

➤ VOLUNTEERING IN GROUPS (1): COULD YOU BE A VOLUNTEER?

Target Group: **Year 5**

Australian Curriculum Reference: **Civics and Citizenship**

- + Why people work in groups to achieve their aims, and how they can express their shared beliefs and values and exercise influence (ACHCK027).
- + Develop questions and gather a range of information to investigate the society in which they live (ACHCS028).
- + Reflect on personal roles and actions as a citizen in the school and in the community (ACHCS034).

LESSON SUMMARY

This lesson explores the concept of volunteering, and engages students through their personal analysis of what they know and what they need to research to develop their understanding more deeply. The main focus is for students to develop research skills and gain knowledge on different types of volunteers and volunteer organisations, such as the Victorian Country Fire Authority (CFA) and charitable organisations. Students build on knowledge of mind maps by creating a digital mind map, and deepen their media arts skills by using media to express a desire to volunteer in the form of a persuasive letter to their parents.

LESSON CONTENT AND METHODOLOGY

- + Teacher leads class discussion about what students already know about volunteering. Students then record their individual knowledge in the K section (What I know) of Worksheet 1.
- + Teacher leads class discussion, focusing on what students might want to know about volunteering. Questions could include the following.
 - + Who volunteers in our school?
 - + What do they do?
 - + How can I find out about volunteering?
- + Students record their wondering in the W section (*What I want to know*) of Worksheet 1.
- + Teacher asks students to think about what a volunteer is, and leads a class brainstorm of words that come to mind. Teacher then leads students to cultivate a group definition for the word volunteer, and records this on the whiteboard. Students read the Volunteer Australia definition (see *Resources*), and discuss – as a class – whether this is different from the definition they had developed together.

- + Teacher leads further brainstorming with the class, and records responses on the whiteboard to the following questions.
 - + Where do people volunteer?
 - + What types of organisations are these?
 - + Who do you know that volunteers?
 - + Does anyone in the class volunteer?
- + Teacher plays *Fred's Van* video: www.abc.net.au/btn/story/s3038374.htm
- + Students now fill in the **L** section (*What I learned*) on Worksheet 1.
- + Students pair up with a partner to participate in an activity using the 'Think, Pair, Share' strategy. In this activity, students first discuss their learning with their partner, then join with another pair to discuss the same things, before moving to a whole class discussion. Teacher explains the Think, Pair, Share activity and then tells students that the discussion at each stage of the activity should focus on what is the same, and what is different, on their responses to Worksheet 1.
- + Teacher explains the activity of digital mind mapping, and demonstrates on the interactive whiteboard how to use bubbl.us
- + Students are instructed that they are to create a mind map about the types of volunteering that they, as students, might be able to be involved with, and why they might prefer some activities over others. Students are reminded that their mind maps should show creativity and critical thinking.
- + Students share their mind maps with a table group of classmates.
- + Teacher introduces Padlet (padlet.com) – a writing and sharing tool. Students are shown how it works and then instructed that they will now write a persuasive letter to a local organisation seeking permission to volunteer with them. Students should indicate why they want to volunteer in that organisation, and what special interest and skill/s they have to offer. Students must also indicate how much time they have available to be involved.
- + When each student has completed their letter they will give permission to another classmate to read and edit the letter. The writer will accept or reject the changes, and will be able to explain to the class why they did so.

Conclusion

- + In groups, students discuss and share answers to the following questions.
 - + What new volunteer roles did you discover?
 - + What areas would interest you to volunteer in?
 - + How would you persuade your parents to allow you to volunteer for an organisation you were interested in?
 - + What might your parents' concerns be?
 - + Did you accept any changes to your letter? Why? Why not?
- + Students individually review Worksheet 1 and add any information to the **L** section (*What I learned*).

ASSESSMENT

- + Teacher assessment of products created by each individual student:
 - + Worksheet 1
 - + Mind map
 - + Persuasive letter.

RESOURCES

- + Interactive whiteboard with internet access
- + Worksheet 1: KWL templates for each student
- + Volunteering Australia definition of volunteering: www.volunteeringaustralia.org
- + Brainstorming made easy: bubbl.us
- + *Fred's Van* (five minutes): www.abc.net.au/btn/story/s3038374.htm
- + Software/access: padlet.com

WORKSHEET 1: KWL CHART

Name _____

What I K now	What I W ant to know	What I L earned