CIVICS AND CITIZENSHIP

MAPPING VOLUNTEERING TO CIVICS AND CITIZENSHIP: YEAR 3 — YEAR 10 CURRICULUM 168

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# MAPPING VOLUNTEERING TO CIVICS AND CITIZENSHIP: YEAR 3 — YEAR 10 CURRICULUM

(Note: not all year levels have an appropriate place for volunteering knowledge and learning to be explored).

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<tr>
<th>Year Level</th>
<th>Civics and Citizenship Knowledge and Understanding</th>
<th>Civics and Citizenship Skills</th>
<th>Sample Activity</th>
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</thead>
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<tr>
<td>Year 3</td>
<td>Why people participate within communities and how students can actively participate and contribute (ACHCK003).</td>
<td>Pose questions about the society in which they live (ACHCS015).</td>
<td>Students hear a volunteer from a local organisation talk to them about how and what they fundraise for, and discuss things the students might do to help.</td>
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<td>Work in groups to identify issues, possible solutions and a plan for action (ACHCS008).</td>
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<td>Year 4</td>
<td>Work in groups to identify issues, possible solutions and a plan for action (ACHCS019).</td>
<td>Present ideas and opinions on civics and citizenship topics and issues using civics and citizenship terms (ACHCS020).</td>
<td>Students look at a local organisation that has volunteers and identify whether it has rules that volunteers must abide by. Students write a set of rules for such an organisation.</td>
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<td>Year 5</td>
<td>Use and evaluate a range of information to develop a point of view (ACHCS030).</td>
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<td>Students look at the range of organisations that exist in their local area that use volunteers. Students determine which of these organisations they would like to volunteer for, and make an argument for that choice.</td>
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<td>Year Level</td>
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<td><strong>Year 5</strong></td>
<td>Why people work in groups to achieve their aims, and how they can express their shared beliefs and values and exercise influence (ACHCK027).</td>
<td>Use and evaluate a range of information to develop a point of view (ACHCS042).</td>
<td>Students consider a local volunteer group that has come together because members shared a world view, such as conservation of the local environment or caring for animals. Explore how the group expresses their shared beliefs and values, and how they exercise influence. Students examine the types of volunteers that are evident in the school and the community, and explore why they have chosen to take on their particular role. For example, why has someone decided to volunteer in the canteen instead of as a sports coach?</td>
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<td>Reflect on personal roles and actions as a citizen in the school and in the community (ACHCS034).</td>
<td>Interact with others with respect, identify different points of view and share personal perspectives and opinions (ACHCS043).</td>
<td>Students examine the roles of government and not for profit organisations in responding to the needs of vulnerable people. Explore the contribution made by volunteers. Students explore how volunteers interact with people in need to ensure that all parties are treated with respect.</td>
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<td>Work in groups to identify issues and develop possible solutions and a plan for action using decision making processes (ACHCS044).</td>
<td>Students look at a local organisation that uses volunteers.</td>
<td>Preliminary introduction to the roles Australian volunteers play in responding to humanitarian issues across the world.</td>
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<td><strong>Year 6</strong></td>
<td>The obligations citizens may consider they have beyond their own national borders as active and informed global citizens (ACHCK039).</td>
<td>Explore whether there are rules for how volunteers will interact in their role.</td>
<td>Identify a local person who has volunteered overseas and invite them to speak to the class about their experience.</td>
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<td>Reflect on personal roles and actions as a citizen in the school and in the community (ACHCS046).</td>
<td>Students imagine they are developing a local volunteer project that will use school students to clean up a local park.</td>
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<td><strong>Year 7</strong></td>
<td>How values, including freedom, respect, inclusion, civility, responsibility, compassion, equality and a ‘fair go’, can promote cohesion within Australian society (ACHCK052).</td>
<td>What rules would they need to write for the volunteers?</td>
<td>Describe the benefits and predict what might happen if those efforts were not undertaken.</td>
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<td><strong>Year 7</strong></td>
<td>Use democratic processes to reach consensus on a course of action relating to a civics or citizenship issue and plan for that action (ACHCS058).</td>
<td>Look at the constitution of an Australian volunteer group. Examine why it exists and what it intends to do. How does this compare with the purpose and intent of the Australian Constitution?</td>
<td>Reflect on their role as a citizen in Australia’s democracy (ACHCS060). Explore local opportunities for each student to volunteer and facilitate such action to occur.</td>
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<td><strong>Year 8</strong></td>
<td>Identify, gather and sort information and ideas from a range of sources (ACHCS069). Critically analyse information and ideas from a range of sources in relation to civics and citizenship topics and issues (ACHCS070).</td>
<td>Look at the responsibility of citizens to be informed from the perspective of finding out specific information about an identified global humanitarian issue and the organisations that support it, such as the Hamlin Fistula Foundation or Red Cross.</td>
<td>Reflect on their role as a citizen in Australia’s democracy (ACHCS074). Over the period of a month, students keep a diary of items they find in the media that report on volunteer activity and categorise these according to whether they are local, regional, national or international items. Students should be directed to all media types to gather information.</td>
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<td>Year 9</td>
<td>Identify, gather and sort information and ideas from a range of sources and reference as appropriate (ACHCS083).</td>
<td>Present evidence-based civics and citizenship arguments using subject-specific language (ACHCS088).</td>
<td>Students gather statements from a range of political parties that identify their attitudes and principles in relation to volunteering and supporting people in need within the national and international community. Students use the information gathered to make an argument for or against this statement: Australia needs to do more to support vulnerable people.</td>
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<td>Reflect on their role as a citizen in Australian, regional and global contexts (ACHCS089).</td>
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<td>Examine programs where volunteers support students living in remote parts of Australia. What do these volunteers do? What is the role of government in supporting these students?</td>
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<td>Year 10</td>
<td>Australia’s roles and responsibilities at a global level, for example provision of foreign aid, peacekeeping, participation in international organisations and the United Nations (ACHCK091).</td>
<td>Identify, gather and sort information and ideas from a range of sources and reference as appropriate (ACHCS096).</td>
<td>Include a specific examination of the role volunteers play in these organisations. Students gather information about international student volunteering opportunities. Sort the information according to cost involved; local impact; degree of need; and personal interest. Each student should make an argument for their preferred activity using the data collected.</td>
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<td>Year 10</td>
<td>Use democratic processes to reach consensus on a course of action relating to a civics or citizenship issue and plan for that action (ACHCS100).</td>
<td>Students list a range of international volunteering options that might be available to them at the end of Year 12. Using the list, students construct and hold a secret ballot to find the most popular option. Students use a range of vote count options (for example ‘first past the post’ or the preferential system) to determine the final result.</td>
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<td>Present evidence-based civics and citizenship arguments using subject-specific language (ACHCS101).</td>
<td>Conduct a parliamentary debate about whether Australia should support students who are engaging in these activities by paying their airfares to the location of the activity.</td>
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<td>Reflect on their role as a citizen in Australian, regional and global contexts (ACHCS102).</td>
<td>Students write a mock application to take part in an international volunteering activity of their choice. Their application must fit within the application guidelines of their chosen organisation.</td>
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## LESSONS SUMMARY

