

Practical lessons and resources for teachers from Foundation to Year 10

**Fostering
a culture
of giving**



Volunteering
and the
Australian
Curriculum

Volunteering ACT is proudly managed
by Volunteering and Contact ACT.
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of Giving: Volunteering and the
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> FOREWORD

As our country's peak body for volunteering, Volunteering Australia's mission is to lead, strengthen, promote and celebrate volunteering. We encourage and support positive civic participation through volunteer service by people of all ages and from all walks of life.

A key enabler in achieving our mission is the development of innovative, practical and accessible resources. We are extremely pleased therefore to welcome the publication of a new nationally significant resource, *Volunteering and the Australian Curriculum – Fostering a Culture of Giving: Practical Lessons for Teachers from Foundation to Year 10*.

This resource was developed as one of a number of National Innovation and Collaboration Projects funded by the Federal Department of Social Services under its Families and Communities Program.

Australia's strong tradition of volunteering must continue to be promoted and strengthened in an ever-changing world. Opening up opportunities in the mainstream school setting for all young Australians to learn about volunteering and to embrace a culture of giving has the potential to set patterns for lifetime fulfilment, community connection and better health.

There is strong research evidence that students' active civic involvement supports their educational participation and achievement. Through this Curriculum project we now have a tailored resource promoting young people's positive civic involvement, aligned with formal curricula and pedagogy in Australian schools.

This National Innovation and Collaboration Project was led by Volunteering ACT with the support of Volunteering Australia and the network of State and Territory peak volunteering bodies. I commend the Volunteering ACT team for their passion and diligence in leading this project and applaud the unfailingly generous input from teachers, educators and volunteering organisations across the nation.

I know these excellent resources will save our busy teachers valuable time in the preparation of professional learning and teaching tools. I anticipate hearing many encouraging stories from them and their students of their learning and volunteering achievements based on use of these resources.

Brett Williamson OAM
Chief Executive Officer
Volunteering Australia

> PREFACE

This set of teaching and learning resources have been developed by teachers for teachers – with the support of Volunteering Australia and volunteering organisations from across the country.

They are a follow up product to Volunteering ACT's targeted youth research report *Promoting Youth Engagement and Wellbeing Through Student Volunteer Programs in ACT Schools*. This research showed that schools would welcome guidance in fostering a culture of giving and in increasing the number and diversity of volunteering opportunities for their students.

These resources are practical teaching aids for use as part of mainstream teaching programs. They are:

- + based on the ground-up knowledge and experience of teachers and volunteering sector experts
- + a demonstration of how volunteering concepts, data and practices fit into the Australian Curriculum
- + applicable across Australia and accessible to all teachers via electronic download.

By aligning volunteering with the Australian Curriculum, all students have the opportunity to be involved and reap the educational and personal benefits that come from volunteering. These benefits are identified – by students themselves – as including learning work and life skills, developing empathy for others, enhanced feelings of personal worth and making schooling more meaningful.

I gratefully acknowledge and thank the many people from across Australia who made this project possible.

I thank Carol Harris BA, MLitt, MEd (Admin) for her inspiring leadership and for generously applying her significant teaching and administrative experience and skills to the Project Officer task.

I express our sincere gratitude to the following teachers and educators from around the country who joined together in groups to workshop, write and test the lessons across different areas of the Australian Curriculum:

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I thank my colleagues from volunteering peak bodies and volunteering organisations across Australia who promoted, facilitated and attended the lesson-writing workshops.

It is our hope that through the use of these resources by teachers, many young people, who otherwise would not have the opportunity, will experience what research shows is the meaningful happiness that comes from doing things for others. In this way not only will they benefit themselves, but contribute through a culture of giving to a more generous and cohesive Australian society.

Above all, through these resources we aim to promote greater engagement of young people in volunteering to set a pattern of contribution and connection through volunteering for life.

Maureen Cane
Chief Executive Officer
Volunteering ACT

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> THE IMPORTANCE OF STUDENTS LEARNING ABOUT VOLUNTEERING

Students say that the benefits they get from volunteering are:

- + enhanced feelings of personal worth and contribution
- + refinement of values
- + the acquisition of new skills and knowledge.

Research says that:

Youth from affluent families are more likely to participate in both school based service and service learning... However, youth from low income families who participate in school based service and service learning demonstrate many positive relationships to civic attitudes and behaviours, highlighting the importance of making (these) courses accessible to students of all backgrounds (Corporation for National and Community Service, 2006, Youth Helping America, Educating for Active Citizenship: Service-Learning, School-Based Service and Youth Civic Engagement, www.nationalservice.gov/pdf/06_0323_SL_briefing.pdf P3).

Here are some things students said to us in 2013 during our research project *Promoting Youth Engagement and Wellbeing through Student Volunteer Programs in ACT Schools*.

I like helping people in general. It gives me a feeling of pride, happiness, joy and I love to get positive feedback about what I have done.

I'm glad they made us do it – the majority would do it again because of the fun you have and the feeling you get afterwards. It's definitely worth it.

It brings everyone together and encourages us as teens to be more aware of what kind of a society we are growing up in. It lets us use our own skills and the combination of those in groups with teamwork, as well to help other people. It's a very great and inviting experience.

Volunteering makes you feel like you are a big part of the world, not small and insignificant.

Going out into the community helps you to get to know more people and you feel involved because you are helping the community out.

I think if we were able to volunteer through a school organised program more kids would be interested in volunteering. Most people would volunteer if given the opportunity but they don't because it means they have to find an organisation, contact them and then get a way there and home... if their school did all the preparation and all the kids had to do was get there, more people would volunteer. You could get so much more interest if it was during school hours too, because kids are busy outside of school.

Having the school organise it is the best thing about my volunteering experience. It's hard to initiate yourself.

> VOLUNTEERING AND THE AUSTRALIA CURRICULUM – WHERE IT FITS

The Australian Curriculum is being introduced across Australia in Foundation – Year 10 for the study of:

- + English
- + Mathematics
- + Science
- + Geography
- + History
- + The Arts.

Work Studies Version 7.2 has recently been released and a number of other curriculum areas are awaiting final release.

Each State and Territory authority determines the implementation timeframe for each curriculum area.

In addition, the Australian Curriculum identifies:

...a set of general capabilities that will flow through curriculum areas. General capabilities are a key dimension of the Australian Curriculum. They encompass knowledge, skills, behaviours and dispositions that, together with curriculum content in each learning area and the cross-curriculum priorities, will assist students to live and work successfully in the twenty-first century. They play a significant role in realising the goals set out in the Melbourne Declaration on Educational Goals for Young Australians (MCEETYA) 2008 that all young people in Australia should be supported to become successful learners, confident and creative individuals, and active and informed citizens.

The Australian Curriculum includes seven general capabilities. These are:

- + *Literacy*
- + *Numeracy*
- + *Information and communication technology capability*
- + *Critical and creative thinking*
- + *Personal and social capability*
- + *Ethical understanding*
- + *Intercultural understanding.*

Volunteering experiences satisfy many aspects of the ‘personal and social’ capability.

The two key areas where volunteering fits in the Foundation – Year 10 curriculum are social management and social awareness.

Social management

This element involves students interacting effectively and respectfully with a range of adults and peers. Students learn to negotiate and communicate effectively with others, work in teams, positively contribute to groups and collaboratively make decisions, resolve conflict and reach positive outcomes. Students also develop the ability to initiate and manage successful personal relationships, and participate in a range of social and communal activities. Social management involves building skills associated with leadership, such as mentoring and role modelling. In developing and acting with personal and social capability, students:

- + communicate effectively
- + work collaboratively
- + make decisions
- + negotiate and resolve conflict
- + develop leadership skills.

Social awareness

This element involves students recognising the feelings of other people, and knowing how and when to assist. Students learn to show respect for – and understand – the perspectives, emotional states and needs of others. They learn to participate in positive, safe and respectful relationships, defining and accepting individual and group roles and responsibilities. Students gain an understanding of the role of advocacy in contemporary society and build their capacity to critique societal constructs and forms of discrimination, such as racism and sexism. In developing and acting with personal and social capability, students:

- + appreciate diverse perspectives
- + contribute to civil society
- + understand relationships.

> WHAT TEACHERS CAN DO AND WHY THEY SHOULD BOTHER

Learning about volunteering – including what it is and what benefits it provides for the individual and society – does not have to be an add-on. If it is embedded in classroom activity all students are exposed to the concepts and practices, not just those who are lucky enough to have parents and carers who can model it to them already.

Volunteering can't start too early. Even children in the Foundation years can begin to learn what a volunteer is, recognise volunteers in the community and recognise that they themselves can be a volunteer.

Teachers can build a community of volunteering by:

- + modelling the importance of volunteering by being a volunteer themselves
- + explicitly teaching about volunteering and the characteristics, benefits and significant contribution of community service
- + facilitating opportunities for all students to volunteer and serve, as part of the curriculum and school life.

There are a number of things all teachers can do in the classroom to raise student knowledge and awareness about volunteering and service experiences and understandings. They include:

- + being explicit about what volunteering is and how it is represented across the community
- + using texts that relate to volunteering and service activity as part of the classroom repertoire (for example volunteering websites, brochures supplied by charities and service organisations, media articles and stories about volunteering, reports on humanitarian projects from across the world and research reports on volunteering and service activity available in the Volunteering ACT *Promoting Youth Engagement and Wellbeing through Student Volunteer Programs in ACT Schools* document)
- + using examples that include volunteering and service when setting assignments and classroom tasks (for example: *in your story one person must be a young volunteer, or include statistical data about an organisation's volunteering profile*)
- + explicitly teaching what volunteering and service activity is, and what benefits it derives for participants and the community
- + looking for authentic community opportunities for learning that expose students to volunteering and service organisations, communities, sites and experiences
- + inviting volunteers to bring their experiences into the classroom for students to hear and discuss
- + providing reflection sheets where students can think about, and then discuss, the experiences they had during practical volunteering activities.

At the senior secondary level students can be given opportunities to volunteer through:

- + structured units and work studies which allow voluntary activity to occur in a defined location over an extended period of time (for example volunteering in the local library on Thursday afternoons, coaching a sporting team, tutoring junior students at local schools, gardening at a not-for-profit venue, acting as a volunteer guide, planting trees or undertaking conservation/environmental projects with local groups, providing companionship at a local aged care facility or assisting at a local preschool or child care facility)
- + offering community service courses as part of the normal subject selection availability, such as Certificates I, II and III in Active Volunteering
- + facilitating extended, structured volunteering opportunities in non-assessable periods.

> TYPES OF VOLUNTEER AND SERVICE ACTIVITIES STUDENTS ARE CURRENTLY INVOLVED IN

Teacher workshops across Australia and ACT research provided a snapshot of the types of volunteer and service activities students are involved in. These included:

- + developing programs for other youth
- + learning from other young people then using those skills to help younger students
- + fundraising for charities
- + building houses in Thailand, toilets in India and water purification programs in Borneo (World Challenge Program)
- + helping students with disability
- + sports coaching
- + helping at holiday care programs
- + developing and running holiday camps
- + running sausage sizzles for events
- + officiating at local feeder school sports carnivals
- + entertaining at a local child care facility
- + learning through internship (Big Picture programs)
- + Anzac day services and participation
- + food drives
- + playgroup assistance
- + staffing information stalls
- + building a sand pit
- + assisting with an urban farm program
- + helping out on band night
- + running a café
- + gardening activities
- + barista services
- + leading youth groups
- + reading to local kindergarten students
- + working with the elderly as IT coaches
- + providing companionship to the elderly
- + recording the history of the elderly
- + blanket drive for the homeless
- + preparing care packages for disadvantaged overseas communities
- + tutoring others
- + Cadets (for example Navy, RAAF, Army)
- + Duke of Edinburgh Award
- + volunteering activities as a 'sport' (for example gardening at a local community garden during the school's assigned sports periods)
- + peer support
- + early childhood care
- + volunteering at charity events
- + school-organised volunteering projects as an alternative to 'schoolies' for graduating Year 12 students
- + peer reading programs
- + school breakfast programs
- + community gardens
- + NAIDOC Week activities
- + surf lifesaving volunteering
- + service clubs such as Lions and Rotary.

> FINDING INFORMATION ABOUT CHARITIES, AND VOLUNTEERING OPPORTUNITIES

The Australian Charities and Not for Profit Commission government agency registers charities in Australia. Its website has a searchable database where details about Australia Charities can be found, and links to further information is provided. Visit: www.acnc.gov.au

National websites where opportunities are advertised

Volunteering Australia: www.volunteeringaustralia.org

Go Volunteer: www.govolunteer.com.au

Seek Volunteer: www.volunteer.com.au

State and Territory peak bodies (these can assist with connections to organisations that host volunteers)

Volunteering ACT: www.volunteeringact.org.au

Volunteering Victoria: www.volunteeringvictoria.org.au

Volunteering Queensland: www.volunteeringqld.org.au

Volunteering WA: www.volunteeringwa.org.au

Volunteering Tasmania: www.volunteeringtas.org.au

Volunteering SA and NT: www.volunteeringsa-nt.org.au

Volunteering NSW: www.volunteering.com.au

Indigenous Community Volunteers: www.icv.com.au

Other sources

A range of volunteer groups in Brisbane and Queensland is listed on the BCL website at: www.bcl.com.au/brisbane/connect-qld/volunteer-queensland.htm

Church organisations also often advertise volunteer positions.

To find Aboriginal and Torres Strait Islander organisations that may be able to assist with volunteering opportunities in local communities conduct an internet search for the following:

- + Aboriginal Land Councils
- + Aboriginal Medical Services
- + Aboriginal Housing Co-ops.



ENGLISH

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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>

Year	Language	Literature	Literacy	Sample Activity
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.

Year	Language	Literature	Literacy	Sample Activity
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>

Year	Language	Literature	Literacy	Sample Activity
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>

Year	Language	Literature	Literacy	Sample Activity
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>

Year	Language	Literature	Literacy	Sample Activity
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>

Year	Language	Literature	Literacy	Sample Activity
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>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>Creating texts Use a range of software, including word processing programs, flexibly and imaginatively to publish texts (ACELY1748).</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>

Year	Language	Literature	Literacy	Sample Activity
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>

Year	Language	Literature	Literacy	Sample Activity
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>

Year	Language	Literature	Literacy	Sample Activity
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>

LESSONS SUMMARY

Year/Stage	Name	Australian Curriculum Reference
English Foundation	What does volunteering mean?	<p>Understand that language can be used to explore ways of expressing needs, likes and dislikes (ACELA1429)</p> <p>Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school (ACELA1437)</p> <p>Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations (ACELY1646)</p> <p>Use comprehension strategies to understand and discuss texts listened to, viewed or read independently (ACELY1650)</p> <p>Share feelings and thoughts about the events and characters in texts (ACELT1783)</p>
	What can I do to volunteer?	<p>Understand that language can be used to explore ways of expressing needs, likes and dislikes (ACELA1429)</p> <p>Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school (ACELA1437)</p> <p>Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations (ACELY1646)</p> <p>Share feelings and thoughts about the events and characters in texts (ACELT1783)</p>
English Year 1	What is a volunteer?	<p>Understand that the purposes texts serve shape their structure in predictable ways (ACELA1447)</p> <p>Identify the parts of a simple sentence that represent 'What's happening?', 'What state is being described?', 'Who or what is involved?' and the surrounding circumstances (ACELA1451)</p> <p>Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences (ACELT1582)</p> <p>Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions (ACELY1656)</p>

Year/Stage	Name	Australian Curriculum Reference
English Year 1	Learning about and becoming volunteers through role play	Understand that language is used in combination with other means of communication, for example facial expressions and gestures to interact with others (ACELA1444)
	(This lesson also covers History curriculum elements)	Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions (ACELY1656)
		Use interaction skills including turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace (ACELY1788)
		Make short presentations using some introduced text structures and language, for example opening statements (ACELY1657)
English Year 3	Volunteering and me (This unit also covers HPE curriculum elements)	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)
English Year 4	Volunteers: who are they?	Understand differences between the language of opinion and feeling and the language of factual reporting or recording (ACELA1489)
		Identify features of online texts that enhance readability including text, navigation, links, graphics and layout (ACELA1793)
		Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information (ACELY1687)
	Volunteers: who are they? What do they do?	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)
English Year 5	Mabel's yarn (1)	Use a range of software, including word processing programs, to confidently create, edit and publish written and multimodal texts (ACELY1728)
	Mabel's yarn (2)	Use a range of software, including word processing programs, to confidently create, edit and publish written and multimodal texts (ACELY1728)

Year/Stage	Name	Australian Curriculum Reference
English Year 6	Volunteers for life (1) (This is a series of lessons which also covers Visual Arts curriculum elements and can be found in the Arts section)	<p>Understand how texts vary in purpose, structure and topic as well as the degree of formality (ACELA1504)</p> <p>Understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes (ACELT1611)</p> <p>Create literary texts using realistic and fantasy settings and characters that draw on the worlds represented in texts students have experienced (ACELT1612)</p> <p>Create literary texts that experiment with structures, ideas and stylistic features of selected authors (ACELT1798)</p>
English Year 7	Analysis of volunteer media or advertising	Analyse how point of view is generated in visual texts by means of choices, for example gaze, angle and social distance (ACELA1764)
	Food choices: what gets us in?	Use interaction skills for identified purposes, using voice and language conventions to suit different situations, selecting vocabulary, modulating voice and using elements such as music, images and sound for specific effects (ACELY1808)
English Year 9	Community: a unit of work	<p>Understand that authors innovate with text structures and language for specific purposes and effects (ACELA1553)</p> <p>Compare and contrast the use of cohesive devices in texts, focusing on how they serve to signpost ideas, to make connections and to build semantic associations between ideas (ACELA1770)</p> <p>Explain how authors creatively use the structures of sentences and clauses for particular effects (ACELA1557)</p> <p>Understand how certain abstract nouns can be used to summarise preceding or subsequent stretches of text (ACELA1559)</p> <p>Analyse and explain the use of symbols, icons and myth in still and moving images and how these augment meaning (ACELA1560)</p> <p>Identify how vocabulary choices contribute to specificity, abstraction and stylistic effectiveness (ACELA1561)</p>
	Meeting an elderly person for the first time	Understand that roles and relationships are developed and challenged through language and interpersonal skills (ACELA1151)

Year/Stage	Name	Australian Curriculum Reference
English Year 10	Moved to act	Evaluate the social, moral and ethical positions represented in texts (ACELT1812)
	Working with the community	Review, edit and refine students' own and other's texts for control of content, organisation, sentence structure, vocabulary and/or visual features to achieve particular purposes and effects (ACELY1757)

➤ WHAT DOES VOLUNTEERING MEAN?

