

➤ EXPLORING VOLUNTEERING THROUGH CIRCLE TIME

Target Group: **Foundation to Year 2**

Australian Curriculum Reference: **Health and Physical Education**

PERSONAL, SOCIAL AND COMMUNITY HEALTH

Foundation

- + Identify personal strengths (ACPPS001).

Years 1 and 2

- + Describe their own strengths and achievements and those of others, and identify how these contribute to personal identities (ACPPS015).
- + Recognise situations and opportunities to promote health, safety and wellbeing (ACPPS018).

COMMUNICATING AND INTERACTING FOR HEALTH AND WELLBEING

Foundation

- + Practice personal and social skills to interact with and include others (ACPPS004).
- + Identify and describe emotional responses people may experience in different situations (ACPPS005).

Years 1 and 2

- + Describe ways to include others to make them feel that they belong (ACPPS019).

CONTRIBUTING TO ACTIVE HEALTHY COMMUNITIES

Foundation

- + Identify actions that promote health, safety and wellbeing (ACPPS006).

Years 1 and 2

- + Explore actions that help make the classroom a healthy, safe and active place (ACPPS022).

LESSON SUMMARY

This series of three lessons explores the concept of volunteering and helping others, through the structure of 'Circle Time'. It is designed to empower junior primary school aged students to take initiative to help others through sharing their own skills and comments.

LESSON CONTENT AND METHODOLOGY

‘Circle Time’ is a lesson structure that guides discussion. It supports teachers and students to explore topics that are related to health and wellbeing, social skill development and identifying emotions. The technique is highly structured and is used to balance discussion with explicit teaching, games and activities.

Students are supported to share in a safe and inclusive environment, with explicit expectations and processes. The methodology encourages cooperation and improved self-esteem among students.

For a rationale of Circle Time, see: www.circletime.co.uk

LESSON ONE: HELPING OTHERS

Check In

Students have the opportunity to share their views, with a focus on building self-esteem.

Students move around the circle and share their response to the following question: *what are you good at and how can you help others with that skill?*

Mix Up

Students are encouraged to swap places to ‘mix up’ their placement in the circle.

When the Wind Blows (ways to help others)

Students swap places with others when the teacher calls out questions, starting with the phrase: *when the wind blows...swap places with somebody who likes helping others with the gardening/with their reading/with their writing/with cooking/by keeping them company/by helping with chores.*

Activity

Teacher has the opportunity to explicitly teach content, followed by an activity for students to demonstrate understanding.

Read *The Giving Tree* by Shel Silverstein. A narration of the story is also available at:

www.youtube.com/watch?v=32A31SzVhyw

After reading/viewing the text, the teacher leads discussions on the themes of giving and helping. Discuss that the tree ‘gave’ without wanting anything in return.

Lead discussion towards how students can help others either at home, at school or in the community, and that they can do so without expecting anything in return. Explain that helping others can make people ‘feel good’ and contribute to health and wellbeing.

In pairs, students come up with a short role-play scenario, demonstrating how they can help others. Following each role-play, the audience is to identify how people were ‘helped’ and how the helper would have felt.

Energiser

Students have the opportunity to play a quick game, usually with an emphasis on working together, to re-energise the group.

Students work together to keep a single balloon up in the air, without touching the ground.

Following the game, discuss strategies for success and the importance of working together. For an extra challenge, alterations can be made such as only being able to use elbows to touch the balloon.

Check Out

Students have the opportunity to share their views on the topics discussed in Circle Time, with a focus on building self-esteem.

Students move around the circle and each complete the following sentence: *When I help others, I feel...*

LESSON TWO: INTRODUCING VOLUNTEERING

Check In

Students have the opportunity to share their views, with a focus on building self-esteem.

Students move around the circle and complete the following sentence: *I have seen people in the community helping others by...*

Mix Up

Students are encouraged to swap places to 'mix up' their placement in the circle.