<table>
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<th>Year/Stage</th>
<th>Name</th>
<th>Australian Curriculum Reference</th>
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<tbody>
<tr>
<td>Civics and Citizenship Years 3 to 6</td>
<td>Defining and promoting volunteering within our community (This is an activity for a mixed year group of students)</td>
<td>Why people participate within communities and how students can actively participate and contribute (ACHCK003)</td>
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<tr>
<td>Civics and Citizenship Year 5</td>
<td>Volunteering in groups (1): could you be a volunteer?</td>
<td>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)</td>
</tr>
<tr>
<td>Civics and Citizenship Year 5</td>
<td>Volunteering in groups (4): it's all face value</td>
<td>Identify over-generalised statements in relation to civics and citizenship topics and issues (ACHCS029)</td>
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<tr>
<td>Civics and Citizenship Year 6</td>
<td>Volunteer for life (2)</td>
<td>The obligations citizens may consider they have beyond their own national borders as active and informed global citizens (ACHCK039) Work in groups to identify issues and develop possible solutions and a plan for action using decision making processes (ACHCS044) Interact with others with respect, identify different points of view and share personal perspectives and opinions (ACHCS043) Reflect on personal roles and actions as a citizen in the school and in the community (ACHCS046) Present civic and citizenship ideas and viewpoints for a particular purpose using civic and citizenship terms and concepts (ACHCS045)</td>
</tr>
<tr>
<td>Civics and Citizenship Year 10</td>
<td>International student volunteering</td>
<td>Identify, gather and sort information and ideas from a range of sources and reference as appropriate (ACHCS096) Reflect on their role as a citizen in Australian, regional and global contexts (ACHCS102)</td>
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DEFINING AND PROMOTING VOLUNTEERING WITHIN OUR COMMUNITY

Target Group: Years 3 to 6

Australian Curriculum Reference: Civics and Citizenship

+ Why people participate within communities and how students can actively participate and contribute (ACHCK003).
+ Identifying groups in the local community and exploring their purpose.
+ Exploring how they could participate in a school or community project, for example, raising money for a local or regional aid project that they have studied, or helping reduce pollution.
+ Discussing the motivations of people who have contributed to communities, for example local community volunteers, leaders and elders.