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

- + Understand that language can be used to explore ways of expressing needs, likes and dislikes (ACELA1429)
- + 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.
- + Use comprehension strategies to understand and discuss texts listened to, viewed or read independently (ACELY1650)
 - + talking about the meanings in texts listened to, viewed and read
 - + finding a key word in a text to answer a literal question
 - + making links between events in a text and students' own experiences.

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

This lesson introduces the word 'volunteering' and what it means to students in the Early Years.

Through both verbal and visual representations, the children will be introduced to what volunteering may look like to them as individuals, and as a group.

LESSON CONTENT AND METHODOLOGY

Introduction

- + Read book or watch video *It's OK to be Different* by Todd Parr.
- + Ask students to discuss what makes them different.
- + Revisit book again. Specifically discuss the idea that *it's okay to do something nice for someone. It's okay to do something nice for yourself.*
- + Describe the difference between doing something nice for yourself and doing something nice for someone else. Discuss as a group:
 - + What are some nice things you have done for yourself?
 - + What are some nice things you have done for someone else?

Body

- + Focus statement: When you do something nice for someone else that helps them just because you can, that is called 'volunteering.'
- + Show pictures or clips surrounding children helping others.
- + Ask students: *what do you think they are doing to help someone in this picture?*
- + Record students' responses on the whiteboard, poster size paper or Post-it notes etc. Responses can be pictorial representations, scribed, or both.
- + Discuss and add new responses or thoughts.

Conclusion

- + Discuss: What nice things could we do at school for other people?
- + Use chart (Worksheet 1) and ask students to identify at least three things they can physically do (either as a class or individually) at school or at home which are nice for someone else. Place pictures on either side of the chart.

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 school or home.

RESOURCES

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

WORKSHEET 1: CHART TEMPLATE

Things I can do at school	Things I can do at home

➤ 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

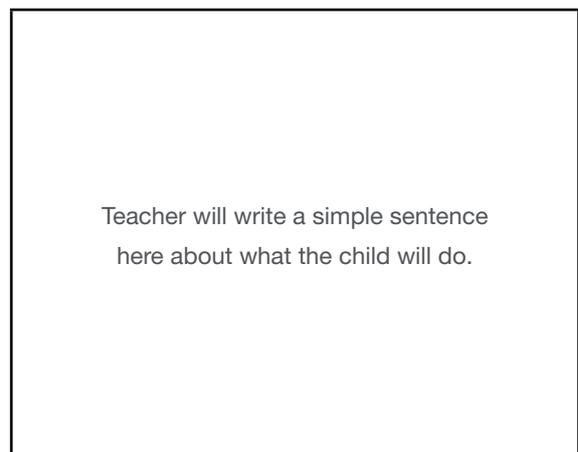
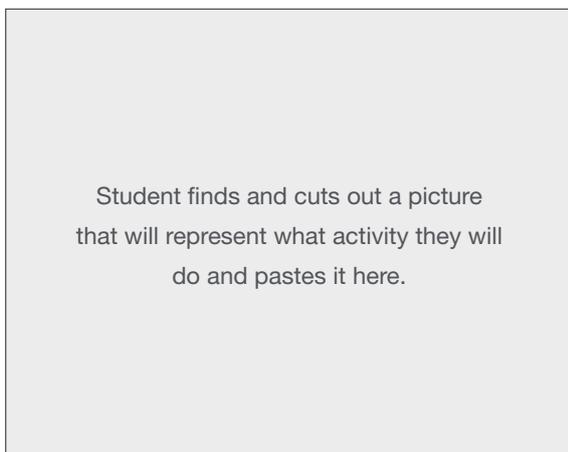
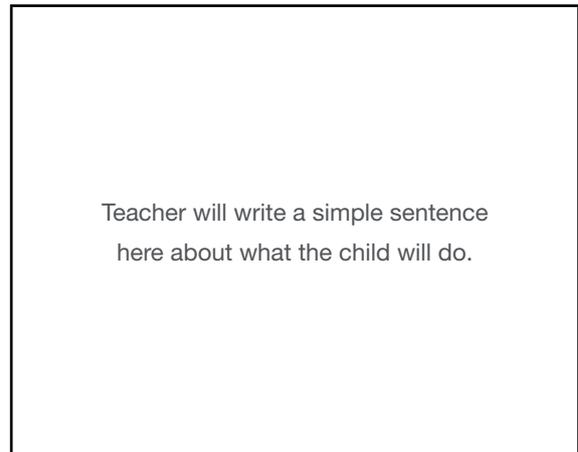
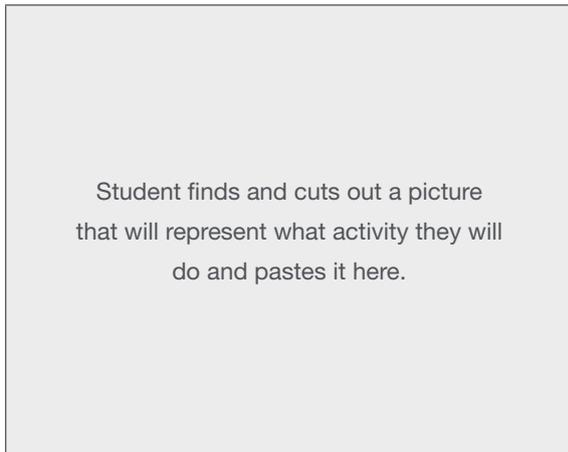
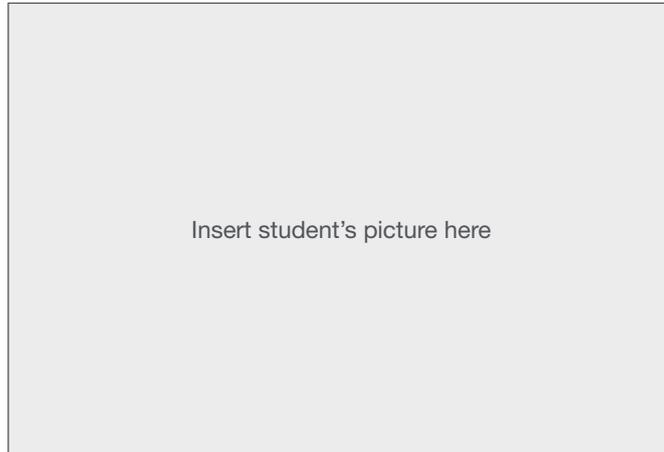
- + Whole group: Through class discussion, students contribute their own understanding and ideas of what volunteering means to them.
- + Students suggest at least three ways they can do something to help someone else within familiar environments such as home or school.

RESOURCES

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

WORKSHEET 1

This week I will volunteer by:



➤ WHAT IS A VOLUNTEER?

Target Group: **Year 1**

Australian Curriculum Reference: **English**

Language

- + Understand that the purposes texts serve shape their structure in predictable ways (ACELA1447).
- + Identify the parts of a simple sentence that represent ‘What’s happening?’, ‘What state is being described?’, ‘Who or what is involved?’ and the surrounding circumstances. (ACELA1451).

Literature

- + Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students’ own experiences (ACELT1582).

Literacy

- + Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions (ACELY1656).

LESSON SUMMARY

Students learn what a volunteer is and the role they play in an organisation. They identify a volunteer within the school community. Students brainstorm ways they could volunteer to help younger children in a pre-school setting. The lesson provides the opportunity for students to spend time volunteering in a preschool.

LESSON CONTENT AND METHODOLOGY

- + Watch the video *Sesame Street: Usher – Volunteer*: www.youtube.com/watch?v=5cysG5M1PFA
- + Brainstorm what a volunteer is and what they do. Highlight that someone who is a volunteer donates their time to a workplace or organisation, it is not their job. Ask students questions such as the following.
 - + What is a volunteer?
 - + What are some things that volunteers do?
 - + Have you met people at our school who volunteer?
 - + What do they do?
 - + Why do you think they volunteer?
- + Identify a volunteer within the school. Who are they? What is their role? Write students’ responses on the board. Students complete the task (Worksheet 1) to draw a picture of a volunteer within the school community. They write the name of the volunteer and a sentence to describe what they do.

- + Students think of ways they could offer their time to help someone. Encourage students to think of how they could volunteer their time to help younger children in the pre-school. Brainstorm things that students could do during a regular volunteering session with the younger children each week, such as reading to them, helping them paint a picture or teaching them a game.
- + Organise a series of visits to the preschool so that students can act as volunteers.

ASSESSMENT

- + Teacher to determine appropriate assessment (if needed).

RESOURCES

- + *Sesame Street: Usher – Volunteer*: www.youtube.com/watch?v=5cysG5M1PFA

➤ LEARNING ABOUT AND BECOMING A VOLUNTEER THROUGH ROLE PLAY

Target Group: **Year 1**

Australian Curriculum Reference: **English and History**

HISTORY

Historical Skills

- + Distinguish between the past, present and future (ACHHS032).
- + Identify and compare features of objects from the past and present (ACHHS035).
- + Use a range of communication forms (oral, graphic, written, role play) and digital technologies (ACHHS038).

ENGLISH

Language

- + Understand that language is used in combination with other means of communication, for example facial expressions and gestures to interact with others (ACELA1444).

Literacy

- + Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions (ACELY1656).
- + Use interaction skills including turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace (ACELY1788).
- + Make short presentations using some introduced text structures and language, for example opening statements (ACELY1657).

LESSON SUMMARY

The following lessons form a section from the Year 1 History unit *Past and Present Family Life*. The unit would commence prior to lesson 1. The lessons in this plan form the excursion component of the unit.

Throughout their history unit, students visit a museum or gallery and talk with volunteer guides about what they do. Students prepare questions to ask the volunteers. They report their findings back to the class.

Extending from this, students bring in an item from their past to contribute to a classroom 'museum'. The museum opens throughout the course of the history unit, and students take turns being volunteer guides and explaining their 'artefact' to other students.

LESSON CONTENT AND METHODOLOGY

Lesson 1

- + Watch the video *Sesame Street: Usher – Volunteer*: www.youtube.com/watch?v=5cysG5M1PFA
- + Brainstorm what a volunteer is and what they do. Ask students the following questions:
 - + What is a volunteer?
 - + What are some things that volunteers do?
 - + Have you met people at our school who volunteer?
 - + Why do you think they volunteer?
- + As a class, brainstorm some questions that students could ask a volunteer to find out more about what they do, such as the following:
 - + Why do you volunteer?
 - + How long have you been volunteering?
 - + What made you become a volunteer?
 - + How often do you volunteer?
- + Divide students into small groups of five to six. Students work in their groups to choose three questions they would like to ask a volunteer.

Lesson 2

Students visit a museum. Each small group interviews a volunteer, asking them the three questions they recorded from the prior lesson.

Lesson 3

Upon returning to school, each group presents their answers to the class and discusses what they found out. Teacher asks the students what they learned about volunteers that they didn't know before.

Lesson 4

- + Students bring in an item from home that reflects the past. They must learn about this item so that they feel confident to speak about it.
- + The items are arranged to form a class museum. Throughout the remainder of the history unit, the museum has open days. During these days, students volunteer in the museum, in their small groups. The rest of the class explores the museum. Volunteering students must help to show the other students around and be available to answer questions about artefacts in the museum.

Lesson 5

Invite parents in for a museum open day. Students act as volunteer guides and take their parents around the museum.

ASSESSMENT

- + Students can articulate what a volunteer is and what they do.
- + Students role-play a volunteer.

RESOURCES

- + *Sesame Street: Usher – Volunteer*: www.youtube.com/watch?v=5cysG5M1PFA

➤ VOLUNTEERING AND ME

Target Group: **Year 3**

Australian Curriculum Reference: **English and HPE**

English

- + 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).
- + Using research from print and digital resources to gather ideas, integrating information from a range of sources; selecting text structure and planning how to group ideas into paragraphs to sequence content, and choosing vocabulary to suit topic and communication purpose.
- + Using grammatical features including different types of verb groups/phrases, noun groups/phrases, adverb groups/phrases and prepositional phrases for effective descriptions as related to purpose and context (for example, development of a character's actions or a description in a report).

Literacy

- + Describe how respect, empathy and valuing difference can positively influence relationships (ACPPS037).
- + Describing behaviours that show empathy and respect for the rights of others.

LESSON SUMMARY

This is a unit of work covering three lessons.

As a class, students have read *Penny Pollard's Diary* by Robin Klein in previous weeks. *Penny Pollard's Diary* documents the visit (albeit reluctant) of a school student, Penny Pollard, to a local aged care facility. Penny meets an elderly resident at the visit, and an unlikely relationship develops. The book examines many issues including old age, friendship, family relationships and the issues surrounding the growth into adolescence. Students will have examined these issues during their reading of the diary.

In Lesson 1, students discuss the definition of a volunteer before watching a short documentary on National Volunteer Week, focusing on students volunteering at a nursing home. Using the questions posed on the stimulus sheet, the class determines the definition of volunteering and discusses the benefits of volunteering. Students then approach various school personnel and determine, using their own questions, where volunteers are located in the school and the tasks they perform.

In Lesson 2 students review the purpose and content of persuasive texts. They create a 'persuasive poster' advertising their upcoming visit to an aged care facility and encouraging students in their class to come along.

Students then visit an aged care facility and interview a designated resident about their childhood.

In Lesson 2, students use their research to write a factual recount of the life of an elderly person.

LESSON CONTENT AND METHODOLOGY

LESSON 1

Introduction

- + Teacher leads class discussion, asking *what is a volunteer?*

Stimulus

- + Students view Behind the News documentary on National Volunteer Week:
www.abc.net.au/btn/story/s3208633.htm
- + Students discuss the focus questions contained in Worksheet 1.

Activity

- + In small groups, students interview school personnel such as office staff, assistant principal etc to determine where volunteers work in the school and the tasks they perform.

Conclusion

- + Students report their findings to the class.

