

➤ PEOPLE WHO HELP US: WHAT IS A VOLUNTEER?

Target Group: **Foundation**

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

- + Identify people and protective behaviours that keep themselves safe and healthy (ACPPS03).
- + Identifying different relationships students have with people and which of these relationships make them feel loved, safe and supported.
- + Naming trusted people in the students' community who can help them stay safe and healthy, and practising ways of asking for help in a range of scenarios.

LESSON SUMMARY

These three lessons are part of a unit that introduces Foundation students to school life, the environment and the people who help them. Students will be given an introduction to what a volunteer is, and will also be given an opportunity to volunteer in their school. Follow-on lessons could look further into volunteers who work in the community.

LESSON CONTENT AND METHODOLOGY

LESSON ONE

Introduction

Through discussion, students identify people in the school who help them. Students are asked if anyone knows what a 'volunteer' is, and they discuss this as a group. Teacher writes a simple definition on the board.

Activities

- + Display photos of people who work in the school, such as the principal, teachers, office staff and classroom and canteen helpers. Students identify which people get paid and which people are volunteers.
- + Students complete the 'People who help us' worksheet (Worksheet 1), identifying two volunteers and two paid workers.
- + Students show their work to their peers and identify the two volunteers that they have drawn.

LESSON TWO

Introduction

Revise the previous lesson. Ask students to identify volunteers in the school and how they help.

Stimulus

- + Students watch *Franklin helps out* on the Smart board:
[lockerdom.com/7101148201108801/7101164575661131](https://www.lockerdome.com/7101148201108801/7101164575661131)
- + Through questioning and discussion, students identify what Franklin and his friends did to 'help out' (volunteer) in their community.

Conclusion

Discuss how the characters felt when they were helping people in their community, and how the characters who received the help felt.

LESSON THREE

Introduction

Invite parent helpers into the classroom to talk to the students about why they enjoy volunteering. Students are encouraged to ask the parent helpers questions.

Activity

- + Students brainstorm ways that they could volunteer their time in the school.
- + Teacher selects two of the suggestions and asks students to volunteer to take on those responsibilities for a short time (two to three weeks). Examples may include collecting lunch boxes at the end of lunch and returning them to the owners, watering the class garden or emptying the classroom recycling bin.

Conclusion

Teacher takes students out into the playground to demonstrate how to carry out their volunteer jobs.

Follow up lesson/ reflection

- + Discuss what the students liked or disliked about volunteering and how the experience made them feel.
- + Students complete the worksheet 'Being a volunteer' (Worksheet 2).

ASSESSMENT

Assessment will be conducted through observation and anecdotal notes of contributions to discussions, work samples and willingness to volunteer.

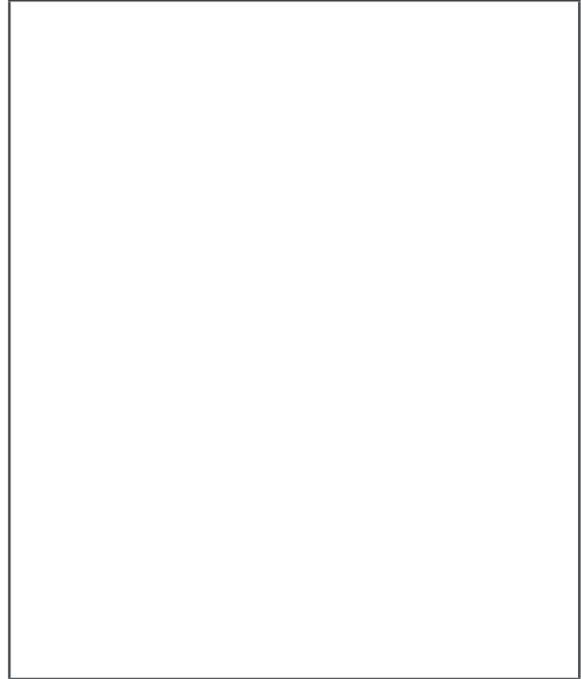
RESOURCES

- + *Franklin helps out*: [lockerdom.com/7101148201108801/7101164575661131](https://www.lockerdome.com/7101148201108801/7101164575661131)
- + Photos of classroom helpers (taken with their consent and only to be used for these lessons)
- + Worksheet 1: People who help us (this is a modified version of a worksheet used at Valentine Public School)
- + Worksheet 2: Being a volunteer

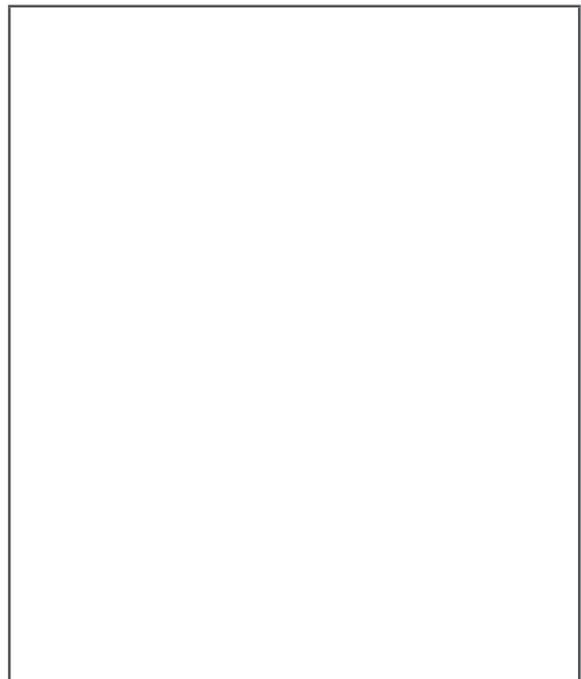
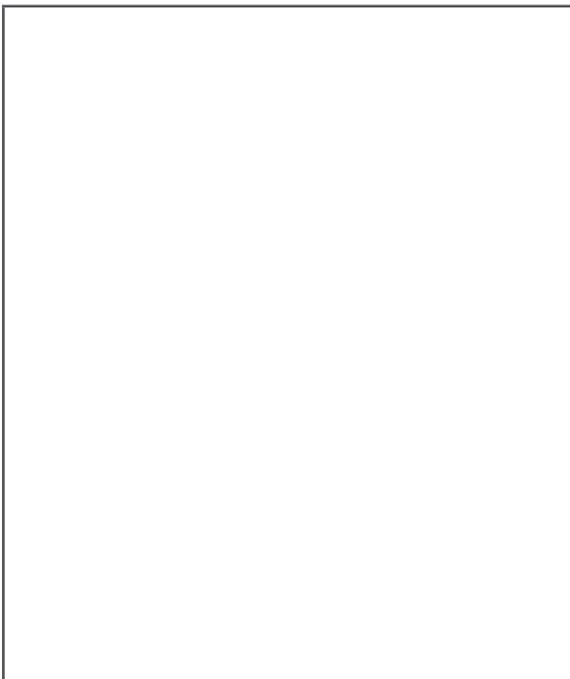
WORKSHEET 1

People Who Help Us

Draw two people who are paid to work in your school.



Draw two people who volunteer in your school.



WORKSHEET 2

Being a Volunteer

I volunteered to _____

It made me feel _____

Draw a picture of you volunteering.