LESSON SUMMARY

This unit of work is designed for a group of students who come from all stages and years in a Primary setting. It consists of a four week series of activities designed to connect students with the idea of volunteering. Students will understand what it means to volunteer, what they already do as a volunteer (picking up rubbish on the playground, working in the school canteen or perhaps out of school activities such as planting trees for Greening Australia) and where they can go next as a volunteer.

LESSON CONTENT AND METHODOLOGY

In conjunction with this series of lessons, guest speakers will be invited to school assemblies to speak about being a volunteer. They might talk about things like what their roles are, what they do and why they do it.

Lesson 1

Students view Sesame street - Usher volunteers at: www.youtube.com/watch?v=5cysG5M1PFA and then engage in teacher directed discussion exploring the following questions.

+ What is a volunteer?
+ Is volunteering only for some people?
+ What can I do?

Lesson 2

Students will view stimulus material and then discuss a take-home activity (Worksheet 1). They will need to write about or draw a picture of someone in their family or community who volunteers, and describe what that person does and why.
If possible, students will bring in something to illustrate the role their parent, relative or family friend does, for example a whistle for a swim coach, a photo or a drawing etc.

+ Stimulus video: 7 News report on the RSPCA (start 13 seconds into video):
  www.youtube.com/watch?v=p4dmSjagHGw

The school will remind students about this take-home activity through morning lines and the school newsletter.

Lesson 3

Students will view stimulus material on Rotary and the earthquake in Nepal, and then share results of their take-home activity with the class through group discussion.

+ Stimulus video: 7 News report on Rotary (start 7.57 minutes into video):
  www.youtube.com/watch?v=eZ5vvG3znkg

Lesson 4

Refer to the article 40 Ways Kids Can Volunteer (see Resources) and create a group mind map of where students might like to go next as a volunteer – perhaps older students could write and younger students could illustrate.

The group mind map could be displayed in a public place such as the school foyer to facilitate further discussion.

ASSESSMENT

Assessment will be based on teacher observations of student engagement with the issue of volunteering (at a personal, school and community level) and participation in discussion/s.

RESOURCES

+ Refugee definition (UNHCR website):

+ More Than 65 Years of Post-war Migration: www.immi.gov.au/media/fact-sheets/04fifty.htm

+ Worksheet 2: Organisations That Help Refugees

Other references for the history of migration to Australia

+ Worksheet 1: What is volunteering and who volunteers? Take-home activity to be completed by students, with help from their families, and shared within enrichment groups.

Videos

+ Sesame street – Usher volunteers at: www.youtube.com/watch?v=5cysG5M1PFA

+ 7 News report on the RSPCA (start 13 seconds into video): www.youtube.com/watch?v=p4dmSjagHGw

+ 7 News report on Rotary (start 7.57 minutes into video): www.youtube.com/watch?v=eZ5vvG3znkg

+ 40 Ways Kids Can Volunteer, Toddler to Teen:
  www.lauragraceweldon.com/2013/06/27/40-ways-kids-can-volunteer-toddler-to-teen
WORKSHEET 1

Name ________________________________

What is volunteering and who volunteers?

Write about or draw a picture of someone in your family or community who is a volunteer.

What do they do?

Why do they do it?
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 ________________________________

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<th>What I Want to know</th>
<th>What I Learned</th>
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VOLUNTEERING IN GROUPS (4): IT’S ALL FACE VALUE

Target Group: Year 5
Australian Curriculum Reference: Civics and Citizenship

+ Identify over-generalised statements in relation to civics and citizenship topics and issues (ACHCS029).

LESSON SUMMARY

This lesson builds on students’ understanding of volunteering, taking into consideration stereotypes they have encountered in their research. It forms part of a suite of lessons called Volunteering in Groups. Students will investigate their own generalisations and stereotypes regarding various volunteer organisations.

At the end of the lesson students will be able to:
+ explain what generalisations and stereotypes are
+ understand that these can be made by the media, themselves or others around them
+ verbally point out the influences that generalisations and stereotypes can have
+ critically review information that uses stereotypes and generalisations.