LESSON 2

Introduction

- + Review previously-taught content on persuasive texts. Discuss synonyms for the verb ‘persuade,’ such as ‘convince’ and ‘argue.’ Remind students that persuasive writing always has a purpose — that is to convince a designated audience to think or act in a certain way. Students will revise the purpose and correct use of emotive language, especially modality (nouns, verbs, adjectives and adverbs). Remind students of the distinction in form between exposition (argument) and exposition (advertisement).

Stimulus

- + Show students examples of persuasive advertisements found on the NSW Public Schools website:
www.schools.nsw.edu.au/learning/7-12assessments/naplan/teachstrategies/yr2011/index.php?id=literacy/reading/lr_cold/lr_cold_s4b_11
- + Discuss placement, size and content of images and language used.

Activity

- + Teacher provides details about what the students will be doing when they actually visit an aged care facility. The students develop a set of questions that they will ask the residents that will help the children understand what the resident’s lives were like when they were young.
- + In pairs, students design and publish a persuasive poster advertising their excursion to the aged care facility. The poster should provide details of the excursion and also advertise the benefits of volunteering their time.

Conclusion

- + Students share their completed work and display it in the classroom and around the school grounds.
- + Students visit the aged care facility (teacher will have contacted the facility and organised the arrangements).

LESSON 3

Introduction

- + Students share their experiences at the aged care facility and discuss any memorable moments they experienced or challenges they faced.

Stimulus

- + Using *Penny Pollard's Diary*, students view the photos taken by Penny of Mrs Bettany.
- + Discuss the sequencing of these photos in relation to the life events relayed by Mrs Bettany to Penny during the narrative. Reinforce the importance of correctly sequencing events in a recount.

Activity

- + Students write a factual recount detailing the life of their aged care resident. Students must include an introduction providing basic details about their resident, a body recounting their life events in the correct order, and a conclusion summarising the resident's main achievements and personal qualities shown by these achievements.

Conclusion

- + Students share their published work with their peers and also send a copy to their aged care resident.

ASSESSMENT

- + Work sample: persuasive poster
- + Work sample: factual recount
- + Teacher observation of participation in and contribution to group discussion.

RESOURCES

- + *Penny Pollard's Diary* by Robin Klein
- + Volunteer Week story (Behind the News website): www.abc.net.au/btn/story/s3208633.htm
- + Worksheet 1 (Behind the News teacher resource, taken from Behind the News website): www.abc.net.au/btn/resources/teacher/episode/20110510-volunteerweek.pdf
- + National Volunteering Week 2015 (Volunteering Australia website): www.volunteeringaustralia.org/2015/04/national-volunteer-week-2015
- + Examples of persuasive advertisements (NSW Public Schools website): www.schools.nsw.edu.au/learning/7-12assessments/naplan/teachstrategies/yr2011/index.php?id=literacy/reading/lr_cold/lr_cold_s4b_11

WORKSHEET 1

From Behind the News website: www.abc.net.au/btn/resources/teacher/episode/20110510-volunteerweek.pdf

VOLUNTEER WEEK

Focus Questions

1. How many hours a year do Australian people spend volunteering?
2. Students in the BtN story are volunteering as part of their _____ lesson.
3. What do the student's gain from volunteering?
4. What are the benefits to the residents?
5. How do the students help out at the nursing home?
6. How are students sharing their knowledge with the residents?
7. How does volunteering benefit the community?
8. Choose three adjectives to describe volunteers.
9. If you were to work as a volunteer, what would you do? Why?
10. What do you understand more clearly about volunteers since watching the BtN story?

Volunteer Week

Begin with a class brainstorm to find out what students know about volunteers and volunteering. The following questions may help focus the discussion.

- + What is the difference between voluntary and paid work?
- + What does being a volunteer mean?
- + Why do people become volunteers?
- + How do people become volunteers?
- + Who do you know who works as a volunteer?
- + How does volunteering benefit the volunteer?
- + How does volunteering benefit the organisation?

Students then investigate volunteering within the school community.

- + How does the school rely on volunteers?
- + What sort of work do they do?
- + What training is required?
- + How are they recognised?

Discuss with students who they could interview to find out more about volunteers at their school, for example the Principal, Deputy Principal or front office staff. Encourage students to write some questions of their own to ask. Each student can present their information about volunteers to the class.

Alternatively, students can research an organisation that relies on volunteers for the work that it does. Some key questions to investigate include the following.

- + What are the different roles the volunteers have within the organisation?
- + Are kids/young people able to work as volunteers for the organisation?
- + What training is needed to work as a volunteer?
- + How do they recruit new volunteers?

Related Research Links

- + *Fred's Van* from ABC Behind the News: www.abc.net.au/btn/story/s3038374.htm
- + Children's BBC: *Guides: Voluntary work*:
news.bbc.co.uk/cbbcnews/hi/newsid_3250000/newsid_3250100/3250193.stm
- + Volunteering Australia: *Definitions and Principles of Volunteering*:
www.volunteeringaustralia.org/wp-content/files_mf/1376970969VADefinitionandprinciplesofVolunteering.pdf

WORKSHEET 1

Volunteers in Our School



..... is a volunteer at our school.

As a volunteer:

➤ VOLUNTEERS: WHO ARE THEY?

Target Group: **Year 4**

Australian Curriculum Reference: **English**

- + Understand differences between the language of opinion and feeling and the language of factual reporting or recording (ACELA1489).
- + Identify features of online texts that enhance readability including text, navigation, links, graphics and layout (ACELA1793).
- + Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information (ACELY1687).

LESSON SUMMARY

Students will look at a promotion of the 40 Hour Famine, listen to someone who has taken part in it and explore the different language and imagery used to convey the speaker/author's message. They will then use that information to prepare questions to ask a future speaker.

Through verbal and visual representations the students will consider the benefits of volunteering to the individual and to the organisations that are assisted.

LESSON CONTENT AND METHODOLOGY

- + Teacher leads discussion about the 40 Hour Famine, asking questions such as *why do we have fundraisers?* Look at humanitarian projects that the school has been involved in, for example Jump for Health and the 40 Hour Famine. Ask students to think about how we support these organisations, and why.
- + Students look at the 40 Hour Famine website that is promoting and inviting participation in the 2015 event. Teacher structures a class discussion drawing attention to the factual language and the emotive image, and how they are used to deliver the message about the importance of being involved in the fundraising activity.
- + Teacher invites a student who has been involved in the 40 Hour Famine to speak to the class about that experience. Students compose possible questions to ask the visiting student before the visit. Questions could include things like *how did you feel after a few hours without eating?* Students are asked to write down examples of factual and emotive language that is used by the student.
- + After the student has finished the teacher thanks them for their contribution. The student leaves. Teacher asks the class whether they have they been persuaded to become involved as a result of the information provided by the online messages and the speaker. Students identify why they were influenced and what language or images in particular persuaded their decision.

- + Teacher talks about the range of humanitarian issues that people volunteer to help with and how we react when natural disasters occur. Students view Vanuatu: 'Aid for all in two weeks' pledge: www.youtube.com/watch?v=CZP-EOy2K_Q. Teacher asks the students questions like: *What kind of help is required? How must the people who have lost their homes feel?*
- + Teacher tells the students that at the next lesson they will listen to someone who has volunteered abroad. Students are then grouped (four to six students per group) to develop questions they might ask that person. Each group must select their top question and identify a person who will ask that question to the speaker. Students read their question to the class to make sure there are no repeats.

RESOURCES

- + 40 Hour Famine: Call for Support 2015: www.40hourfamine.com.au
- + Vanuatu: 'Aid for all in two weeks' pledge: www.youtube.com/watch?v=CZP-EOy2K_Q

➤ VOLUNTEERS: WHO ARE THEY? WHAT DO THEY DO?

Target Group: **Year 4**

Australian Curriculum Reference: **English**

- + 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).

LESSON SUMMARY

This lesson(s) follows on from *Volunteers: Who Are They?*

Students will hear a presentation from a person who has volunteered abroad and will then use that information (and the information from the previous lesson) to construct imaginative texts.

LESSON CONTENT AND METHODOLOGY

- + Teacher identifies a person in the local community who has volunteered abroad and invites them to speak to the class about their experiences. Students will ask the volunteer the questions they composed in the last lesson.
- + Drawing on the guest speaker's input, information discussed at the previous lesson and new information gained from the internet (see *Resources* below), the teacher leads a discussion about the way people and communities have been helped in times of need and the difference this support has made to the lives of people in these communities.
- + Students will compose a written task based on some of the information discussed over the last two lessons. They should put themselves in the role of a volunteer in a fictional or real disaster situation, and try to imagine some of the difficulties they might face and how they would be able to assist. Their writing should be aimed at other children their age.

Note: English as an Additional Language or Dialect (EAL/D) students or refugee students might consider telling their own stories using story boards with visual images.

Books such as Anh Do's 'The Happiest Refugee' and Shaun Tan's 'The Arrival' will assist EAL/D students to do this activity, as well as encourage understanding and empathy from the rest of the class.

RESOURCES

- + 40 Hour Famine: Call for Support 2015: www.40hourfamine.com.au
- + Vanuatu: 'Aid for all in two weeks' pledge: www.youtube.com/watch?v=CZP-EOy2K_Q

➤ MABEL'S YARN (PART 1)

Target Group: **Year 5**

Australian Curriculum Reference: **English**

Creating texts

- + Use a range of software, including word processing programs, to confidently create, edit and publish written and multimodal texts (ACELY1728).

LESSON SUMMARY

This is the first of a number of lessons.

Lesson 1

Students discuss and brainstorm the idea of volunteering, applying this knowledge to a proposed volunteering experience in a nursing home.

Lesson 2

Students develop a Photo Story about Mabel, a fictitious nursing home resident (*note: this lesson assumes students have a basic working knowledge of Microsoft Photo Story*).

Following these lessons, students visit a nursing home and create a further Photo Story about their experiences with one of the residents they meet.

LESSON CONTENT AND METHODOLOGY

Introduction: assess background knowledge

Discuss the idea of volunteering with students and loosely define volunteering:

- + unpaid work or service, for example Clean Up Australia Day
- + civil action, for example anti-bullying day or save the koalas
- + leisure volunteering, such as eco-tourism.

Body: aspects of volunteering

- + Brainstorm aspects of volunteering. Elicit responses from students about:
 - + what it is possible to volunteer in (*charity organisations such as the Red Cross, animal shelters and soup kitchens, government organisations, libraries, museums, national parks, political campaigns and nursing homes*)
 - + why we volunteer (*altruism, work experience, fun, capacity to effect change, empathy*)
 - + who benefits from volunteering (*recipient and participant, organisation and individual*)

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- + when we volunteer (*once retired, work experience, holidays, weekends, as our main job, spontaneously during floods/bushfires and other emergencies*)
 - + where it is possible to volunteer (*in the local community, nationally and internationally*).
 - + Ask students to think about volunteering to visit a nursing home, and what they think that would look like. Elicit responses about:
 - + why people live in nursing homes (*retired, elderly, may experience physical or mental illnesses that inhibit adequate self-care, lack of family support*)
 - + what volunteer visits provide for residents (*enrich quality of life, provide mental stimulation and fun games, assistance with self-care like doing nails or brushing hair*)
 - + how volunteer visits affect the volunteer (*increased feelings of self-worth, fun, capacity to effect change for an individual or small groups of people, building relationships, making connections with a different generation, empathy for those less fortunate than yourself*).
 - + Ask students to imagine the following scenario:

Mabel is a retired singing teacher, keen crocheter and bingo player who is 80 years old. Her son recently assisted her to move into a nursing home as she was forgetting to eat meals regularly and found it difficult to prepare food. Mabel's son was finding it a challenge to keep Mabel's house clean and visit twice a day to check on her. When he telephoned Mabel during the day, she occasionally sounded disorientated and took a little time to remember who he was.

Mabel is adjusting to the nursing home but seems sad and lonely, missing her home of 40 years, her daily routine and her independence. She often sits alone during organised group activities at the nursing home. She also misses her daughter who lives very far away, preventing regular visits.
 - + Ask students to imagine themselves as Mabel. How would they feel? What would they be thinking? Create a Wordle ('word cloud') using the words the students suggest. Visit www.wordle.net to create your Wordle.
 - + Organise students into pairs to Think, Pair and Share using the above scenario (refer to the *Resources* section in this lesson plan for more information about the Think, Share, Pair activity). Ask students to discuss with their partner how they would approach this situation if they were volunteering at this nursing home and were paired with Mabel. How could they help? What could they do? Students can record their ideas on paper.
 - + Engage with individual groups to work towards these ideas:
 - + try and engage Mabel to chat (about her family, the weather, her history)
 - + ask her to teach you to crochet
 - + ask her to sing her favourite songs, bring in a CD player to play songs she knows or sing together
 - + play bingo with her and encourage her to join in the group bingo games
 - + respectfully jog her memory when she forgets things
 - + tell her how much you enjoy visiting her and having her show you her expertise with singing and crochet
 - + assist her to write letters to her daughter who she does not see very often
 - + help her with her nails or other appropriate self-care activities.
-

- + Sit groups in a circle to share ideas. Which ideas were the most creative? Which ideas do students think would assist Mabel to feel happier at the nursing home? Students may record any new ideas from other groups.
- + Ask students to think about the aim of visits with Mabel. Ideas could include helping her to cope with life, adjusting to her new home and finding pleasure in everyday experiences.

Conclusion: what do we now know about volunteering?

Ask students to give a brief recap about new information they have learnt in this lesson relating to volunteering. Ask students how they now feel about volunteering. Would they feel compelled to volunteer and, if so, for what type of agency?

Tell students that they will be creating a Photo Story during the next lesson, based around their knowledge of Mabel.

ASSESSMENT

Teacher to determine the following.

- + Did students engage with the concept of volunteering?
- + Did students work together actively and harmoniously during the Think, Pair, Share activity?
- + Did they engage empathetically during the scenario discussion?
- + Were students able to express new knowledge about volunteering at the conclusion of the lesson?

RESOURCES

- + Interactive whiteboard and internet OR blackboard/whiteboard, butcher's paper and paper and pencils
- + Microsoft Photo Story can be downloaded for free at microsoft-photo-story.en.softonic.com
- + Wordle is a toy for generating 'word clouds' from text that you provide. The clouds give greater prominence to words that appear more frequently in the source text. You can tweak your clouds with different fonts, layouts, and colour schemes. You can access Wordle at www.wordle.net
- + Think, Pair, Share: During this activity, students are given individual time to think about a question related to the topic of study. They then pair up with a partner to share their thoughts.

➤ MABEL'S YARN (PART 2)

Target Group: **Year 5**

Australian Curriculum Reference: **English**

Creating texts

- + Use a range of software, including word processing programs, to confidently create, edit and publish written and multimodal texts (ACELY1728).

LESSON SUMMARY

This is the second of a number of lessons.

Lesson 1

Students discuss and brainstorm the idea of volunteering, applying this knowledge to a proposed volunteering experience in a nursing home (see *Mabel's Yarn Part 1*).

Lesson 2

Students develop a Photo Story about Mabel, a fictitious nursing home resident.

Following these lessons, students visit a nursing home and create a further Photo Story about their experiences with one of the residents they meet.

LESSON CONTENT AND METHODOLOGY

Introduction: recap on last lesson

Ask students: What can volunteers offer nursing home residents (empathy, companionship, appreciation, a listening ear, practical assistance)?

Body: aspects of volunteering

- + Recall Mabel's scenario with students referring to last lesson's notes. Tell students they will be creating an individual Photo Story about Mabel that captures the essence of who she is.
- + Revise the format of Photo Story and main features with students, including how to import images and music from the internet, using the following YouTube video: www.youtube.com/watch?v=kZX8fh_ZNfQ
- + Tell students they are to create a 'visual story' that can include Mabel's past, present or future (or elements of all three), using images and music from the internet. Students can add their own words if they wish and should attempt to include an empathic element to their Photo Story. Discuss briefly with students how this may be achieved using a range of techniques such as images of people with emotive expressions on their faces, soulful music and thoughtful text. The finished Photo Story should be no longer than five minutes and contain up to 10 slides.
- + Show students a sample Photo Story as an idea of what to produce. Monitor their work as they create.

Conclusion: what do we now know about volunteering?

Students bring their work on a USB stick to the classroom Interactive Whiteboard and show their progress. Another lesson/s may follow so the students can finish their Photo Story projects.

