

# ➤ WHAT CAN I DO TO VOLUNTEER?

Target Group: **Foundation**

Australian Curriculum Reference: **English**

## Language

- + Understand that language can be used to explore ways of expressing needs, likes and dislikes (ACELA1429)
  - + recognising some of the ways emotions and feelings can be conveyed and influenced by visual representations, for example in advertising and animations.
- + Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school (ACELA1437)
  - + building vocabulary through multiple speaking and listening experiences
  - + discussing new vocabulary found in texts, bringing vocabulary from personal experiences, relating this to new experiences and building a vocabulary for thinking and talking about school topics.

## Literacy

- + Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations (ACELY1646)
  - + listening for specific things, for example the main idea of a short statement, the details of a story, or to answer a given question
  - + participating in class, group and pair discussions about shared experiences including shared texts
  - + asking and answering questions to clarify understanding.

## Literature

- + Share feelings and thoughts about the events and characters in texts (ACELT1783)
  - + discussing how students feel about what happens in stories
  - + talking about people, events and ideas in texts, enabling students to connect them to their own experiences and to express their own opinions about what is depicted.

## LESSON SUMMARY

Build upon the word 'volunteering' and what it means to the students in the Early Years.

Students will build on actions which aid them in doing things for others (volunteering) in familiar environments such as home and school.

Students will learn about things that could constitute volunteering, like:

- + offering to help others pack up (inside and outside)
- + tidying up in the playground
- + watering or weeding the school garden
- + putting junior fiction books away in the library
- + doing things on the daily class jobs list.

## LESSON CONTENT AND METHODOLOGY

### Introduction

- + Revisit the book *It's Ok to be Different* by Todd Parr.
- + Draw particular attention to the section: *It's okay to do something nice for someone. It's okay to do something nice for yourself.*
- + Draw the student's attention back to the focus statement: *When you do something nice for someone else that helps them just because you can, that is called volunteering.*
- + Ask students: What types of things could we do around our school that would let us say we were volunteers?
- + Add images on a chart to depict answers (Worksheet 1).

### Body

- + Students choose at least two things they can do as a volunteer this week and complete their volunteering chart (Worksheet 1).
- + Remind the students each morning about their volunteer commitment.

### Conclusion

- + At the end of the week students talk about what they did and how they felt helping out.

## ASSESSMENT

- + Whole group: Through class discussion, students contribute their own understanding and ideas of what volunteering means to them.
- + Students suggest at least three ways they can do something to help someone else within familiar environments such as home or school.

## RESOURCES

- + *It's OK to be Different* by Todd Parr (Little Brown Books for Young Readers)
- + Video reading: [www.youtube.com/watch?v=shYf3prwXJU](https://www.youtube.com/watch?v=shYf3prwXJU)
- + Worksheet 1: Volunteering chart template

# WORKSHEET 1

**This week I will volunteer by:**

Insert student's picture here

Student finds and cuts out a picture that will represent what activity they will do and pastes it here.

Teacher will write a simple sentence here about what the child will do.

Student finds and cuts out a picture that will represent what activity they will do and pastes it here.

Teacher will write a simple sentence here about what the child will do.