It's nice to meet you/compliment tag

One student stands in the middle of the circle. Students take turns to approach the person in the centre, introduce themselves and shake hands, and say a kind thing/compliment to that person. Each person should have a chance to be in the centre of the circle and hear a compliment about themselves.

Introduce the concept of volunteers.

Watch the following YouTube video of Usher on Sesame Street, explaining volunteers:

www.youtube.com/watch?v=5cysG5M1PFA

Activity

Teacher has the opportunity to explicitly teach content, followed by an activity for students to demonstrate understanding.

Discuss volunteers that students have seen in the community. Ask if students have any family members who volunteer.

Look at images of different people volunteering in the community. Discuss what each person is doing to help others, with an emphasis on the concept of volunteering with no payment/expecting nothing in return. Refer back to *The Giving Tree* text.

In pairs or small groups, students should be given one image of a volunteer. They are to stick the image onto a poster and write words to describe what the person is doing and how it helps others. Additional illustrations can be included.

For a challenge, their poster may include an element of persuasion, to advertise for others to participate in this form of volunteering. Provide opportunity for each group to share their posters and hear feedback from others.

Energiser

Students have the opportunity to play a quick game, usually with an emphasis on working together, to re-energise the group.

Students work together to pass a hoop around the circle, while holding hands. The aim is to pass the hoop around the entire circle, improving speed each time, without breaking the chain of hands.

Check Out

Students have the opportunity to share their views on the topics discussed in Circle Time, with a focus on building self-esteem.

Following the game, discuss strategies for success and the importance of working together as a team.

Students move around the circle and answer the following sentences: *an example of volunteering is... it is important because...*

LESSON THREE: WHAT CAN WE DO TO VOLUNTEER?

Check In

Students have the opportunity to share their views, with a focus on building self-esteem.

Students move around the circle and complete the following sentence: *I would like to volunteer at home/school/in the community by...*

Mix Up

Students are encouraged to swap places to 'mix up' their placement in the circle.

Fruit salad

Play 'fruit salad' to move students into different places in the circle. To keep with the volunteering theme, groups of students could be named after different types of volunteers. When the teacher calls out the 'names', students swap places.

Activity

Teacher has the opportunity to explicitly teach content, followed by an activity for students to demonstrate understanding.

Revisit the concept of volunteers. Ensure that all students understand what a volunteer is, and can explain some different types of volunteering.

Establish that students have the opportunity to volunteer at home, school and in the community. Discuss different opportunities and ways students can volunteer. Remind students that volunteering is like 'helping' without wanting anything in return. Explain that lots of volunteers enjoy it because they like the way it makes them **feel**. They have good **feelings** from volunteering **instead of payment**.

Give each student three Post-it notes (this may be clearest if there are three colours – one each for home, school and the community). On each Post-it note, students are to write or draw about ways that THEY can volunteer at home, school or in the community. Make class posters for home/school/community which include each Post-it note. Give students an opportunity to share their ideas and provide feedback to each other.

Following this, students will complete an illustration and written description of themselves volunteering (see Worksheet 1).

Energiser

Students have the opportunity to play a quick game, usually with an emphasis on working together, to re-energise the group.

Students work together to pass a 'squeeze' around the circle, by holding hands and taking turns to gently squeeze one another's hands in a pattern.

Following the game, discuss strategies for success and the importance of working together as a team.

Check Out

Students have the opportunity to share their views on the topics discussed in Circle Time, with a focus on building self-esteem.

Students move around the circle and complete the following sentence: *I will volunteer to...at home/school/in the community. It will make me feel...*

RESOURCES

- + *The Giving Tree* by Shel Silverstein (narration video): www.youtube.com/watch?v=32A31SzVhyw
- + Video explaining volunteering: www.youtube.com/watch?v=5cysG5M1PFA
- + Worksheet 1

WORKSHEET 1

Name _____

This is me volunteering to _____

It is helpful for others because _____

Volunteering to help others makes me feel _____