ASSESSMENT

Teacher to determine suitable assessment, based on the following considerations.

- + Did students use Photo Story effectively?
- + Did students source appropriate images from the internet and import them into Photo Story?
- + Did students pair effective music and text with images in Photo Story?
- + Did students introduce an empathetic element into their Photo Story?

RESOURCES

- + Microsoft Photo Story can be downloaded for free: microsoft-photo-story.en.softonic.com
- + *How to use Windows Photo Story 3 for students*: www.youtube.com/watch?v=kZX8fh_ZNfQ
- + Photo Story example (first 57 seconds): www.youtube.com/watch?v=X65IIUmzNI8
- + Photo Story example: www.youtube.com/watch?v=ypvIRguXajQ

➤ ANALYSIS OF VOLUNTEER MEDIA/ADVERTISING

Target Group: **Year 7**

Australian Curriculum Reference: **English**

Expressing and developing ideas

- + Analyse how point of view is generated in visual texts by means of choices, for example gaze, angle and social distance (ACELA1764).

LESSON SUMMARY

- + Students explore the ways in which volunteer associations and organisational groups use advertising to promote awareness and gain support.
- + Students will analyse the effectiveness of current media/advertising texts in engaging youth to volunteer.
- + Students will work in groups to create a poster encouraging youth to volunteer, and a film advertisement will be created later in the term.

LESSON CONTENT AND METHODOLOGY

- + Students look at the two examples of advertisements for volunteering provided by the teacher (see *Worksheet 1* in the *Resources* section) and find three examples of their own. Using these as the stimulus material, the teacher will lead a student discussion asking questions such as the following.
 - + What is advertising?
 - + What is the purpose of advertising?
 - + What do you think volunteer organisations advertise?
 - + What kinds of volunteer organisation advertising have you seen?
 - + Do you think the organisations were successful in selling the 'product'?
- + Look at two texts in particular (choose from the five already selected above) and engage the students in a discussion, asking questions such as the following.
 - + How does each text engage you as a young person?
 - + Is the advertising suitable for all ages, or do you think that it has a specific target audience?
 - + How is an individual's point of view expressed in the text?
 - + Does it appeal to you? Why? Why not?

- + Students read the Victorian Government article *Writing Volunteer Advertisements*:
www.volunteer.vic.gov.au/manage-your-volunteers/attracting-and-recruiting/writing-volunteer-advertisements
Students answer the following question: *What things do you have to keep in mind if you are designing an advertisement for volunteers?*
- + Organise students into groups. For the remainder of the lesson groups are to work together to create a poster advertising volunteer work for youth. Students need to discuss what the volunteer role will be and which organisation it will be attached to.
- + Students will create a television advertisement later in the term that will support the poster.

ASSESSMENT

- + Formative assessment of students will take place throughout the lesson, such as involvement in discussion, engagement with the texts and cohesive group work.

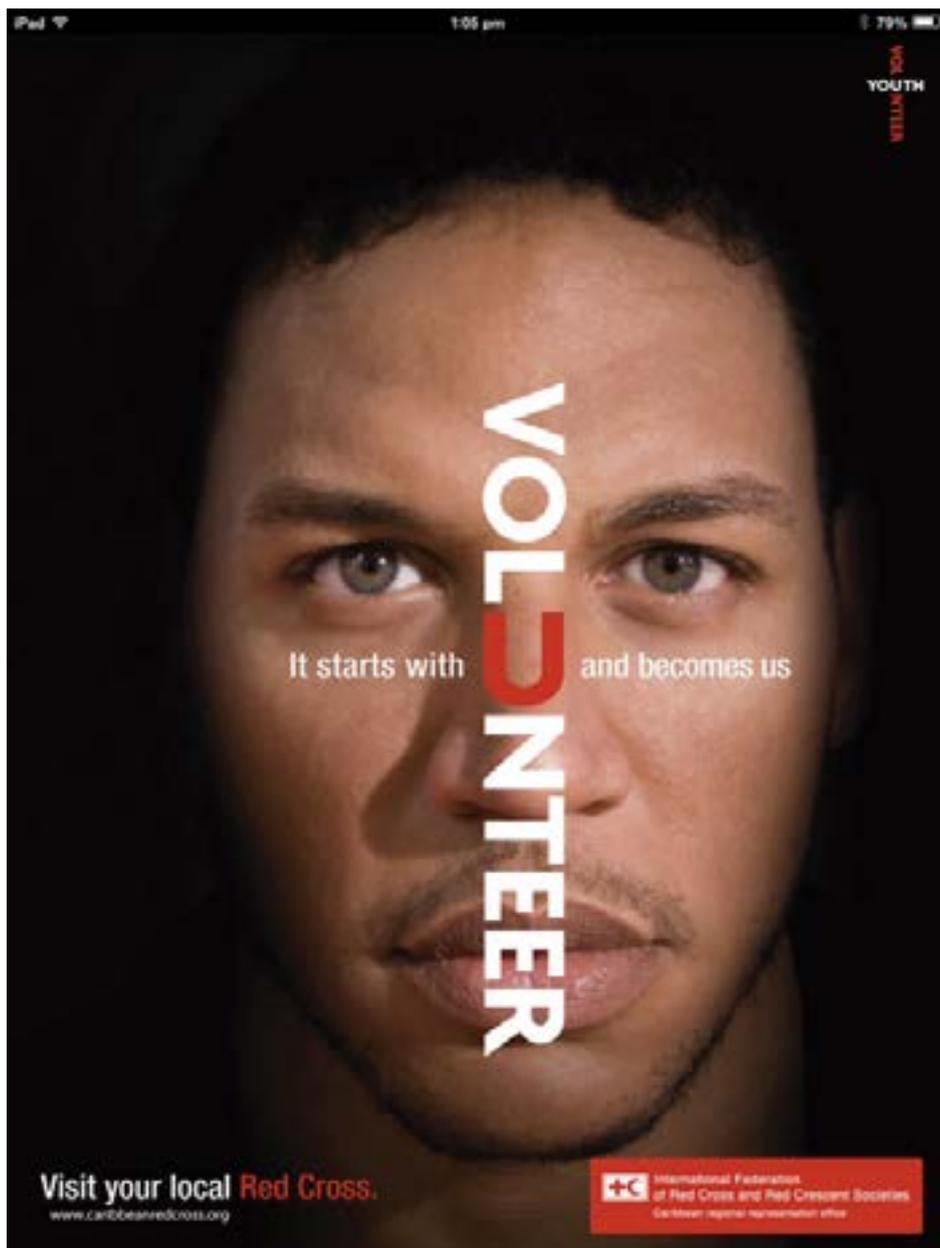
RESOURCES

- + Worksheet 1: Sample volunteering advertisements and suggested websites
- + Writing volunteer advertisements:
www.volunteer.vic.gov.au/manage-your-volunteers/attracting-and-recruiting/writing-volunteer-advertisements

WORKSHEET 1

Sample volunteering advertisements and suggested websites





ACTIVITY

Look at some of the sites below to find your own examples of volunteering advertisements, or research other organisational sites. You can also use print media examples.

- + World Vision: Just like us: www.youtube.com/watch?v=f2ne3QvLtrk
- + Lions Australia: Australia wants 2 more hands: www.youtube.com/watch?v=l2cPZ1p9hcc
- + Smith Family: Every child deserves an equal chance: www.youtube.com/watch?v=R2VbGM6s2gk
- + Volunteering Australia: www.volunteeringaustralia.org
- + Go Volunteer: www.govolunteer.com.au
- + Seek Volunteer: www.volunteer.com.au
- + Youth off the Streets: www.youthoffthestreets.com.au/Volunteering#.VRy_UI7sRVd

➤ FOOD CHOICES: WHAT GETS US IN?

Target Group: **Year 7**

Australian Curriculum Reference: **English**

Literacy

- + Interacting with others using effective strategies for dialogue and discussion in a range of formal and informal contexts, including speaking clearly and coherently and at appropriate length, asking questions about stated and implied ideas, and restating and summarising main ideas.
- + Use interaction skills for identified purposes, using voice and language conventions to suit different situations, selecting vocabulary, modulating voice and using elements such as music, images and sound for specific effects (ACELY1808).

LESSON SUMMARY

Students will interact with consumers to investigate and discuss the reasons behind our food choices. They will digitally collate the group's findings and draw conclusions.

Following the research component they will plan and develop a volunteer information session for a primary school class.

LESSON CONTENT AND METHODOLOGY

- + Ask students to think about the reasons for consumer food choices such as nutritional knowledge, labelling, taste, appeal and cost. Inform students they will be designing and conducting a survey that they will use to collect information from actual consumers.
- + Introduce the idea of volunteering, noting that volunteering is when someone does something in the community to help other people and is not paid for that effort. Advise students that they will be volunteers in this activity. Ask the question: *How will you be helping others by doing this work?*
- + Arrange students into groups to develop surveys designed to investigate consumer food choices (note consumers will be prompted to provide their responses in relation to a range of products). Topics and questions to ask consumers could include the following.
 - + Rank the sugar content of these food products from highest to lowest.
 - + Which food product do you think is the most nutritious?
 - + Which food presentation or packaging appeals to you the most?

-
- + Select different settings for the surveys to take place. Possible locations could include the school playground, supermarket (with permission) or health gym (with permission). You might also want to consider surveying differentiated age groups, to see how responses vary based on age.
 - + Select a range of products with varied sugar levels, nutritional values and types of presentation or packaging. You can use actual products or images to prompt consumers. Visit your chosen locations and ask consumers the survey questions the groups have developed. Note the responses provided by consumers.
 - + After conducting your survey, engage each consumer in an interactive discussion using questions such as the following.
 - + What surprised you about the sugar content in these products?
 - + Did you rely on what you already knew about the products to make decisions about their nutritional value, or did you rely on the packaging and the way it appealed to your senses?
 - + How much influence do you think packaging has on the food choices you make?
 - + What influences you the most when you choose food?
 - + Work with the class to collate and represent survey results using graphs and charts created in Excel. Draw conclusions from your research, for example:
 - + consumers are/are not aware of the sugar content in food products
 - + consumers have/do not have good nutritional knowledge of food products
 - + consumers are/are not easily influenced by food presentation/packaging
 - + consumers are/are not influenced by the cost of food products.
 - + Present survey findings to class and engage in discussion. Compare conclusions from each group's findings.
 - + Plan an information session with a primary school class. Advise students they will be volunteers, visiting classes as guest speakers and tutors. Lead a discussion about what being a volunteer in a classroom entails, including how volunteers should act and what authority and responsibilities they have.
 - + Each group selects one factor such as nutritional knowledge, labelling, packaging or cost that can influence our food choices.
 - + Groups design, develop and present a short multi-media infomercial and an interactive game for a primary school class, to raise awareness of what drives our food choices.
 - + Students return to class and reflect on their experience as volunteers. Engage class in a discussion, asking questions such as the following.
 - + Did you find the task difficult or easy? Why?
 - + How did you feel teaching the students something new?
 - + Did anything happen that you weren't expecting?
 - + What other volunteer activity might you do that involves teaching skills and knowledge to younger students?

ASSESSMENT

Teacher to determine appropriate assessment.

RESOURCES

Creating surveys

- + Survey example: www.surveymonkey.com
- + Survey example and templates: www.smartsurvey.co.uk/survey-templates

Using Excel Spreadsheets/collating data

- + *How to make a bar graph in Excel:* www.youtube.com/watch?v=vV6WreL9wxo
- + *Easy way to make a graph in Excel:* www.youtube.com/watch?v=8B8kFVNzIQ8
- + *How to make a pie chart:* www.youtube.com/watch?v=OlgrdcP_1ug

➤ COMMUNITY: A UNIT OF WORK

Target Group: **Year 9**

Australian Curriculum Reference: **English**

LANGUAGE

Text structure and organisation

- + Understand that authors innovate with text structures and language for specific purposes and effects (ACELA1553):
 - + experimenting with ways to present personal viewpoints through innovating with texts.
- + Compare and contrast the use of cohesive devices in texts, focusing on how they serve to signpost ideas, to make connections and to build semantic associations between ideas (ACELA1770):
 - + sequencing and developing an argument using basic language structures that suggest conclusions ('therefore', 'thus' and 'so') or give reasons ('since', 'because') or suggest conditionals ('if...then').

Expressing and developing ideas

- + Explain how authors creatively use the structures of sentences and clauses for particular effects (ACELA1557):
 - + identifying and analysing aspects of rhetoric in speeches drawn from contemporary and earlier contexts and students creating speeches of their own.
- + Understand how certain abstract nouns can be used to summarise preceding or subsequent stretches of text (ACELA1559):
 - + exploring sections of academic and technical texts and analysing the use of abstract nouns to compact and distil information, structure argument and summarise preceding explanations.
- + Analyse and explain the use of symbols, icons and myth in still and moving images and how these augment meaning (ACELA1560):
 - + investigating the use of symbols, for example the flag, the digger's hat and the Southern Cross in images, films and picture books, and evaluating their contribution to viewers' understanding of issues, for example national identity, recognising that visual and verbal symbols have different meanings for different groups.
- + Identify how vocabulary choices contribute to specificity, abstraction and stylistic effectiveness (ACELA1561):
 - + comparing and contrasting vocabulary choices in informative and narrative texts, considering how they are used to create precise information, abstract ideas and/or stylistic interpretations of texts.

LITERATURE

Literature and context

- + Interpret and compare how representations of people and culture in literary texts are drawn from different historical, social and cultural contexts (ACELT1633):
 - + exploring and reflecting on representations of values (for example love, freedom, integrity) in literature drawn from cultures and times different from the students' own
 - + exploring and reflecting on personal understanding of the world and human experience, interpreted in literature drawn from cultures and times different from the students' own
 - + reviewing historical fiction or nonfiction written by and about the peoples of Asia
 - + analysing literary texts created by and about Aboriginal and Torres Strait Islander peoples (including documentaries, picture books, print texts and other multimodal texts) and also texts including film produced by and about peoples of Asian background, and considering the different ways these texts represent people, places, things and issues.

Responding to literature

- + Present an argument about a literary text based on initial impressions and subsequent analysis of the whole text (ACELT1771):
 - + interrogating and making judgments about a text, comparing others' ideas against the student's own and reaching an independent decision or shared consensus about the interpretations and ideas expressed.
- + Explore and reflect on personal understanding of the world and significant human experience gained from interpreting various representations of life matters in texts (ACELT1635):
 - + establishing a wide reading list on a particular issue based on personal preference and establishing reasons for the inclusion of these texts.

Examining literature

- + Analyse texts from familiar and unfamiliar contexts, and discuss and evaluate their content and the appeal of an individual author's literary style (ACELT1636):
 - + examining how different authors make use of devices like myth, icons and imagery and evaluating the effect of these choices on audiences.
- + Investigate and experiment with the use and effect of extended metaphor, metonymy, allegory, icons, myths and symbolism in texts, for example poetry, short films, graphic novels, and plays on similar themes (ACELT1637):
 - + identifying examples of language devices in a range of poems, ballads or poetic extracts, and considering how their use adds to meaning and may also influence the emotional responses of listeners or readers, in varying ways
 - + taking a particular area of study, a topic or theme and examining how different authors make use of devices like myth, icons and imagery in their work.
- + Analyse text structures and language features of literary texts, and make relevant comparisons with other texts (ACELT1772):
 - + evaluating the effect on readers of text structures and language features of a literary text and comparing these with other texts

- + by comparing texts, writing or speaking about how well the author constructed the opening and closing sections of the text and used 'hooks' to keep the reader/viewer/listener engaged and reading on/ watching/listening to the end.

Creating literature

- + Experiment with the ways that language features, image and sound can be adapted in literary texts, for example the effects of stereotypical characters and settings, the playfulness of humour and pun and the use of hyperbole (ACELT1638):
 - + making language choices and choosing particular language devices to achieve intended effects, for example building in a surprise or twist in the ending of a short story or final scene of a film
 - + creating written interpretations of traditional and contemporary literature which employs devices like metaphor, symbol, allegory and myth, and evaluating the contribution of these devices to the interpretation of the text
 - + creating written interpretations of traditional and contemporary poetry (for example sonnets and contemporary song lyrics) focusing on their use of symbol, myth, icons and imagery.

LITERACY

Texts in context

- + Analyse how the construction and interpretation of texts, including media texts, can be influenced by cultural perspectives and other texts (ACELY1739):
 - + comparing perspectives represented in texts from different times and places, including texts drawn from popular culture
 - + identifying, comparing and creating relationships between texts (including novels, illustrated stories, social issue cartoons, documentaries, multimodal texts)
 - + analysing and identifying how socio-cultural values, attitudes and beliefs are conveyed in texts
 - + analysing and interpreting assumptions about groups that have shaped or influenced representations of people, places, events and things and identifying how listeners and readers are positioned by these representations.
- + Listen to spoken texts constructed for different purposes, for example to entertain and to persuade, and analyse how language features of these texts position listeners to respond in particular ways (ACELY1740):
 - + comparing and evaluating bias or stereotyping and presenting findings in discussions and presentations
 - + identifying and commenting on omissions of information in different texts
 - + exploring and identifying moral and ethical dimensions of an issue represented in different texts, and how these align or contradict with personal and others' perspectives.
- + Use interaction skills to present and discuss an idea and to influence and engage an audience by selecting persuasive language, varying voice tone, pitch, and pace, and using elements such as music and sound effects (ACELY1811):
 - + participating in pair, group, class, school and community speaking and listening situations, including informal conversations, discussions, debates and presentations

- + using effective strategies for dialogue and discussion in a range of formal and informal contexts, including speaking clearly and coherently and at appropriate length, presenting a point of view and listening to other viewpoints, and negotiating an agreed position on an issue
- + choosing vocabulary, spoken text and sentence structures for particular purposes and audiences, such as debating a topic with a team from another school, creating a voiceover for a media presentation
- + adapting language choices such as use of similes, metaphors and personification to meet the perceived audience needs
- + selecting voice effects such as tone, volume, pitch and pace for their specific effects, such as putting forward a point of view or attempting to persuade an audience to a course of action.
- + Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for aesthetic and playful purposes (ACELY1741):
 - + using graphics and text animations to accompany spoken text, for example presenting a news item suitable for a current affairs program that aligns image to spoken text, or establishing humour by creating a disjunct between sound, image and spoken text.
- + Interpret, analyse and evaluate how different perspectives of issue, event, situation, individuals or groups are constructed to serve specific purposes in texts (ACELY1742):
 - + debating the reliability of the coverage in a range of news media of a contentious issue
 - + evaluating techniques used to construct plot and create emotional responses such as comparison, contrast, exaggeration, juxtaposition, the changing of chronological order, or the expansion and compression of time
 - + constructing questions to frame an analysis of differing representations on moral issues in texts, and including a critical analysis of a personal view in the overall analysis of the issue
 - + identifying whether two texts may share a common purpose or audience, for example a feature article on a particular website or in a particular newspaper
 - + analysing how issues are debated and reported in the media in different countries, and the possible reasons for this, for example 'whaling' in Japan and Australia
 - + analysing and interpreting assumptions about groups that have shaped or influenced representations of people, places, events and things; identifying how listeners, viewers and readers are positioned by these representations, and supporting identified points with examples.
- + Use comprehension strategies to interpret and analyse texts, comparing and evaluating representations of an event, issue, situation or character in different texts (ACELY1744):
 - + evaluating techniques used to construct plot and create emotional responses, for example comparison, contrast, exaggeration, juxtaposition, the changing of chronological order, or the expansion and compression of time.
- + Explore and explain the combinations of language and visual choices that authors make to present information, opinions and perspectives in different texts (ACELY1745):
 - + identifying or commenting on the author's approaches and use of techniques, design, form and style.

Creating texts

- + Create imaginative, informative and persuasive texts that present a point of view and advance or illustrate arguments, including texts that integrate visual, print and/or audio features (ACELY1746):
 - + presenting arguments that advance opinions, justify positions, and make judgments in order to persuade others about issues such as the importance of maintaining balance in the biosphere
 - + creating imaginative texts with main ideas developed through the interconnections of plot, settings, characters, the changing of chronological order, foreshadowing in written, spoken and digital texts
 - + creating informative and argumentative texts with explanations, details and evidence
 - + following the structure of an argument which has a series of sequenced and linked paragraphs, beginning with an outline of the stance to be taken, a series of supported points that develop a line of argument, and a conclusion which summarises the main line of argument.
- + Review and edit students' own and others' texts to improve clarity and control over content, organisation, paragraphing, sentence structure, vocabulary and audio/visual features (ACELY1747):
 - + checking for run on sentences, eliminating unnecessary detail or repetition, and providing clear introductory and concluding paragraphs.
- + Use a range of software, including word processing programs, flexibly and imaginatively to publish texts (ACELY1748):
 - + applying word processing functions, for example outlining, standard styles and indexing.

UNIT SUMMARY

This unit takes the theme of community to develop an area of study or thematic unit. Students use a range of fiction and non-fiction texts to develop an understanding of the concept and identify how language features are used to communicate it. The unit incorporates a close study of **ONE** text relevant to the theme and students' experiences. It will be taught as a ten week study.

The concept of community is an important part of contemporary Australian life. It is an important part of every student's experience which they can readily reflect on and identify in a range of texts. Australia is a nation made up of geographically diverse communities, generally identified as urban or regional, which are themselves made up of very different people. This includes Aboriginal and Torres Strait Islander peoples, multicultural peoples including those from Asia, people with disability and people of different ages, as well as people of differing beliefs and sexuality. Each community has its own history. Our experience of community becomes central to our understanding of identity and our overall feelings of inclusion or exclusion in Australia. There are actions we can take that build a sense of community (especially volunteering), as well as behaviours that have negative effects on others.

LESSON CONTENT AND METHODOLOGY

Introduction

- + Discuss what students understand by the term 'community'. Identify the communities students are part of and what it means to them to be part of these communities. Brainstorm their conclusions.
- + Create an exposition on the nature of denotation and connotation. Use this new understanding to develop a list of words related to community. Develop this list into a word picture using appropriate software, or the students own skill in design.

- + Review the aspects and concepts of community identified in the unit summary. Ask students to investigate what these aspects and concepts look like in their local geographical community. Present their findings as a report using the typical features of this form of writing. Part of this investigation should include an interview with someone who volunteers in the community, which identifies what they do and why. Students may benefit from explicit instruction in this text type and from scaffolded writing approaches.

Related Texts

- + Students should review the idea of a theme, and how it can be reflected and developed in a number of texts. They are set the task of researching and identifying **THREE** pieces of material of their own choosing which approach the theme in different ways. At the end of the unit, students present their research to the class as a formal speech. Throughout the unit's delivery (as necessary), students should be given instruction on how to structure and deliver an effective speech.
- + Teachers need to present students with a variety of texts relevant to the theme. This should include:
 - + websites, speeches, poems, newspaper articles, cartoons, short stories, advertisements, photographs or artworks, picture books, songs, and films or television episodes.
 - + Each lesson should include a discussion of what the text shows about community, the language techniques used by the composer and a discussion of the effect on the responder. A variety of student activities should be used to reinforce the same discussion objectives, for example: completion of a template; a series of questions reflecting knowledge, comprehension, analysis, synthesis and evaluation levels of critical response; a visual representation of a key idea; a dramatic interpretation of the material. The material should reflect the range of ideas surrounding community expressed in the unit summary. At least **THREE** pieces of material should directly relate to volunteering.

Close Study

Students then engage in a close study of a particular text with the dominant theme of community. This study should reflect the traditional review of plot, character, theme, setting, style and structure alongside a more conceptual analysis considering use of dialogue, foreshadowing, symbols, icons and allegory, modality, positioning and voice. The choice of the form of text should be part of the overall year planning.

Some text recommendations include:

- + films: Red Dog, Rabbit Proof Fence, Stand and Deliver, Kangaroos – Faces in the Mob, Yolngu Boy
- + novels: Home and Away (John Marsden), Mao's Last Dancer (Li Cunxin), Misery Guts (Morris Gleitzman), The Happiest Refugee (Anh Do) – *specifically recommended due to explicit reference to the help Anh received from volunteer agencies in Australia*, My Place (Sally Morgan)
- + dramas: Much Ado About Nothing, Plays from Black Australia (Jack Davis)
- + websites: Making Multicultural Australia (www.multiculturalaustralia.edu.au)
- + TV series: Going Bush.

Writing Tasks

Students should write a number of texts related to the concept:

- + an expository persuasive text
- + a creative imaginative text
- + short answer responses
- + group responses.

These tasks need to account for the individual literacy needs of the class and include scaffolding techniques that are relevant to the group, including co-constructions. These tasks should also include internal choice where at least **ONE** of the topics or stimulus is relevant to volunteering.

Conclusion

Students should present a multi-modal presentation where they speak about what they have learnt about community from their **THREE** related texts and the lessons in class. In the presentation students need to reflect on how they might, or will, contribute to the communities they are a part of in the future, especially what they might do as a volunteer.

ASSESSMENT

Students will be assessed through a range of formal and informal strategies including peer assessment, responses to questions in their books, involvement in class discussion and completion of the various written activities suggested in the unit.

The key piece of formal assessment is the multi-modal text presented at the end of the unit.

- + Students will be required to demonstrate their ability to:
 - + analyse text structures and language features of literary texts, and make relevant comparisons with other texts (ACELT1772)
 - + understand that authors innovate with text structures and language for specific purposes and effects (ACELA1553)
 - + use interaction skills to present and discuss an idea and to influence and engage an audience by selecting persuasive language, varying voice tone, pitch and pace, and using elements such as music and sound effects (ACELY1811)
 - + create imaginative, informative and persuasive texts that present a point of view and advance or illustrate arguments, including texts that integrate visual, print and/or audio features (ACELY1746).
- + Students are required to present a speech to the class outlining what they have learnt about community as a result of studying this unit. In this speech they must:
 - + refer to **THREE** texts related to community from their own research
 - + reflect a broad understanding of the concept as outlined in the unit summary
 - + explain how they will contribute to their community in the future
 - + support their speech with relevant visual aids, for example PowerPoint presentations.

RESOURCES

- + Texts referred to above.
- + Various organisation websites, for example CARE Australia, Anglicare, The United Nations Children's Fund (UNICEF), Greenpeace, WIRES, Volunteer Australia, Little Athletics.

➤ MEETING AN ELDERLY PERSON FOR THE FIRST TIME

Target Group: **Year 9**

Australian Curriculum Reference: **English**

Language for interaction

- + Understand that roles and relationships are developed and challenged through language and interpersonal skills (ACELA1151).

LESSON SUMMARY

Students will visit an aged care facility and interview elderly residents so that they can record the person's life story. Students learn that there are some specific words and ideas that are used to facilitate easy understanding and communication when meeting people for the first time.

LESSON CONTENT AND METHODOLOGY

- + Teacher and students brainstorm a list of words/phrases that clearly convey understanding and empathy when first meeting elderly residents (for example *compassion, share, respect, unconditional, coping mechanisms*).
- + Students discuss reasons for their choice of these words and phrases and what they mean in the context of an interview with an elderly person.
- + Teacher discusses the use of open-ended questions when conducting an interview and models these to students.
- + Students are paired with a class partner to prepare and present an 'interview' about what they had for dinner last night using open-ended questions. The class is the audience for the interview. Ask the audience the following questions.
 - + What do you hear about various foods your fellow students eat for dinner? What are the likes? What are the dislikes?
 - + What happens when a closed question is used by the interviewer? Is a closed question effective in eliciting information? Why? Why not?
- + Demonstrate the use of 'open' and 'closed' body language.
- + Play YouTube video: *Body language, the power is in the palm of your hands* (Allan Pease): www.youtube.com/watch?v=ZZZ7k8cMA-4
- + Analyse the video presentation. Ask the class to demonstrate effective and ineffective body language in a mock interview about what they did last Saturday.

- + Students work in pairs using Worksheet 1.
- + Students return to the brainstormed vocabulary list in activity 1 and add any new words that they might use to apply to meeting an elderly person for the first time.
- + Class develops a corporate list of the best body language to use when meeting someone new.
- + Ask students to write five questions they will use when they are interviewing the elderly person that is assigned to them at the care facility to be visited. Make sure these questions cover topics such as:
 - + where the elderly person had worked, the conditions that applied at that time, the elderly person's satisfaction with their working life, and what recommendations they would make about pursuing a career in that area, **or**
 - + where they went to school, what a usual day looked like, and how their school experiences impacted on their lives.
- + Students use their questions to interview elderly residents and record their stories.

ASSESSMENT

Teacher to determine appropriate assessment.

RESOURCES

- + Worksheet 1

WORKSHEET 1

Scenarios

Students work in pairs with two other students as observers, to present the following scenarios.

Scenario 1

Act out a situation where you talk to a friend about a weekend party you attended. Imagine there is no adult within earshot.

The observers will take note of what language and body language is used and report it back to the class group.

Scenario 2

Act out a situation where you would describe this same party to your elderly grandparent or neighbour.

Did your body language and words change?

Class discussion

Why do we alter our words and body language for different audiences?

➤ MOVED TO ACT

Target Group: **Year 10**

Australian Curriculum Reference: **English**

Responding to literature

- + Evaluate the social, moral and ethical positions represented in texts (ACELT1812).

LESSON SUMMARY

Students examine multimodal texts that tell about a major humanitarian issue, such as refugees or a natural disaster, and the role volunteers played in that issue.

LESSON CONTENT AND METHODOLOGY

- + Identify the language specific to this topic and discuss the meaning of each with the class:
 - + moral position
 - + ethical position
 - + social position
 - + emotive language.
- + Students visit the UNHCR website and look at, then comment on, the following.
 - + The style of texts used – what genre are these?
 - + Language – is emotive or factual language used and what is its impact?
 - + Choice of images – why have these images been used?
 - + Use of colour – what is the dominant theme, and why do you think it was chosen?
 - + Size and font type – why has this typeface been used and not another, such as Comic Sans?
 - + Placement of words and images – what impact does it have on the intended meaning?
- + Students work in groups to consider the moral, ethical and social position represented in the website they have chosen and discuss what devices the author has used to convey those messages.

Students use the *Fruyer Concept Model* to capture their discussion:

www.longwood.edu/staff/jonescd/projects/educ530/aboxley/graphicorg/fraym.htm

+ Working in pairs, students choose one issue from the following list:

- + refugees
- + human trafficking
- + asylum seekers
- + improving health in developing nations
- + responses to a natural disaster in a developing country.

Students then find a song, poem, website, book, poster, pamphlet or similar about this issue and discuss the moral, ethical and social positions demonstrated in the work.

Students consider all the texts they have viewed and comment upon which have been most effective in moving them to consider volunteering to support actions around the issue, and why.

ASSESSMENT

Instruction to students: Use the information and skills you have learned through the class activity to develop a presentation for your classmates, telling other students that you are going to volunteer for a humanitarian organisation. Your presentation needs to explain that you have been moved to volunteer after reading and viewing three types of informative texts about the organisation, describing what they were, and what devices the authors of these texts used to convince you to volunteer. Your presentation should also include information about how you found out about the volunteering opportunities that were available and how you accessed them.

RESOURCES

- + Frayer Concept Model: www.longwood.edu/staff/jonescd/projects/educ530/aboxley/graphicorg/fraym.htm
- + UNHCR website (international): www.unhcr.org
- + UNHCR website (Australia): www.unhcr.org.au

➤ WORKING WITH THE COMMUNITY

Target Group: **Year 10**

Australian Curriculum Reference: **English**

Creating texts

- + Review, edit and refine students' own and other's texts for control of content, organisation, sentence structure, vocabulary and/or visual features to achieve particular purposes and effects (ACELY1757).

LESSON SUMMARY

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.

Students need to be explicitly taught that this is an activity that volunteers can undertake for organisations in their community.

LESSON CONTENT AND METHODOLOGY

- + Students identify not for profit organisations that operate in their local area using the Yellow Pages online and internet searches.
- + The class selects three of these that they can approach to offer their assistance. Selection should come from the group of organisations that have existing newsletters or websites.
- + In three groups, students develop an email letter that will be sent to one of the local organisations asking if they want students to volunteer with them, indicating they are wanting to gain experience as volunteers.
- + Teacher allocates class time each week over a full term in which the students undertake the newsletter/ website editing activity.
- + Students reflect on:
 - + what they learned about different texts and how to write for different audiences
 - + what were the common edits they had to perform
 - + how they felt about offering their services to a not for profit organisation
 - + whether they would do this again in their own time and how they would go about identifying another organisation to provide services to.

ASSESSMENT

Teacher to determine appropriate assessment.



MATHEMATICS

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MAPPING VOLUNTEERING TO MATHEMATICS: YEAR 1 – YEAR 10 CURRICULUM

Volunteering examples can be included in statistical activities and within mathematical problems of all sorts. Skills in Measurement and Geometry could be applied at any level to a community volunteer project, such as making a community garden.

Year Level	Number and Algebra	Measurement and Geometry	Statistics and Probability	Sample Activity
Year 1		Give and follow directions to familiar locations (ACMMG023).		Select a place where people volunteer, such as a local historical museum.
Year 2			Collect, check and classify data (ACMSP049).	Students collect data about volunteers in the school.
Year 3			Create and interpret simple grid maps to show position and pathways (ACMMG065).	Students imagine they have been involved as volunteers in a tree planting project. Create a simple grid map that shows the pathway they will need to take to water the trees.
Year 4	Solve problems involving purchases and the calculation of change to the nearest five cents with and without digital technologies (ACMNA080).			Students imagine they are making cupcakes to sell to raise money for the RSPCA. How much will it cost to purchase the materials? How much change will they get out of \$25?
Year 5	Create simple financial plans (ACMNA106).			Students imagine they have to run a stall at the local school fete to raise money for the Leukaemia Foundation. Create a financial plan for the activity.

Year Level	Number and Algebra	Measurement and Geometry	Statistics and Probability	Sample Activity
Year 6			Interpret secondary data presented in digital media and elsewhere (ACMSP148).	Use data from volunteering research as the basis for the interpretation.
Year 7			Construct and compare a range of data displays including stem-and-leaf plots and dot plots (ACMSP170).	Students talk to other classes and collect data from them about their knowledge of volunteering activities. Students plot the data.
	Investigate and calculate 'best buys', with and without digital technologies (ACMNA174).			Students use the annual purchase order of a local volunteer organisation to calculate and make recommendations about 'best buys'.
Year 8		Develop the formulas for volumes of rectangular and triangular prisms and prisms in general. Use formulas to solve problems involving volume (ACMMG198).		Students work at a local aged care facility to develop a garden project. They will calculate the volume of soil needed, as well as angles and areas that will make the best use of the site.
Year 9			Investigate reports of surveys in digital media and elsewhere for information on how data were obtained to estimate population means and medians (ACMSP227).	Use survey reports from volunteering research.
Year 10			Construct and interpret box plots and use them to compare data sets (ACMSP249).	Use data sets related to volunteering.

LESSONS SUMMARY

Year/Stage	Name	Australian Curriculum Reference
Mathematics Year 2	Being a detective: facts about our school volunteers	Collect, check and classify data (ACMSP049)
Mathematics Years 3 and 4	Collecting and graphing data	Collect data, organise it into categories, and create displays using lists, tables, picture graphs and simple column graphs, with and without the use of digital technologies (ACMSP069)
	Recognising and using units of measurement	Measure, order and compare objects using familiar metric units of length, mass and capacity (ACMMG061)
Mathematics Year 4	Surveys, tally marks and bar graphs	Select and trial methods for data collection, including survey questions and recording sheets (ACMSP095)
Mathematics Year 5	Where are our trees?	Use a grid reference system to describe locations. Describe routes using landmarks and directional language (ACMMG113)
Mathematics Year 7	Saving money	Investigate and calculate 'best buys', with and without digital technologies (ACMNA174)

➤ BEING A DETECTIVE: FACTS ABOUT OUR SCHOOL VOLUNTEERS

Target Group: **Year 2**

Australian Curriculum Reference: **Mathematics**

Statistics and Probability/Data representation and interpretation:

- + Collect, check and classify data (ACMSP049)
 - + recognising the usefulness of tally marks
 - + construct pictorial and bar graphs that represent data using 1-to-1 correspondence.

LESSON SUMMARY

During this lesson students work in groups to consider the types of roles volunteers have within their school. Focusing on volunteers within the school setting adds meaning and authenticity to the learning objectives. Students collate data using tally marks. To extend discussion and understanding further, this data is then represented in the form of pictorial and bar graphs, allowing for comparisons to be made. Teachers are encouraged to vary this lesson as needed to relate to the specific volunteers incorporated within their school. A double lesson may be needed for students to complete the required tasks. At the completion of this task, students could design posters to present in a school assembly, informing other students of the facts their detective work uncovered.

LESSON PREPARATION

- + Teacher identifies volunteers and relevant people within the school that the students will interview, and negotiates their involvement in the lesson/s. This could include the canteen manager, head gardener, librarian and/or the vice principal.
- + Teacher identifies a parent helper for each group who will assist with the coordination of the lesson.
- + Print copies of Worksheet 1 onto four different coloured papers.
- + For additional fun, students could bring an item from home such as a hat, glasses and/or a jacket that they feel helps them look like a detective.

LESSON CONTENT AND METHODOLOGY

LESSON 1

Introduction

- + Review how to create a tally of numbers. Ask students to put their hands up and mark answers on the board if they have the following:
 - + blue eyes
 - + brown eyes
 - + green eyes
 - + hazel eyes.
- + Explain to students they will be detectives and their lesson objective is to discover facts about the volunteers in our school.
- + Using the board, brainstorm who the volunteers in the school are. Teacher guides the students to group the identified volunteers under the following headings:
 - + in-class volunteers
 - + canteen volunteers
 - + sports and other outdoor volunteers
 - + special event volunteers.
- + Ask students: *what do we want to know about these volunteers?* Develop a list of questions that the students will ask each volunteer, such as the following.
 - + What are their roles?
 - + How many people perform each role?
 - + Are they male or female?
 - + Are they mums or dads?
 - + How often do they volunteer at school?
 - + Why do they volunteer at school?

Body

- + Jigsaw grouping: Teacher divides students into groups of four, each with a parent helper. In their assigned group, each student receives Worksheet 1 which is printed on a coloured card (this means that each group of four students has one green, blue, yellow and pink card).

Each colour card represents a volunteer role as shown:
 - + in-class volunteers (green)
 - + canteen volunteers (blue)
 - + sports and other outdoor volunteers (yellow)
 - + special event volunteers (pink).
- + With the assistance of the teacher and the parent helper, students write the name of the volunteer role they are looking at as a detective.

- + With the whole class, the teacher checks the questions on the coloured card against the questions that students have brainstormed in 5 above. If there are additional questions that the class has raised they will take a vote to determine which one will be the additional question for their data collection detective activity.
- + Teacher now regroups students into 'colour groups,' putting blue cards together and green cards together etc. A parent helper is assigned to remain with each group.
- + Students identify who will ask which questions to the volunteers.
- + Each group leaves the classroom to complete their detective work. They must ask (interview) the relevant person their list of questions, making tally marks as they go.

Note: the role of the parent helper is to walk with students to their designated areas. This might include the library to interview the librarian, the hall to visit the canteen manager, a classroom to interview the vice-principal about parent helpers or the vegetable patch to visit the gardener etc. Parent helpers will offer support in tallying responses and ensure that students have the same number of tally marks on their sheets before they return to class.

LESSON 2

Introduction

- + Teacher asks students to sit on floor in their 'colour' groups (all greens together etc).
- + Teacher invites students to share some of the information they uncovered in their detective work.
- + Teacher tells students they are now going to learn how to represent their findings on graphs.

Body

- + Teacher shows the following videos to the class:
 - + *Year 2 Picture Graphs:* www.youtube.com/watch?v=CSQ3EHkFQqw
 - + *Picture Graphs Second Grade – Kids Learn About Picture Graphs:* www.youtube.com/watch?v=CSQ3EHkFQqw
- + Teacher and students draw a pictograph on the board using the data the students have collected about how often the volunteers in the school do their volunteer work.
- + The teacher uses Worksheet 2 to gather together all the data collected about this question by each group.
- + Students view the YouTube video *Bar Graphs for 2nd Grade Kids - Create your own Bar Graph:* www.youtube.com/watch?v=oYXmY5axC2I
- + As a class, teacher helps the students use the information they have collected about the total number of volunteers in each role to demonstrate how to create a bar graph on the whiteboard. Students can refer to this later in the lesson.
- + Teacher now explains that each colour group must design at least one pictorial graph and one bar graph. They can decide which sets of data they choose to graph. Students work within their group to develop the graphs and to draw their final graphs into their graph books.
- + Students are now told that they should return to the original jigsaw group (one green, one blue, one pink, one yellow). In that group they are to record the total number of volunteers that students have recorded for each group. They will record this individually as tally marks on Worksheet 3.
- + Each group identifies a spokesperson for sharing time.

CONCLUSION

Whole class

- + Sharing time: the spokesperson for each colour group presents its graphs and explains its findings.
- + Teacher facilitates class discussion and comparisons, asking questions such as the following.
 - + Which graphs were easier to understand?
 - + Why?
 - + Why do students think there are more female volunteers?
 - + Why were there more volunteers in a certain role? For example, why were there more volunteers in the canteen than the library?
 - + What volunteering role would students like to do themselves, and why?

ASSESSMENT

Formative assessment of student graphing and data representation skills. Class discussion aids the teacher's knowledge of student understanding and ability to make comparisons.

RESOURCES

- + Worksheet 1: *Important detective work...Volunteers in our school*
- + Worksheet 2: *Tally marks (all data collected by detective groups)*
- + Two to four parent helpers (volunteers)
- + Detective clothing (students bring from home)
- + Colour card
- + Pencils and/or textas
- + Ruler
- + Individual mathematics/graph books
- + Expert person to be interviewed such as the head gardener, librarian or canteen manager
- + *Year 2 Picture Graphs*: www.youtube.com/watch?v=CSQ3EHkFQqw
- + *Bar Graphs for 2nd Grade Kids - Create your own Bar Graph*: www.youtube.com/watch?v=oYXmY5axC2I
- + *Picture Graphs Second Grade - Kids Learn About Picture Graphs*: www.youtube.com/watch?v=CSQ3EHkFQqw

WORKSHEET 1

Important detective work... Volunteers in our school

I am investigatingvolunteers.

How manyvolunteers do we have in our school?

I can record this using a tally...

Volunteer Role	Tally

How many of these volunteers are...

Gender	How many?
Male	
Female	

How often do these volunteers work in school?

How often?	How many come this many times?
Every day	
Twice a week	
One day each week	
Once every two weeks	
Other	

Why do people volunteer in our school?

Reasons (I volunteer...)	How many?
To help the students in class	
To meet children in my child's class	
To get to know my child's teacher	
I feel good fixing damaged books so students can still borrow them	
It keeps me busy	
I enjoy meeting children in school and helping in canteen doesn't take very long	
I enjoy helping in the garden and feel proud when the school grounds look clean	
Other reasons	
Other reasons	
Other reasons	

Is the volunteer a mum or dad at the school?

Parent or other?	How many volunteers are mums, dads or another person?
I am a mum of a student at the school	
I am a dad of a student at the school	
I am not a parent of a student at the school	

Extra question

WORKSHEET 2

Tally Marks (all data collected by detective groups)

How often?	In-class volunteers (green)	Canteen volunteers (blue)	Sports and other outdoor volunteers (yellow)	Special event volunteers (pink)
Every day				
Twice a week				
One day each week				
Once every two weeks				
Other				

Volunteer Role	Tally
<p>In-class volunteers (green)</p>	
<p>Canteen volunteers (blue)</p>	
<p>Sports and other outdoor volunteers (yellow)</p>	
<p>Special event volunteers (pink)</p>	

➤ COLLECTING AND GRAPHING DATA

Target Group: **Years 3 and 4**

Australian Curriculum Reference: **Mathematics**

- + Collect data, organise it into categories, and create displays using lists, tables, picture graphs and simple column graphs, with and without the use of digital technologies (ACMSP069).
- + Construct vertical and horizontal column graphs and picture graphs that represent data using one-to-one correspondence.

LESSON SUMMARY

Over an extended period students will plant seeds and tend to them as a volunteer activity. The seedlings will then be planted in the school garden and their produce used in the school canteen.

Students will learn to collect and display data related to the amount of time they spend on daily activities at school and home, including the time spent volunteering to care for their seedlings. Students will develop an appreciation of how a little time spent volunteering can produce positive results for themselves and the environment/community.

LESSON CONTENT AND METHODOLOGY

- + Teacher leads brainstorm exploring the reasons why people (including students) may avoid doing volunteer activities, for example time or other commitments.
- + Discuss how the class could volunteer to maintain and care for the seedlings, such as by developing a roster system where students take turns to tend the seedlings at recess or lunch once a week.
- + Conduct a class survey of students' favourite pastimes. Use this to model the collection and displaying of data.
- + Discuss and model how to collect data in a tally mark table, using activity on Bitesize website: www.bbc.co.uk/bitesize/ks2/maths/data/interpreting_data/play
- + Conduct activity demonstrating how to display data as a picture and a column graph: www.amblesideprimary.com/ambleweb/mentalmaths/grapher.html
- + Over the growing period, students collect data on the time they spent (in hours) per week on daily activities. They record this data in a tally mark table under appropriate category names, such as *watching TV, playing computer games, reading, doing homework, learning in the classroom, playing in the playground and playing sports or games after school*. Students will include *caring for seedlings* as a category.
- + Once the data collection period is over, students will display the data as both a picture and a column graph.

Students will share their data with an emphasis on comparing the time spent caring for the seedlings as a volunteer with time spent on other activities.

- + Teacher leads class discussion, asking students to compare the feelings they have about engaging in their favourite pastimes with how they feel volunteering to care for the seedlings and contributing to the school community. Ask students to compare the time spent on non-volunteering activities per week, and consider whether time is an impact on people volunteering. Emphasise that a little time spent volunteering can produce equal – or even greater – feelings of personal satisfaction than that spent on other pastimes.
- + Ask students to brainstorm other ways and times they could engage in volunteer activities in the school, home or community and how these might replace time spent on other activities.

ASSESSMENT

The teacher can conduct formative assessment during the collection and display of data over the period.

The teacher could use the graph students produce for the last week of the data collection period to use as a summative assessment.

RESOURCES

- + Grid paper
- + Ambleside School website – maths grapher:
www.amblesideprimary.com/ambleweb/mentalmaths/grapher.html
- + Bitesize activity (BBC website): www.bbc.co.uk/bitesize/ks2/maths/data/interpreting_data/play

➤ RECOGNISING AND USING UNITS OF MEASUREMENT

Target Group: **Years 3 and 4**

Australian Curriculum Reference: **Mathematics**

- + Measure, order and compare objects using familiar metric units of length, mass and capacity (ACMMG061).
- + Recognising the importance of using the common units of measurement.

LESSON SUMMARY

Over approximately five weeks, students will learn to select and use appropriate units to measure the growth of seedlings in the classroom. In the process, students develop an appreciation of volunteering time to make their environment and community a better place.

LESSON CONTENT AND METHODOLOGY

- + Ask and brainstorm with the class: who is responsible for planting and maintaining trees, and caring for the environment?
- + Show Lake Macquarie Landcare promotion on YouTube: www.youtube.com/watch?v=DyvKRSj68yw
- + Discuss the ages of volunteers in the advertisement. Discuss parts of the video such as words and images that show the benefits of volunteering for people. This could include things like happy faces.
- + In pairs or small groups, students brainstorm locations around the school and ways they could be involved in planting seeds as volunteers. This could include using the school vegetable garden.
- + Revise and discuss with the students what seeds need to grow.
- + Ask students how they could measure and record the growth of the seedlings they plant.
- + Take students into the school gardens or vegetable patch and ask them to work in pairs to measure and record (in a table) the height of a selected group of plants using various informal units of different lengths. This could include pencils, paper clips or other items.
- + Discuss reasons for the difference in measurements that result in using these random units of measurement (for example 2.3 pencils high, 4.5 paperclips high). Explain the need for a common unit of length to measure things.
- + Introduce the centimetre as a unit of measurement and show it to the students on a 30cm ruler. Demonstrate how students can measure and record the height of their plants using centimetres. Ask students to return to the plants they measured previously and record them again using centimetres.
- + Share and compare findings as a class. Discuss why it is beneficial for everyone to have the same – or very similar – measurements. For example, having common measurements allows us to talk about and understand how big something is.

