

➤ VOLUNTEERING AND ME

Target Group: **Year 3**

Australian Curriculum Reference: **English and HPE**

English

- + Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features (ACELY1694).
- + Using research from print and digital resources to gather ideas, integrating information from a range of sources; selecting text structure and planning how to group ideas into paragraphs to sequence content, and choosing vocabulary to suit topic and communication purpose.
- + Using grammatical features including different types of verb groups/phrases, noun groups/phrases, adverb groups/phrases and prepositional phrases for effective descriptions as related to purpose and context (for example, development of a character's actions or a description in a report).

Literacy

- + Describe how respect, empathy and valuing difference can positively influence relationships (ACPPS037).
- + Describing behaviours that show empathy and respect for the rights of others.

LESSON SUMMARY

This is a unit of work covering three lessons.

As a class, students have read *Penny Pollard's Diary* by Robin Klein in previous weeks. *Penny Pollard's Diary* documents the visit (albeit reluctant) of a school student, Penny Pollard, to a local aged care facility. Penny meets an elderly resident at the visit, and an unlikely relationship develops. The book examines many issues including old age, friendship, family relationships and the issues surrounding the growth into adolescence. Students will have examined these issues during their reading of the diary.

In Lesson 1, students discuss the definition of a volunteer before watching a short documentary on National Volunteer Week, focusing on students volunteering at a nursing home. Using the questions posed on the stimulus sheet, the class determines the definition of volunteering and discusses the benefits of volunteering. Students then approach various school personnel and determine, using their own questions, where volunteers are located in the school and the tasks they perform.

In Lesson 2 students review the purpose and content of persuasive texts. They create a 'persuasive poster' advertising their upcoming visit to an aged care facility and encouraging students in their class to come along.

Students then visit an aged care facility and interview a designated resident about their childhood.

In Lesson 2, students use their research to write a factual recount of the life of an elderly person.

LESSON CONTENT AND METHODOLOGY

LESSON 1

Introduction

- + Teacher leads class discussion, asking *what is a volunteer?*

Stimulus

- + Students view Behind the News documentary on National Volunteer Week:
www.abc.net.au/btn/story/s3208633.htm
- + Students discuss the focus questions contained in Worksheet 1.

Activity

- + In small groups, students interview school personnel such as office staff, assistant principal etc to determine where volunteers work in the school and the tasks they perform.

Conclusion

- + Students report their findings to the class.

LESSON 2

Introduction

- + Review previously-taught content on persuasive texts. Discuss synonyms for the verb 'persuade,' such as 'convince' and 'argue.' Remind students that persuasive writing always has a purpose — that is to convince a designated audience to think or act in a certain way. Students will revise the purpose and correct use of emotive language, especially modality (nouns, verbs, adjectives and adverbs). Remind students of the distinction in form between exposition (argument) and exposition (advertisement).

Stimulus

- + Show students examples of persuasive advertisements found on the NSW Public Schools website:
www.schools.nsw.edu.au/learning/7-12assessments/naplan/teachstrategies/yr2011/index.php?id=literacy/reading/lr_cold/lr_cold_s4b_11
- + Discuss placement, size and content of images and language used.

Activity

- + Teacher provides details about what the students will be doing when they actually visit an aged care facility. The students develop a set of questions that they will ask the residents that will help the children understand what the resident's lives were like when they were young.
- + In pairs, students design and publish a persuasive poster advertising their excursion to the aged care facility. The poster should provide details of the excursion and also advertise the benefits of volunteering their time.

Conclusion

- + Students share their completed work and display it in the classroom and around the school grounds.
- + Students visit the aged care facility (teacher will have contacted the facility and organised the arrangements).

LESSON 3

Introduction

- + Students share their experiences at the aged care facility and discuss any memorable moments they experienced or challenges they faced.

Stimulus

- + Using *Penny Pollard's Diary*, students view the photos taken by Penny of Mrs Bettany.
- + Discuss the sequencing of these photos in relation to the life events relayed by Mrs Bettany to Penny during the narrative. Reinforce the importance of correctly sequencing events in a recount.

Activity

- + Students write a factual recount detailing the life of their aged care resident. Students must include an introduction providing basic details about their resident, a body recounting their life events in the correct order, and a conclusion summarising the resident's main achievements and personal qualities shown by these achievements.

Conclusion

- + Students share their published work with their peers and also send a copy to their aged care resident.

ASSESSMENT

- + Work sample: persuasive poster
- + Work sample: factual recount
- + Teacher observation of participation in and contribution to group discussion.

RESOURCES

- + *Penny Pollard's Diary* by Robin Klein
- + Volunteer Week story (Behind the News website): www.abc.net.au/btn/story/s3208633.htm
- + Worksheet 1 (Behind the News teacher resource, taken from Behind the News website): www.abc.net.au/btn/resources/teacher/episode/20110510-volunteerweek.pdf
- + National Volunteering Week 2015 (Volunteering Australia website): www.volunteeringaustralia.org/2015/04/national-volunteer-week-2015
- + Examples of persuasive advertisements (NSW Public Schools website): www.schools.nsw.edu.au/learning/7-12assessments/naplan/teachstrategies/yr2011/index.php?id=literacy/reading/lr_cold/lr_cold_s4b_11

WORKSHEET 1

From Behind the News website: www.abc.net.au/btn/resources/teacher/episode/20110510-volunteerweek.pdf

VOLUNTEER WEEK

Focus Questions

1. How many hours a year do Australian people spend volunteering?
2. Students in the BtN story are volunteering as part of their _____ lesson.
3. What do the student's gain from volunteering?
4. What are the benefits to the residents?
5. How do the students help out at the nursing home?
6. How are students sharing their knowledge with the residents?
7. How does volunteering benefit the community?
8. Choose three adjectives to describe volunteers.
9. If you were to work as a volunteer, what would you do? Why?
10. What do you understand more clearly about volunteers since watching the BtN story?

Volunteer Week

Begin with a class brainstorm to find out what students know about volunteers and volunteering. The following questions may help focus the discussion.

- + What is the difference between voluntary and paid work?
- + What does being a volunteer mean?
- + Why do people become volunteers?
- + How do people become volunteers?
- + Who do you know who works as a volunteer?
- + How does volunteering benefit the volunteer?
- + How does volunteering benefit the organisation?

Students then investigate volunteering within the school community.

- + How does the school rely on volunteers?
- + What sort of work do they do?
- + What training is required?
- + How are they recognised?

Discuss with students who they could interview to find out more about volunteers at their school, for example the Principal, Deputy Principal or front office staff. Encourage students to write some questions of their own to ask. Each student can present their information about volunteers to the class.

Alternatively, students can research an organisation that relies on volunteers for the work that it does. Some key questions to investigate include the following.

- + What are the different roles the volunteers have within the organisation?
- + Are kids/young people able to work as volunteers for the organisation?
- + What training is needed to work as a volunteer?
- + How do they recruit new volunteers?

Related Research Links

- + *Fred's Van* from ABC Behind the News: www.abc.net.au/btn/story/s3038374.htm
- + Children's BBC: *Guides: Voluntary work*:
news.bbc.co.uk/cbbcnews/hi/newsid_3250000/newsid_3250100/3250193.stm
- + Volunteering Australia: *Definitions and Principles of Volunteering*:
www.volunteeringaustralia.org/wp-content/files_mf/1376970969VADefinitionandprinciplesofVolunteering.pdf

WORKSHEET 1

Volunteers in Our School



..... is a volunteer at our school.

As a volunteer:
