

➤ VOLUNTEERS: WHO ARE THEY?

Target Group: **Year 4**

Australian Curriculum Reference: **English**

- + Understand differences between the language of opinion and feeling and the language of factual reporting or recording (ACELA1489).
- + Identify features of online texts that enhance readability including text, navigation, links, graphics and layout (ACELA1793).
- + Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information (ACELY1687).

LESSON SUMMARY

Students will look at a promotion of the 40 Hour Famine, listen to someone who has taken part in it and explore the different language and imagery used to convey the speaker/author's message. They will then use that information to prepare questions to ask a future speaker.

Through verbal and visual representations the students will consider the benefits of volunteering to the individual and to the organisations that are assisted.

LESSON CONTENT AND METHODOLOGY

- + Teacher leads discussion about the 40 Hour Famine, asking questions such as *why do we have fundraisers?* Look at humanitarian projects that the school has been involved in, for example Jump for Health and the 40 Hour Famine. Ask students to think about how we support these organisations, and why.
- + Students look at the 40 Hour Famine website that is promoting and inviting participation in the 2015 event. Teacher structures a class discussion drawing attention to the factual language and the emotive image, and how they are used to deliver the message about the importance of being involved in the fundraising activity.
- + Teacher invites a student who has been involved in the 40 Hour Famine to speak to the class about that experience. Students compose possible questions to ask the visiting student before the visit. Questions could include things like *how did you feel after a few hours without eating?* Students are asked to write down examples of factual and emotive language that is used by the student.
- + After the student has finished the teacher thanks them for their contribution. The student leaves. Teacher asks the class whether they have they been persuaded to become involved as a result of the information provided by the online messages and the speaker. Students identify why they were influenced and what language or images in particular persuaded their decision.

- + Teacher talks about the range of humanitarian issues that people volunteer to help with and how we react when natural disasters occur. Students view Vanuatu: 'Aid for all in two weeks' pledge: www.youtube.com/watch?v=CZP-EOy2K_Q. Teacher asks the students questions like: *What kind of help is required? How must the people who have lost their homes feel?*
- + Teacher tells the students that at the next lesson they will listen to someone who has volunteered abroad. Students are then grouped (four to six students per group) to develop questions they might ask that person. Each group must select their top question and identify a person who will ask that question to the speaker. Students read their question to the class to make sure there are no repeats.

RESOURCES

- + 40 Hour Famine: Call for Support 2015: www.40hourfamine.com.au
- + Vanuatu: 'Aid for all in two weeks' pledge: www.youtube.com/watch?v=CZP-EOy2K_Q