- + Discuss reasons for any differences. For example, even though everyone used centimetres as a common measurement the results might vary because of different measuring points or because of the way students read the ruler.
- + Students plant seeds in the school vegetable garden and maintain them as they grow. Students are reminded that they are doing what the volunteers in the Lake Macquarie Landcare video were doing, and that they are helping to enrich their environment.
- + Students measure and record growth in centimetres over the growing period.

ASSESSMENT

On a rotational basis, the teacher can observe each student as they measure and record their seedlings.

RESOURCES

- + Promotional ad for volunteering with Lake Macquarie Landcare: www.youtube.com/watch?v=DyvKRSj68yw
- + 30cm rulers
- + Informal units such as pencils and paper clips

➤ SURVEYS, TALLY MARKS AND BAR GRAPHS

Target Group: **Year 4**

Australian Curriculum Reference: **Mathematics**

Statistics and Probability/Data representation and interpretation

- + Select and trial methods for data collection, including survey questions and recording sheets (ACMSP095).

Credit: This lesson plan adapted from www.caphat.com.au/resources/surveys

LESSON SUMMARY

Students learn about surveys and how tally charts and bar graphs can be used to record and present results.

LESSON CONTENT AND METHODOLOGY

- + Teacher opens lesson with a quick brainstorm about the meanings of the terms *surveys*, *recording/tally sheets*, *horizontal and vertical*.
- + Students watch one video about tally marks (refer to *Resources* in this lesson plan).
- + Teacher discusses the video with the class to check for clarity of understanding about how tally marks are used to count.
- + Students work with partners on Worksheet 1, making tally marks to count the pens and pencils that are in the classroom.
- + Students watch one of the videos on drawing bar graphs (refer to *Resources*).
- + Teacher discusses the video with the class to check for clarity of understanding about how bar graphs are drawn. Teacher uses correct terminology to identify the various elements of the graph, such as axis, table, horizontal and vertical bar graphs.
- + Students use the data collected on Worksheet 1 to draw a bar graph and then answer questions related to the graph.
- + Teacher discusses answers with the class, using Interactive Whiteboard/board to display the answers to the questions on the worksheet.
- + Students complete Worksheet 2 to reinforce their understanding of the concepts.

RESOURCES

- + Worksheet 1: *Surveying the Classroom*
- + Worksheet 2: *Bar Chart Survey Results*
- + *Cool Math – Learn about Tally Marks*: www.youtube.com/watch?v=iwZJvh_7oqA
- + *Counting With Tally Marks*: www.youtube.com/watch?v=adalPOILm88
- + *How to Make a Bar Graph*: www.youtube.com/watch?v=dHe6kRRvgTI
- + *Cool Math – Learn About Bar Graphs*: www.youtube.com/watch?v=dHe6kRRvgTI

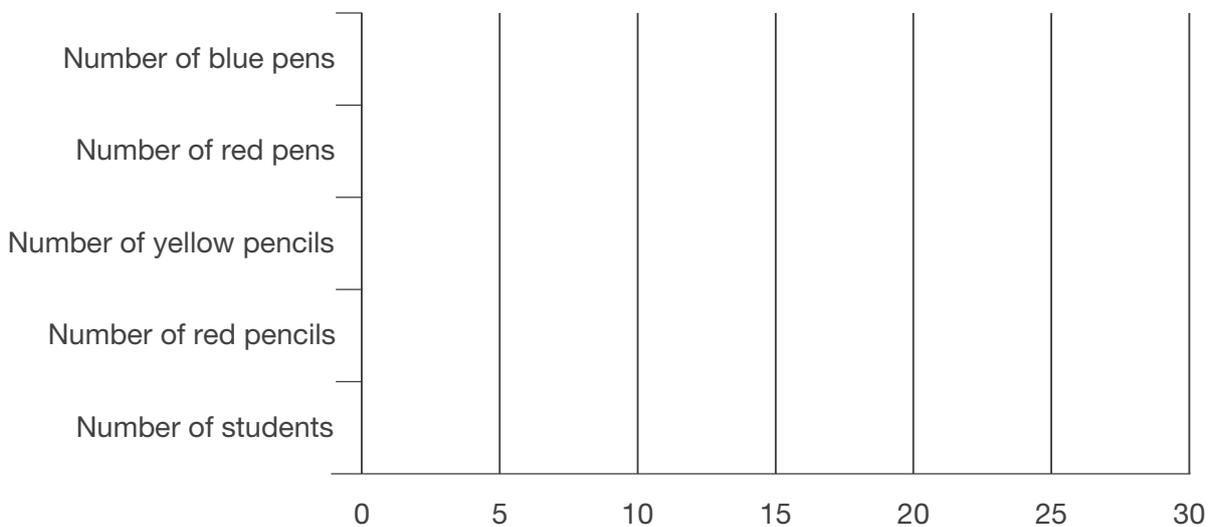
WORKSHEET 1

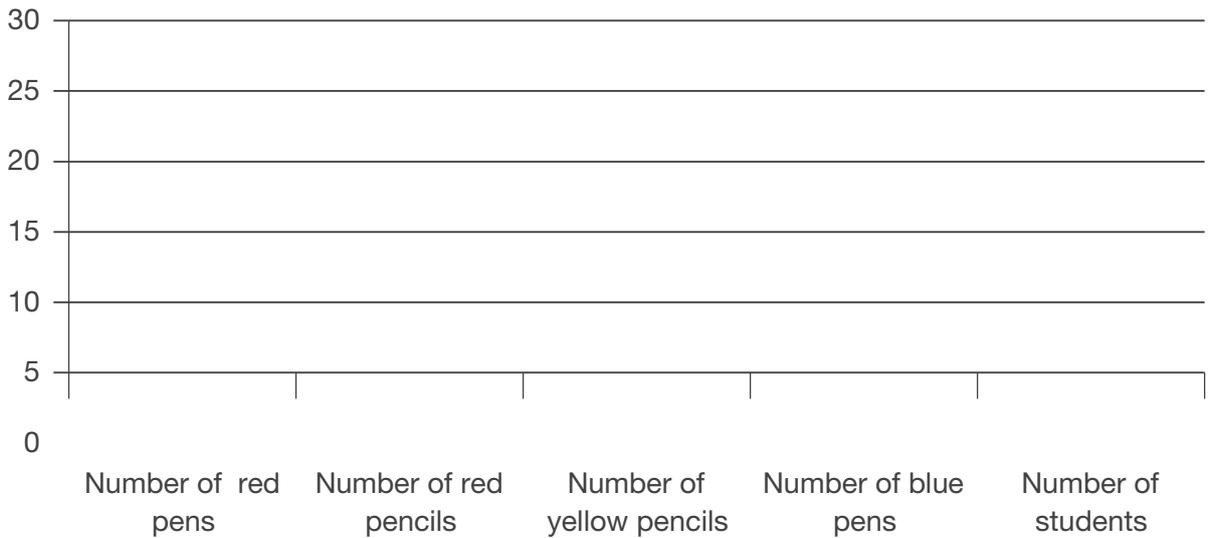
Surveying the Classroom

This activity involves students looking at the pens and pencils in the classroom and recording their results on the tally sheet.

Question	Tally
How many students are in the class?	
How many students have a blue pencil or texta?	
How many students have a yellow pencil or texta?	
How many students have a red pen?	
How many students have a blue pen?	

Fill in the horizontal and vertical bar graphs below, using the results from your survey.





Write answers to the following questions.

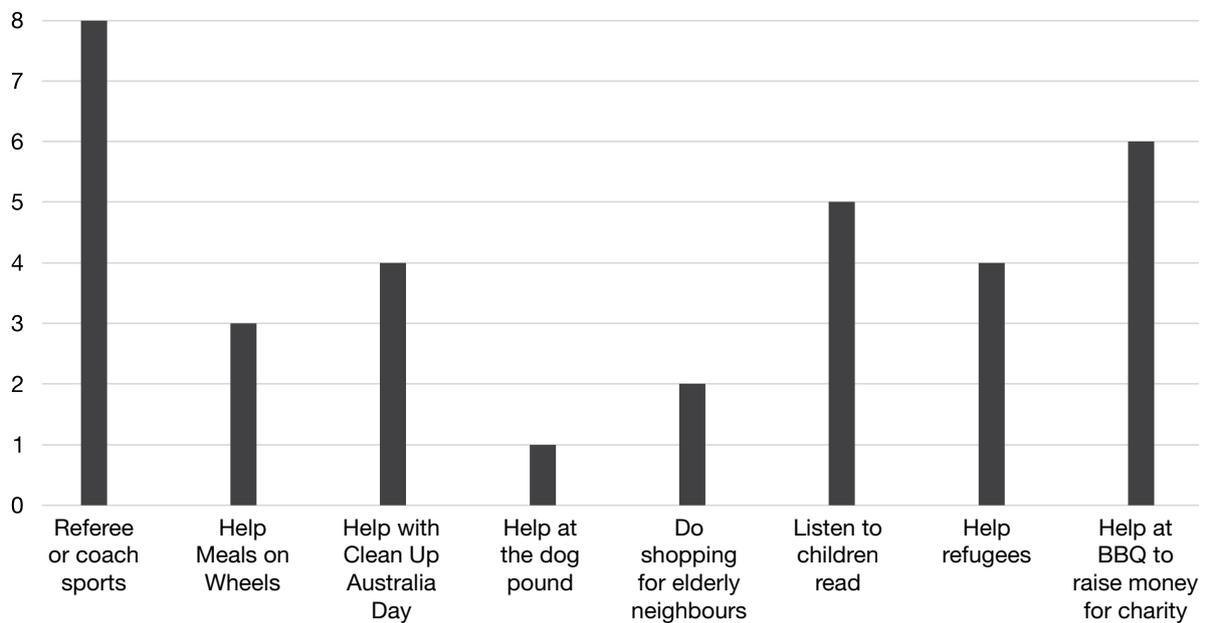
How many red pencils (or textas) are in the classroom?	
Are there more blue pens (or textas) than red pens?	
How many more green pencils (or textas) are there than yellow?	
Are there more pens or pencils (or textas) in the survey?	
If there are more pencils (or textas) than pens why might that be?	
How many students are in the class?	

WORKSHEET 2

Bar Chart Survey Results

How people help their community

Harry asked his neighbours about what sort of things they did to help their community. He then drew a graph which included all of the results.



Using the information in this bar chart, write answers to the following questions:

What is the most common way that people help?

What is the least common thing people do to help?

How many people did Harry survey?

How many people said they help out at BBQs to raise money for charity?

What is the third most common way that people help?

What is the difference between the number of people who do shopping for elderly neighbours and those who listen to children read?

➤ WHERE ARE OUR TREES?

Target Group: Year 5

Australian Curriculum Reference: **Mathematics**

- + Use a grid reference system to describe locations. Describe routes using landmarks and directional language (ACMMG113).

LESSON SUMMARY

Students will use a grid map to draw the most direct route to water trees that they have planted as part of a practical volunteering activity.

Students will answer questions about their map using landmarks and directional language.

LESSON CONTENT AND METHODOLOGY

- + Teacher introduces the concept of a grid map.
 - + Show video – *Drawing a city*: www.youtube.com/watch?v=xirC0LH3g7Q
 - + Teacher asks students: *how could you give directions to specific places on this map?*
 - + Teacher introduces the idea that coordinates help us describe where things are.
 - + Teacher shows one of the following videos:
4th Grade: Grid Coordinates: www.youtube.com/watch?v=6mm77KbD2hc or
Grid reference: www.youtube.com/watch?v=AB3RQr-NGCs
 - + Teacher tells children they are to draw a sketch map of the local area including significant landmarks, and then draw a grid over it using 4cm intervals.
 - + Students name the intervals along each axis.
 - + Teacher tells the students that they have been helping Greening Australia to plant trees in the local area (students may have already undertaken tree planting as part of their Geography or Science curriculum).
 - + On their map, students must show the best route to take to water those trees for the next three months as part of their volunteer service.
 - + Teacher talks about what a volunteer is and how people actually do tree planting as a real life volunteer activity.
 - + If this activity is based on theoretical experience, the teacher will identify where the imagined trees are located (for example, on the edge of the school oval, at the front gate of the school, behind the supermarket, near the sports oval, beside the swimming pool or near the bridge).

- + Teacher leads class discussion, focusing on the following questions.
 - + Can you describe the location of the school in relation to the largest local grocery store?
 - + What coordinates can you use to describe the location of the park?
 - + Can you determine the directions N, S, E and W on the map? How did you know? What could you use to check?
 - + Can you tell me about your directions for the route to water the trees? Why did you choose to go that way?
 - + What effect might using larger or smaller grids have on your map?
- + Lesson concludes with students watching the following video:
 - + *Co-ordinates Song*: www.youtube.com/watch?v=FXYWl38HPn4

ASSESSMENT

Assessment based on accuracy of students' maps.

RESOURCES

- + *Drawing a city map*: www.youtube.com/watch?v=xirC0LH3g7Q
- + *4th Grade: Grid Coordinates*: www.youtube.com/watch?v=6mm77KbD2hc
- + *Grid reference*: www.youtube.com/watch?v=AB3RQR-NGCs
- + *Co-ordinates Song*: www.youtube.com/watch?v=FXYWl38HPn4

➤ SAVING MONEY

Target Group: **Year 7**

Australian Curriculum Reference: **Mathematics**

- + Investigate and calculate 'best buys', with and without digital technologies (ACMNA174).

LESSON SUMMARY

Students will use print and electronic media to research and compare the price of items and determine best buys.

LESSON CONTENT AND METHODOLOGY

- + Class revises 'best buys' notions by doing the 'calculating best buy' activity:
www.studyladder.com.au/learn/activity?id=20543
- + Students use the catalogues supplied by the teacher and answer the following questions in their work books. Once completed, teacher discusses the student responses with the class.
 - + What is the maximum number of items you can purchase for \$10? Make a list of those items and the store you will buy them from.
 - + Which five items would you need to buy to get the least change from \$50?
 - + Purchase, as cheaply as you can, enough stationery items (for example pens, papers, folders) to do your assignments for the next three months. List the items you will need and then say where you would buy them and how much each of them would cost.
 - + Find five items which cost less than \$10 each and put them in ascending order/descending order.
 - + If you were to purchase seven items, what would be the most and the least you could pay for them?
- + Teacher introduces the individual student assignment, as follows.
 - + You have been approached by the local RSPCA and asked to find the best prices for a list of items they need to purchase. One of their volunteers was going to do the task but has fallen ill and cannot do it any longer. If it is possible, the RSPCA want the products all to be Australian made and they want to be able to purchase them from an Australian store online.
 - + Using the table in Worksheet 1, provide the information you have discovered and then make a final recommendation to the RSPCA about where they should purchase the items in order to get value for money.

ASSESSMENT

Students will be assessed on their response on Worksheet 1.

RESOURCES

- + Store catalogues (online research)
- + *Calculating Best Buy*: www.studyladder.com.au/learn/activity?id=20543
- + Worksheet 1: Where can I get the best items for the best price?



SCIENCE

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MAPPING VOLUNTEERING TO SCIENCE: FOUNDATION — YEAR 10 CURRICULUM

Year Level	Science Understanding	Science as a Human Endeavour	Science Inquiry and Skills	Sample Activity
Foundation	Living things have basic needs, including food and water (ACSSU002).			<p>Students list the basic needs they have every day.</p> <p>Do they know any organisations that help people to access these?</p> <p>Do they know anyone who volunteers for such an organisation?</p>
Year 1		People use science in their daily lives, including when caring for their environment and living things (ACSHE022).		Students participate in Clean Up Australia Day and then discuss how it is important to volunteer to care for our environment.
Year 2	Earth's resources, including water, are used in a variety of ways (ACSSU032).	People use science in their daily lives, including when caring for their environment and living things (ACSHE035).	Create and interpret simple grid maps to show position and pathways (ACMMG065).	<p>Invite a guest from the local Parks and Wildlife Service to come and speak about the local environment and how important water is.</p> <p>Discuss how everyone can be a volunteer and help care for the local environment.</p>
Year 3		Science knowledge helps people to understand the effect of their actions (ACSHE051).		Invite local emergency services volunteers to come and speak to students about how their work helps them understand the effect of their actions.