LESSON CONTENT AND METHODOLOGY

+ Students watch a YouTube video of the Vegemite Australian commercial at: www.bit.ly/1Fk0x7m
+ Teacher leads discussions so that students develop a definition for ‘stereotype’ and ‘generalisation’ and are able to explain the difference between the two.
+ Teacher asks the class: what stereotypes are used in the Vegemite commercial and what generalisations are made in the commercial?
+ Watch YouTube video of Americans trying Vegemite: www.youtube.com/watch?v=CLW3p9ZDW9s
+ Teacher leads discussions about what generalisations can be made about Vegemite from the video, and asks the class:
  + Who in the class likes Vegemite?
  + If you don’t like Vegemite, are you an ‘Aussie Kid?’
+ Teacher leads class discussion to further understanding about stereotyping. The class will discuss how we can often make generalisations about people from how they look or sound, or from what they wear. Teacher shows a series of images of people and asks students to write down what they think about each person from their appearance. Class discusses their answers.
+ Teacher leads class discussion about boy versus girl generalisations, such as ‘girls cry more’ or ‘boys are sportier’ and asks students these questions.
  + Are these generalisations fair?
  + Are they right?
  + What are the problems with generalisations?
+ Teacher displays the names of six volunteer organisations on the whiteboard and leads discussions about what the students think these organisations do and who is involved with them. Use the following examples.
  + Meals on Wheels
  + SES
  + Local football club
  + RSL
  + Conservation volunteers/Greening Australia
  + Greenpeace
+ Students answer the question: *what do you think you need to look like to work in these organisations?*
  Examples of how students might respond include:
  + SES – strong, male, fit
  + Meals on Wheels – elderly lady.
+ Students break into groups of four. Each group is assigned one organisation. Students are instructed to search the organisation on the internet, taking care to note the images that are used to promote the organisations’ volunteers and the information about the organisation itself. Students should ask themselves: *is there any requirement to be a particular type of person to be a volunteer in this organisation?*
+ Each group develops a PowerPoint presentation or video that demonstrates their findings. These are then presented to the whole class.

**ASSESSMENT**

Students are group-assessed against the PowerPoint or video presentation.

**RESOURCES**

+ Google search for stereotypical images
+ YouTube
+ Vegemite™ Australia commercial: www.bit.ly/1Fk0x7m
+ Americans trying Vegemite™: www.bit.ly/1HdmB15
VOLUNTEER FOR LIFE (2)

Target Group: Year 6

Australian Curriculum Reference: Civics and Citizenship

Citizenship, Diversity and Identity

+ The obligations citizens may consider they have beyond their own national borders as active and informed global citizens (ACHCK039).
+ Work in groups to identify issues and develop possible solutions and a plan for action using decision making processes (ACHCS044).
+ Interact with others with respect, identify different points of view and share personal perspectives and opinions (ACHCS043).
+ Reflect on personal roles and actions as a citizen in the school and in the community (ACHCS046).
+ Present civics and citizenship ideas and viewpoints for a particular purpose using civics and citizenship terms and concepts (ACHCS045).

LESSON SUMMARY

In this series of lessons, students will be looking at who can volunteer and what it means to plan and run a volunteering program.

Students will be invited to work together in pairs or small groups to plan a volunteering program of their choice. They will be expected to develop a rationale of the target community they plan to work with and develop an aim of what they are trying to achieve with their program. They will need to outline what they plan to do as a part of the program, develop a timeline of activities and responses to achieve the aim of the program, explain how the program will impact the wider community and list the resources they will need in order to achieve their aim.

LESSON CONTENT AND METHODOLOGY

Lesson 1

+ As a whole group students will discuss events and responses across the world that have been driven by volunteers. Discuss the key points of those volunteer responses.
+ Students will be invited to form action groups. They are to discuss and identify a need in the community where they could make a difference.
+ Students will need to develop a written aim of the volunteer program to be created.
Lesson 2
+ Student groups will work together to identify and describe a response that they believe will be needed to help achieve their aim.
+ They will need to create lists of resources that they require in order for their program to run.

Lesson 3
+ Students will present their volunteer programs to the whole cohort, outlining the program and how it will run. They will provide details about the important aspect of their program and how it will benefit the community.
+ Students will be given the opportunity to discuss one another’s ideas and ask questions about each program.

ASSESSMENT
Teacher to determine appropriate assessment.

