

➤ LEARNING ABOUT AND BECOMING A VOLUNTEER THROUGH ROLE PLAY

Target Group: **Year 1**

Australian Curriculum Reference: **English and History**

HISTORY

Historical Skills

- + Distinguish between the past, present and future (ACHHS032).
- + Identify and compare features of objects from the past and present (ACHHS035).
- + Use a range of communication forms (oral, graphic, written, role play) and digital technologies (ACHHS038).

ENGLISH

Language

- + Understand that language is used in combination with other means of communication, for example facial expressions and gestures to interact with others (ACELA1444).

Literacy

- + Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions (ACELY1656).
- + Use interaction skills including turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace (ACELY1788).
- + Make short presentations using some introduced text structures and language, for example opening statements (ACELY1657).

LESSON SUMMARY

The following lessons form a section from the Year 1 History unit *Past and Present Family Life*. The unit would commence prior to lesson 1. The lessons in this plan form the excursion component of the unit.

Throughout their history unit, students visit a museum or gallery and talk with volunteer guides about what they do. Students prepare questions to ask the volunteers. They report their findings back to the class.

Extending from this, students bring in an item from their past to contribute to a classroom 'museum'. The museum opens throughout the course of the history unit, and students take turns being volunteer guides and explaining their 'artefact' to other students.

LESSON CONTENT AND METHODOLOGY

Lesson 1

- + Watch the video *Sesame Street: Usher – Volunteer*: www.youtube.com/watch?v=5cysG5M1PFA
- + Brainstorm what a volunteer is and what they do. Ask students the following questions:
 - + What is a volunteer?
 - + What are some things that volunteers do?
 - + Have you met people at our school who volunteer?
 - + Why do you think they volunteer?
- + As a class, brainstorm some questions that students could ask a volunteer to find out more about what they do, such as the following:
 - + Why do you volunteer?
 - + How long have you been volunteering?
 - + What made you become a volunteer?
 - + How often do you volunteer?
- + Divide students into small groups of five to six. Students work in their groups to choose three questions they would like to ask a volunteer.

Lesson 2

Students visit a museum. Each small group interviews a volunteer, asking them the three questions they recorded from the prior lesson.

Lesson 3

Upon returning to school, each group presents their answers to the class and discusses what they found out. Teacher asks the students what they learned about volunteers that they didn't know before.

Lesson 4

- + Students bring in an item from home that reflects the past. They must learn about this item so that they feel confident to speak about it.
- + The items are arranged to form a class museum. Throughout the remainder of the history unit, the museum has open days. During these days, students volunteer in the museum, in their small groups. The rest of the class explores the museum. Volunteering students must help to show the other students around and be available to answer questions about artefacts in the museum.

Lesson 5

Invite parents in for a museum open day. Students act as volunteer guides and take their parents around the museum.

ASSESSMENT

- + Students can articulate what a volunteer is and what they do.
- + Students role-play a volunteer.

RESOURCES

- + *Sesame Street: Usher – Volunteer*: www.youtube.com/watch?v=5cysG5M1PFA