

MAPPING VOLUNTEERING TO ENGLISH: FOUNDATION — YEAR 10 CURRICULUM

Year	Language	Literature	Literacy	Sample Activity
Foundation		<p>Creating literature Retell familiar literary texts through performance, use of illustrations and images (ACELT1580).</p>		<p>Students act out a story that they have been read in class, and practice and perform it for a local aged care facility. Children learn that giving one's time freely to others to make them feel 'better' is a volunteering activity.</p>
			<p>Creating texts Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge (ACELY1651).</p>	<p>Students record simple sentences about their 'volunteering experience'.</p>
Year 1			<p>Interacting with others Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions.</p>	<p>Students visit local museum, gallery or historical centre and talk to volunteer guides about what they do.</p> <p>Students prepare a question for the volunteer before the visit and are taught how to listen actively so they can report back on the answer to their question in class.</p>

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Year 1			<p>Interpreting, analysing, evaluating</p> <p>Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that students listen to, view and read by drawing on growing knowledge of context, text structures and language features (ACELY1660).</p>	Use an internet search to find volunteers' stories which can be read to students and then discussed.
Year 2			<p>Interacting with others</p> <p>Rehearse and deliver short presentations on familiar and new topics (ACELY1667).</p>	<p>Students learn about being a volunteer guide and prepare and deliver a short video performance that could be used at one of the national institutions to help other children understand their visit to the same place.</p> <p>For example, children each describe one of the paintings from Sidney Nolan's Ned Kelly series.</p>
			<p>Creating texts</p> <p>Construct texts featuring print, visual and audio elements using software, including word processing programs (ACELY1674).</p>	Students construct a poster using words and inserted images to raise awareness of the RSPCA and the roles of its volunteers.

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Year 3		<p>Creating literature Create imaginative texts based on characters, settings and events from students' own and other cultures using visual features, for example perspective, distance and angle (ACELT1601)</p>		<p>When creating text, ask students to include one young person who is a volunteer in their story.</p> <p>Invite a young volunteer such as a sports coach or Scout leader to address the class and tell their story.</p> <p>Facilitate class discussion about what young volunteers do.</p>
			<p>Interacting with others Plan and deliver short presentations, providing some key details in logical sequence (ACELY1677).</p>	<p>Choose a familiar charity organisation as the topic.</p> <p>Students prepare a step-by-step guide on what they can do to support the organisation.</p>
Year 4		<p>Creating literature Create literary texts that explore students' own experiences and imagining (ACELT1607).</p>		<p>In their texts, students include one character who volunteers in a project overseas.</p> <p>(Preliminary learning could come from identifying a person in the community who has volunteered overseas and inviting them to be a guest speaker for the class).</p>

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Year 4			<p>Creating texts 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).</p>	<p>Develop texts that will persuade the whole school to support a class charity fundraising project and present these texts in class, and at whole school forums.</p> <p>Invite representatives from refugee groups to speak to the class about their experiences.</p>
			<p>Interacting with others Plan, rehearse and deliver presentations incorporating learned content and taking into account particular purposes and audiences (ACELY1689).</p>	<p>Students develop interview questions for these sessions.</p>
Year 5			<p>Interacting with others Plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements (ACELY1700).</p>	<p>Students make a presentation about the experience for a preschool group and for a teacher staff meeting.</p>
			<p>Creating texts Use a range of software, including word processing programs, to confidently create, edit and publish written and multimodal texts (ACELY1728).</p>	<p>Students create an item for the school newsletter describing their 'volunteering' experience.</p> <p>Students explore information texts using volunteering literature as the source.</p>

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Year 6			<p>Texts in context Compare texts – including media texts – that represent ideas and events in different ways, explaining the effects of the different approaches (ACELY1708).</p>	<p>Use a humanitarian activity related to famine to examine the different ways the media reports on these situations.</p> <p>Note the role of volunteering in these activities.</p> <p>Examine texts provided regarding the 40 Hour Famine.</p>
			<p>Interacting with others Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis (ACELY1710).</p>	<p>Provide volunteering services at a local preschool that require the delivery of information, for example teaching children a song, a craft activity or a game.</p> <p>Plan, rehearse and deliver the activity.</p>
Year 7		<p>Responding to literature Compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts (ACELT1621).</p>		<p>Explore how charity literature uses language and characters to influence.</p> <p>Look at pamphlets and other print and electronic advertising.</p>

