Karkomi Holocaust Exhibition.

**Tour includes:**
- *Make a Difference: The Miller Family Youth Exhibition*
- A hands-on activity
- Temporary Exhibition (when age appropriate)

**Special Exhibitions (Grades 3 and above depending on content)**

Docents add insight to these world-class special exhibitions which explore broad themes related to the mission of the Museum. The tour also includes a walk through and discussion of the Museum’s contemplative spaces and symbolic architecture. The tour is approximately 1½ hours in length. An orientation to the Museum and Karkomi Holocaust Exhibition is provided if visitors wish to visit other sections of the Museum at the conclusion of the tour. These sections will not be docent-led.
General Tips and Strategies

- When introducing *Make a Difference! The Harvey L. Miller Family Youth Exhibition* to students, please use its name! *Make a Difference!* helps set the tone, gives students a taste of what they will experience, and calls them to action.
- Set the tone. Take an extra few seconds when introducing *Make a Difference!* to let students know that they will rotate through different activities and, in general terms, what those activities are. This will help students to feel more grounded in the space and will make rotating the sub-groups easier.
- **Remember:** Beginning with the 2016-2017 school year, tours will no longer include Youth Exhibition Attendants.
- Field trips will be offered at the following times:
  - Become a Witness; Memory, Action Community; Stand Up, Speak Out: Weekdays 9:45, 2:00; Thursdays: 5:00; Weekends: 10:00, 11:00, 1:30.
  - Memory, Action, Community and Stand Up, Speak Out tours are also offered at 11:45 on weekdays.
- All field trips eat lunch either **after** (9:45 tours) or **before** (11:45 tours) their tour time.

Individual tours are described on the following pages.

**Tour Components and Themes:**

**Become a Witness (grade 6 and up)**

<table>
<thead>
<tr>
<th>Component*</th>
<th>Time Allotted</th>
<th>Themes/Key Questions</th>
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<tbody>
<tr>
<td>Make a Difference: Eyewitness Stories (Introduction &amp; 1 individual story)</td>
<td>15 minutes</td>
<td>Introduction to the Holocaust. Upstander/Bystander. What can we learn from survivors and rescuers?</td>
</tr>
<tr>
<td>Make a Difference: Identity Rubbings</td>
<td>15 minutes</td>
<td>What are some of the characteristics of the eyewitness whose story I watched? What qualities might I share with that person?</td>
</tr>
<tr>
<td>Artifact Discussion</td>
<td>15 minutes</td>
<td>Visual analysis of individual objects. How can objects contribute to and/or define a person’s identity? Discrimination and loss of rights. Bystander/Upstander.</td>
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<tr>
<td>Component*</td>
<td>Time Allotted</td>
<td>Themes/Key Questions</td>
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<td>15 minutes</td>
<td>What are some of the characteristics of the eyewitness whose story I watched? What qualities might I share with that person?</td>
</tr>
<tr>
<td>Make a Difference: Choices (Lockers)</td>
<td>15 minutes</td>
<td>Being part of a community. Upstander/bystander. Problem solving. Teamwork. Choices and consequences.</td>
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<tr>
<td>Make a Difference: Upstander Oath/Your Story</td>
<td>15 minutes</td>
<td>Being part of a community. Upstander/bystander. What can I do to solve problems in my community?</td>
</tr>
<tr>
<td>Artifact Discussion</td>
<td>20 minutes</td>
<td>Visual analysis of individual objects. How can objects contribute to and/or define a person’s identity? Discrimination and loss of rights. Bystander/Upstander. Kindertransport—separation from family.</td>
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<tr>
<td>PE – Immigration &amp; Skokie</td>
<td>20 minutes</td>
<td>Coming to a new country, challenges of building a new life. First Amendment rights and responsibilities.</td>
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<tr>
<td>Temporary Exhibition</td>
<td>20 minutes</td>
<td>Changes with exhibition; themes will be discussed at special exhibition training.</td>
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## Stand Up, Speak Out (grade 3 and up)

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<th>Component*</th>
<th>Time Allotted</th>
<th>Themes/Key Questions</th>
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<tr>
<td>Make a Difference: Upstander Backpack</td>
<td>15 minutes</td>
<td>Being part of a community; Upstander vs Bystander; problem solving; teamwork; empathy</td>
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<tr>
<td>Make a Difference: Upstander Oath/Your Story</td>
<td>15 minutes</td>
<td>Being part of a community. Upstander/bystander. What can I do to solve problems in my community?</td>
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<tr>
<td>Make a Difference: Playground Interactive</td>
<td>15 minutes</td>
<td>Observing and interpreting situations; positive interactions</td>
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<tr>
<td>Make a Difference: Identity Rubbings</td>
<td>15 minutes</td>
<td>What are the characteristics that make me unique? What qualities make me who I am?</td>
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<tr>
<td>Temporary Exhibition</td>
<td>20 minutes</td>
<td>Changes with exhibition; themes will be discussed at special exhibition training.</td>
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<td>Hands-on Activity (Sit-In: How Four Friends Stood Up by Sitting Down)</td>
<td>30 minutes</td>
<td>What rights and responsibilities do we have as members of a community? How does diversity strengthen a community? What can I do to address an injustice in my community?</td>
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*Note: Tours also include security, bus briefing, and lunch (when applicable). Sequence of components will vary based on tour rotation.
Group Tours

*Karkomi Holocaust Exhibition*
The Karkomi Holocaust Exhibition seamlessly weaves Survivor narratives, personal belongings, photographs, and videos into a moving and responsive experience. (TIME: 90–120 MINUTES)

*Women in the Holocaust Exhibition*
This enhanced and highly focused tour of the Karkomi Holocaust Exhibition explores the changing and evolving roles of women before, during, and as a result of, the Holocaust. (TIME: 90 MINUTES)

*Symbolic by Design Architectural Tour*
This tour begins with an exploration of the Museum’s striking exterior (weather permitting) and continues within, resulting in an in-depth understanding and appreciation of award-winning Chicago architect Stanley Tigerman’s use of design, symbolism, and light to tell the story of the Holocaust. (TIME: 60 MINUTES)

*Special Exhibitions and Galleries*
Changing Regularly
Three rotating special exhibitions and galleries offer new perspectives on relevant contemporary issues such as race, refugees, ethics, and culture. (TIME: 60 MINUTES)

*Interactive Survivor Experience*
Stories for Generations to Come...
What will happen when the Holocaust Survivors are no longer here to tell their stories? The Illinois Holocaust Museum & Education Center is the world’s first museum to feature new and exciting interactive high-definition, voice recognition technology. This technology enables visitors to engage in conversation with a three-dimensional, strikingly life-like, image of an actual Holocaust Survivor. Visitors are encouraged to ask questions, and hear the answers and stories in the Survivor’s own voice. (TIME: 30 MINUTES)
ACKNOWLEDGEMENT

As a volunteer at Illinois Holocaust Museum & Education Center, I agree to follow all the guidelines and policies set forth in the “Docent Handbook.” I have read the “Docent Handbook” in its entirety and understand that failure to follow IHMEC’s Docent policies may be cause for review and/or dismissal.

Signature: ________________________________ Date: ________________

Return this signed form to the envelope marked “Handbook Forms” in the Volunteer Lounge.