RESOURCES
Dependent on student research.
InternationaL student volunTeering

Target Group: Year 10

Australian Curriculum Reference: Civics and Citizenship

+ Reflect on their role as a citizen in Australian, regional and global contexts (ACHCS102).
+ Identify, gather and sort information and ideas from a range of sources and reference as appropriate (ACHCS096).

Lesson Summary

Students will examine what options there are to volunteer as a student in an international context and plan how they might go about applying for such an opportunity.

Lesson Content and Methodology

+ Students read the article in Worksheet 1 and teacher leads discussions about what the students have learnt about volunteering from the article.
+ Teacher tells the students they will be concentrating on international volunteering but that it may take any form, for example humanitarian, conservation or education.
+ Class watches YouTube video What is International Student Volunteers?: www.youtube.com/watch?v=FQKK3XsVn5A
+ Teacher leads discussion about the opportunities that are presented in the video and invites students to list the ones they are most interested in.
+ Students are given Worksheet 2 and, in pairs or groups, research the information, discuss the questions and then respond individually to the questions provided.
+ When the assignment is complete the teacher will lead a debrief session that allows students to discuss what they have learned and what they think they might do next in regard to that learning.

Assessment

Worksheet 2.

Resources

+ What is International Student Volunteers? www.youtube.com/watch?v=FQKK3XsVn5A
+ Worksheet 1: What is Volunteering?
+ Worksheet 2: Where can I volunteer and how do I know it is a reputable opportunity?
WORKSHEET 1

What is Volunteering?

Many of us would think that we know and can define what it means to volunteer in Australia today. However, as we have started to review the definition of volunteering a number of complexities have emerged. In Australia alone academics, government, the non-profit sector and business sector use different definitions. Globally too, different definitions of volunteering are used.

Current definition
The current VA definition of volunteering was developed in 1996 alongside a set of principles which clearly differentiate between volunteering and other unpaid activities (Cordingley, 2000, p82). The current definition does not account for areas like informal volunteering, which is known to be a significant way people give their time, or corporate volunteering. It also separates volunteering from other activities such as work experience, community service orders, student placements, unpaid work trials, emergency work during industrial disputes, work for the dole and caring for a family member.

Global definitions and concepts
Globally there are many definitions of volunteering and the concept of volunteering varies between cultures. Informal volunteering is typically more common amongst collectivist cultures, in Asia, Southern Europe, South America and Africa (Gronlund, 2013), whereas formal volunteering is more common among Anglo cultures and Northern European countries. Given the multicultural nature of Australia today, any definition needs to have meaning to the different communities within which individuals volunteer.

Volunteering terminology

These are:
+ unpaid work or service – the dominant idea in Anglo countries
+ civil action – the dominant idea in Scandinavian countries and developing countries in the global south
+ leisure volunteering as a discretionary activity chosen to be undertaken in free time.

Trends in volunteering
Some of the trends currently having an impact on the sector include the increasing number of procedures and practices concerning volunteers and volunteering that have provided the sector with a raft of policies such as governance, risk management and workplace controls.

Areas of recent growth in volunteering also need to be considered in a contemporary definition of volunteering.
These include:

+ skilled volunteering
+ group volunteering
+ corporate volunteering
+ youth volunteering to gain hands-on work experience
+ volunteering through places of learning
+ spontaneous volunteering (for example in response to bushfires and floods)
+ virtual volunteering
+ episodic and micro-volunteering
+ international and/or cross national volunteering.

(From Volunteering Australia (VA) Literature)
WORKSHEET 2

Where can I volunteer and how do I know it is a reputable opportunity?

Select two of the sites listed below and answer the questions on this worksheet for each of them.

**Websites**

+ UNICEF Australia: [www.unicef.org.au](http://www.unicef.org.au)
+ ISV: [www.isvolunteers.org](http://www.isvolunteers.org)

**Questions**

+ How can you determine whether this is a reliable opportunity? Are there testimonials on the site? How do you know they are genuine?
+ What does it cost to participate? What do those costs cover? What do you have to provide for yourself? What might be the total of those additional costs?
+ Who manages the administration aspects of the volunteering opportunity? Is there any indication of the percentage of payment that goes to the administering organisation?
+ What will you do as a volunteer in this location?
+ How long does the experience last?
+ What lasting contribution does the activity provide to the local community?
+ Which of the two opportunities listed would you apply for and why?
+ Download the application form for this opportunity, complete it and attach it to your answers for assessment.