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Year 7			<p>Interacting with others Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to promote a point of view or enable a new way of seeing (ACELY1720).</p> <p>Interpreting, analysing, evaluating Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources (ACELY1723).</p>	<p>Research and debate whether raising money for charity or volunteering in an organisation gives greater personal satisfaction.</p> <p>Preliminary information could be gathered by students volunteering at a local Primary school sports carnival or as leaders for Peer Support programs, as well as raising money as a class for a specific charity.</p> <p>The class could conduct a mock debate about which of the two types of volunteering provides greater personal satisfaction.</p>
Year 8		<p>Responding to literature Recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in texts (ACELT1807).</p>		<p>Select a country to which Australia gives aid or offers volunteering services.</p> <p>Provide multimodal text related to the country, its issues and Australia's involvement presented from different viewpoints for students to examine.</p> <p>Examples could include newsprint, aid or charity organisation reports and videos.</p>

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Year 8			<p>Creating texts Create imaginative, informative and persuasive texts that raise issues, report events and advance opinions, using deliberate language and textual choices, and including digital elements as appropriate (ACELY1736).</p>	<p>Choose a particular local program that includes volunteers.</p> <p>Develop a persuasive argument about why the program is or is not vital to the community, including the volunteer's roles.</p> <p>Students create their own promotional film on the benefits of volunteering for the organisation.</p>
Year 9	<p>Language for interaction Understand that roles and relationships are developed and challenged through language and interpersonal skills (ACELA1551).</p>		<p>Creating texts Use a range of software, including word processing programs, flexibly and imaginatively to publish texts (ACELY1748).</p>	<p>Allocate students in pairs to work with a local volunteer or elderly person to record their story. This should occur over a number of weeks.</p> <p>Students will need to be explicitly taught the questioning and interpersonal skills necessary to evoke quality responses from the volunteer or elderly person.</p> <p>Students produce a publication of their volunteer or elderly person's story using an appropriate media form such as YouTube presentation, video diary, Instagram posts or blog.</p>

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Year 9	<p>Expressing and developing ideas Analyse and explain the use of symbols, icons and myth in still and moving images and how these augment meaning (ACELA1560).</p>			<p>Incorporate charity and volunteer logos and motifs in the range of images to be considered.</p> <p>How do these types of charity logos work as media tools to influence our thinking?</p> <p>How can actions be seen as symbols? For example, did volunteers at the Sydney Olympics become a symbol of volunteering for all Australians?</p>
			<p>Interpreting, analysing, evaluating Apply an expanding vocabulary to read increasingly complex texts with fluency and comprehension (ACELY1743).</p>	<p>In the texts for analysis, include reports from volunteer organisations, or about volunteer research.</p> <p>Use the original reports and adapt them to suit a youth audience.</p>
Year 10		<p>Responding to literature Evaluate the social, moral and ethical positions represented in texts (ACELT1812).</p>		<p>Examine multimodal texts that tell about a major humanitarian issue such as refugees, human trafficking or improving health in developing nations.</p> <p>Evaluate the social, moral and ethical positions represented in the texts.</p>

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Year 10		<p>Creating literature Create literary texts with a sustained ‘voice’, selecting and adapting appropriate text structures, literary devices, language, auditory and visual structures and features for a specific purpose and intended audience (ACELT1815).</p>		<p>Ask students to imagine they are a person who has been helped by a volunteer over a sustained period.</p> <p>Describe how life is now, and how it would have been different without the assistance of the volunteer.</p> <p>The school should facilitate access to a range of sites from which students can select a volunteer/s to interview, whose experience can assist them in completing their project.</p> <p>Interviews could occur by phone, email exchange, Skype or face-to-face.</p>
		<p>Expressing and developing ideas Evaluate the impact on audiences of different choices in the representation of still and moving images (ACELA1572).</p>		<p>Incorporate images of volunteering and service based activity in the images being considered.</p> <p>Examples could include images of children with eye patches in TV advertisements for the Fred Hollows Foundation, images of children in Save the Children Fund and celebrity sponsorship of humanitarian projects.</p>

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Year 10			<p>Creating texts Review, edit and refine students' own and others' texts for control of content, organisation, sentence structure, vocabulary, and/or visual features to achieve particular purposes and effects (ACELY1757).</p>	<p>Over a term, allocate students into groups to edit and review a not for profit organisation's newsletter or web content. Students must assure quality and meet deadlines.</p> <p>Students need to be explicitly taught that this is an activity volunteers can undertake for organisations in their community.</p>
	<p>Expressing and developing ideas Understand how to use knowledge of the spelling system to spell unusual and technical words accurately, for example those based on uncommon Greek and Latin roots (ACELA1573).</p>			<p>Tutoring a Primary school student in spelling over a number of weeks.</p>