Year Level	Science Understanding	Science as a Human Endeavour	Science Inquiry and Skills	Sample Activity
Year 4	Living things, including plants and animals, depend on each other and the environment to survive (ACSSU073).			<p>Draw a Venn diagram for plants, animals and environmental factors in your local area.</p> <p>Identify and discuss which local volunteer agencies help support these.</p>
Year 5		<p>Important contributions to the advancement of science have been made by people from a range of cultures (ACSHE082).</p> <p>Scientific understandings, discoveries and inventions are used to solve problems that directly affect peoples' lives (ACSHE083).</p>		<p>Investigate a local volunteer organisation that helps to solve an environmental problem faced by your local community.</p> <p>Now investigate a global volunteer organisation with the same focus.</p>
Year 6	Sudden geological changes or extreme weather conditions can affect Earth's surface (ACSSU096).			<p>Gather some data on a recent extreme weather event and how people and the local topography were affected by the event.</p> <p>Include how volunteers assisted in the relief effort.</p>

Year Level	Science Understanding	Science as a Human Endeavour	Science Inquiry and Skills	Sample Activity
Year 7	<p>Mixtures, including solutions, contain a combination of pure substances that can be separated using a range of techniques (ACSSU113).</p> <p>Water is an important resource that cycles through the environment (ACSSU222).</p>	<p>Science and technology contribute to finding solutions to a range of contemporary issues; these solutions may impact on other areas of society and involve ethical considerations (ACSHE120).</p>	<p>Collaboratively and individually plan and conduct a range of investigation types, including fieldwork and experiments, ensuring safety and ethical guidelines are followed (ACSIS125).</p>	<p>Students imagine they are volunteering in a relief/education program after a recent tsunami disaster in Indonesia.</p> <p>Students are given a dirty water sample similar to what people in the disaster area will have access to.</p> <p>They need to use materials found around the school grounds to devise a method for cleaning the water and making it safe for consumption.</p> <p>Students are then to create an instructional video or pamphlet that is targeted towards high school students on the steps in purifying the water.</p> <p>Include the role volunteers would have in this process.</p>

Year Level	Science Understanding	Science as a Human Endeavour	Science Inquiry and Skills	Sample Activity
Year 8	Sedimentary, igneous and metamorphic rocks contain minerals and are formed by processes that occur within Earth over a variety of timescales (ACSSU153).	Science knowledge can develop through collaboration and connecting ideas across the disciplines of science (ACSHE226).		<p>Students research ore minerals, how they are formed and the impact they have on the community, location and the environment.</p> <p>Students look at volunteer organisations that support or oppose mining and discuss why they hold those opinions.</p> <p>In groups, students argue one side of the debate.</p>
Year 9	Ecosystems consist of communities of interdependent organisms and abiotic components of the environment; matter and energy flow through these systems (ACSSU176).		Investigate reports of surveys in digital media and elsewhere for information on how data were obtained to estimate population means and medians (ACMSP227).	<p>Invite a local park ranger to take the class through a local ecosystem and identify the different components.</p> <p>Afterwards, students write a letter to their local council about an ecosystem they believe needs to be protected and why. Include a link to how local volunteers can assist in this process.</p>

Year Level	Science Understanding	Science as a Human Endeavour	Science Inquiry and Skills	Sample Activity
<p>Year 10</p>	<p>Global systems, including the carbon cycle, rely on interactions involving the biosphere, lithosphere, hydrosphere and atmosphere (ACSSU189).</p>		<p>Scientific understanding, including models and theories, are contestable and are refined over time through a process of review by the scientific community (ACSHE191).</p>	<p>Invite a speaker from a marine conservation organisation to talk about how global systems are being impacted by climate change and human impact.</p> <p>Students create a fictional volunteer organisation that aims to educate the public on one of these issues.</p> <p>They create a pamphlet that includes models, facts, the current scientific view of the problem, how people can get involved in the program and why there is a need for action.</p>

APPROACHING SCIENCE

The Science Inquiry Skills capability of the Science Foundation – Year 10 Curriculum offers the perfect vehicle for students to base their learning in real life experiences through citizen science activity.

These activities can involve students in each of the elements of science inquiry defined in the curriculum:

- + questioning and predicting
- + planning and conducting
- + processing and analysing data and information
- + evaluating
- + communicating.

Each year, teachers could select a suitable online project for students to be involved in, emphasising that the contribution they are making is as a volunteer.

Teachers can also identify local community volunteers who are active in the science field and invite them to speak to their class about their experiences. Examples of not for profit organisations whose interests relate to the curriculum include:

- | | |
|--|-----------------------------------|
| + RSPCA | + conservation volunteers |
| + Landcare | + parks and conservation services |
| + Greening Australia | + catchment groups |
| + 'friends' of the botanical gardens/
museum/historical society | + astronomy societies |
| | + Streamwatch. |

CITIZEN SCIENCE PROJECTS

An internet search will reveal a vast array of opportunities that students can become involved in. Some examples include:

Learningscienceorg: www.learningscience.org

NOVA Labs for Educators: www.pbs.org/wgbh/nova/labs/educators

Zooniverse: www.zooniverse.org/projects

School of Ants: www.schoolofants.org

scistarter: www.scistarter.com/index.html

LESSONS SUMMARY

Year/Stage	Name	Australian Curriculum Reference
Science Year 4	Save our dunes	Earth's surface changes over time as a result of natural processes and human activity (ACSSU075)
Science Year 7	Where are the mynas?	Use scientific knowledge and findings from investigations to evaluate claims (AC SIS132) Communicate ideas, findings and solutions to problems using scientific language and representations using digital technologies as appropriate (AC SIS133)
	Streamwatch	There are differences within and between groups of organisms; classification helps organise this diversity (ACSSU111) Interactions between organisms can be described in terms of food chains and food webs; human activity can affect these interactions (ACSSU112) Water is an important resource that cycles through the environment (ACSSU222)
Science Years 7 and 8	Purifying water	Mixtures, including solutions, contain a combination of pure substances that can be separated using a range of techniques (ACSSU113). Water is an important resource that cycles through the environment (ACSSU222). Science knowledge can develop through collaboration and connecting ideas across the disciplines of science (ACSHE223).
Science Year 9	Landcare	Ecosystems consist of communities of interdependent organisms and abiotic components of the environment; matter and energy flow through these systems (ACSSU176)
Science Year 10	Testing a hypothesis using citizen science volunteers	Scientific understandings, discoveries and inventions are used to solve problems that directly affect peoples' lives (ACSHE100) The values and needs of contemporary society can influence the focus of scientific research (ACSHE230) Formulate questions or hypotheses that can be investigated scientifically (AC SIS198)

➤ SAVE OUR DUNES

Target Group: **Year 4**

Australian Curriculum Reference: **Science**

- + Earth's surface changes over time as a result of natural processes and human activity (ACSSU075):
 - + exploring a local area that has changed as a result of natural processes, such as an eroded gully, sand dunes or river banks
 - + considering how different human activities cause erosion of the Earth's surface.

LESSON SUMMARY

Students will visit a local beach or, if situated inland, an erosion site.

Students will be guided by local conservation management to actively participate in rehabilitation strategies such as brush matting or weed eradication.

Students will discuss how the actions of volunteers (*working en masse*) can create a positive effect in rectifying damage caused by natural processes and human activity.

LESSON CONTENT AND METHODOLOGY

- + Teacher selects a site the students will visit.
- + Using pictures (and prior experience students have of the area), the teacher asks students to identify features of the site, both natural and man-made. Students brainstorm the purpose of each feature. This could include surf lifesaving flags to identify safe areas to swim, fences to keep people off sand dunes, sand as the habitat of shore dwelling creatures and dunes as the barriers between ocean and inland zones.
- + Teacher asks students to consider how the area might look after one week, one month and one year.
- + Teacher focuses discussion on seasonal changes in nature (such as winter winds, storm activity and tides), and in human activity (such as summer holiday crowds, popular events and activities).
- + Students list negative effects that can be caused over time as a result of natural processes and human activity.
- + Students visit the site and meet with a local conservation manager or authority. Here they will listen to a presentation on weathering and human impact on the dune system or eroded area. In the case of a coastal location, they will then be instructed in the process of 'brush matting' (or any other relevant technique) as a means of stabilisation and rehabilitation, with a scientific understanding of the procedure.
- + Working together, students will undertake this process. The focus of this experience is based on the understanding that many people working together can effect positive change. The teacher explains to students that many volunteer organisations fulfil this role in our community.

Follow-up after the outdoor activity

- + Students research organisations that engage volunteers for dune or site restoration processes and think about how they could contribute to this activity in their own time.
- + Students should revisit the site as their efforts begin to show effect.

ASSESSMENT

Teacher to determine appropriate assessment.

RESOURCES

- + *Brush matting technique and rationale:* www.environment.nsw.gov.au/resources/cpp/Revegetation.pdf
- + *Rehabilitating a Dune:* wiki.bdnrm.org.au/index.php?title=Rehabilitating_a_Dune
- + SA government: Working with community groups: www.environment.sa.gov.au/our-places/coasts/Adelaides_Living_Beaches/Managing_the_Adelaide_coast/Dune_rehabilitation_revegetation
- + Conservation Volunteers: www.conservationvolunteers.com.au/get-involved/volunteer/conservation-experience/project-examples/western-australia

➤ WHERE ARE THE MYNAS?

Target Group: **Year 7**

Australian Curriculum Reference: **Science**

- + Use scientific knowledge and findings from investigations to evaluate claims (AC SIS132).
- + Communicate ideas, findings and solutions to problems using scientific language and representations using digital technologies as appropriate (AC SIS133).

LESSON SUMMARY

Students learn about a common introduced bird species and decide whether they believe the bird is a pest in Australia.

Students will record sightings of the bird over a number of weeks and present their findings in a scientific format using Excel charts and graphs.

LESSON CONTENT AND METHODOLOGY

- + Students view the following two videos. After viewing the videos, teacher leads discussions about whether the class thinks the Indian myna bird is a pest based on what they have seen.
 - + *Indian myna pest control in Canberra (A Current Affair)*: www.youtube.com/watch?v=1FJU4UHifs
 - + *Morning Talk with my Mynah "Kaleo"*: www.youtube.com/watch?v=bMEccNLXcQc
- + Students read the RSPCA article (Worksheet 1): *What should be done about common (Indian) myna birds?* Teacher discusses with the class whether their views have changed as a result of reading the article.
- + Students are directed to the Common Indian myna website (ANU): fennerschool-associated.anu.edu.au/myna/

Students are asked to choose and read one article from this website to further their understanding about myna birds. Students will then describe in two paragraphs what they now believe about myna birds after watching the videos and reading the articles, and why they have formed that opinion.
- + Teacher shows the following videos.
 - + *Citizen "Scientists" Track Birds in Oil Zone*: www.youtube.com/watch?v=D8ueN8rhGsw
 - + *Citizen Scientists Assemble! It's Time for the Great Big Backyard Bird Count*: www.youtube.com/watch?v=05Z_zPUZiNI

Teacher discusses the notion of citizen science volunteers with the students.

- + Students are instructed that over the next four weeks they will be acting as citizen science volunteers, using fieldwork observation techniques to collect data about myna birds that will further assist them to determine whether they are a pest. This task will include the following activities.
- + As a class, students will determine the categories of activity they will record during the field observations. This might include whether the birds were alone or in a group, whether they were observed attacking any other creature, where they were located and how close students were able to get to the birds.
- + Students will collect the data during class lessons and at least four times over the period in a location close to their homes.
- + Students will graph the results of their observation using Excel bar and/or line graphs.
- + Students will draw conclusions about whether they believe Indian myna birds are a pest based on all the forms of data they have collected and propose further field work that could test their conclusions.

ASSESSMENT

Student assessment will be based on the quality of the argument drawn in their two paragraphs, and their conclusions and proposed future actions.

RESOURCES

- + *Indian myna pest control in Canberra (A Current Affair)*: www.youtube.com/watch?v=1FJU4UHifs
- + *Morning Talk with my Mynah "Kaleo"*: www.youtube.com/watch?v=bMEccNLXcQc
- + Common myna: www.birdsinbackyards.net/species/Sturnus-tristis
- + Common Indian myna website (ANU): fennerschool-associated.anu.edu.au/myna/
- + *Citizen "Scientists" Track Birds in Oil Zone*: www.youtube.com/watch?v=D8ueN8rhGsw
- + *Citizen Scientists Assemble! It's Time for the Great Big Backyard Bird Count*: www.youtube.com/watch?v=05Z_zPUZiNI
- + Worksheet 1: What should be done about common (Indian) myna birds?

WORKSHEET 1

What should be done about common (Indian) myna birds?

The common myna (also called Indian myna) is an introduced bird species that is now well established in many cities and towns in Eastern Australia. There is concern that common mynas have a negative impact on native birds through competition for food, nesting sites and territories and because of this concern, community groups and local councils conduct myna trapping and killing programs.

Despite being considered a highly invasive species, there has been surprisingly little research on the negative impacts of common mynas on native plants and animals. Although recent research using long-term observations of bird abundance in Canberra has suggested that the common myna has a negative impact on the long-term abundance of some native bird species, the significance of this impact has been questioned, as has the methodology used for the research. Furthermore, since the impact of common mynas is not clearly understood, it is yet to be determined if killing mynas has any effect other than reducing local myna populations.

There is agreement that invasion of common mynas is likely due to the alteration of habitat that occurs with human urbanisation. Common mynas prefer to nest in the highly modified habitats and artificial structures found in residential and commercial areas rather than in vegetation, which is the opposite of what native birds prefer. Thus, restoring habitat (by planting trees for example) and also making urban areas less suitable for mynas may be a more useful approach to their management.

RSPCA Australia recognises that in certain circumstances it is necessary to control populations of pest animals in order to reduce their adverse impact on the environment. However, in the case of common mynas there is not general agreement about the need for culling. We believe that—based on current knowledge about the impact and preferred habitat of common mynas—trapping and killing by community groups should not be encouraged. Rather, in agreement with a number of experts on this issue, efforts to enhance bird diversity in urbanised areas would be better directed to improving the quality of natural habitat. If, however, trapping and killing is to be conducted, the RSPCA believes that it should only be carried out as part of a government-supervised control program, which includes clear guidelines on humane procedures. We would also encourage that monitoring and assessment of any control programs be undertaken to provide information on any effects of culling on myna bird impacts, not just on myna bird numbers.

(From: www.kb.rspca.org.au/What-should-be-done-about-common-%28Indian%29-myna-birds_140.html)

References

Garrock K, Tidemann CR, Wood J, & Lindenmayer DB (2012) Is it benign or is it a pariah? Empirical evidence for the impact of the common myna (*Acridotheres tristis*) on Australian birds. PLoS ONE, 7(7), e40622. Available at: www.plosone.org/article/info%3Adoi%2F10.1371%2Fjournal.pone.0040622

See also related comment thread from A.Taylor: www.plosone.org/annotation/listThread.action?root=53629

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➤ STREAMWATCH

Target Group: **Year 7**

Australian Curriculum Reference: **Science (Biological Science)**

- + There are differences within and between groups of organisms; classification helps organise this diversity (ACSSU111).
- + Interactions between organisms can be described in terms of food chains and food webs; human activity can affect these interactions (ACSSU112).
- + Water is an important resource that cycles through the environment (ACSSU222).

LESSON SUMMARY

Introduction to unit of work on Streamwatch and the concept of citizen science.

This unit will involve the collection and analysis of water quality parameters from a local waterway, and communicating this information to relevant government agencies such as the local council.

This unit can run for as long as individual teachers want, depending on time constraints.

LESSON CONTENT AND METHODOLOGY

- + Introduce lesson with a brainstorming session on water quality. Questions to consider include the following.
 - + What is water quality?
 - + What aspects of quality are important?
 - + What are the effects/implications of water quality?
 - + How could water quality be monitored?
 - + Who monitors water quality?
 - + Who is responsible for water quality?
- + Engage students in a discussion about Streamwatch, covering what it is and who does it. Introduce the concept of citizen science, and the fact that working as a team to monitor and report on water quality of a local waterway is a form of volunteering and contributing to the local community.

- + Conduct some simple water quality tests such as pH and turbidity and begin to tabulate the data. Students will collect samples at regular intervals and add to the data until they have sufficient data to provide their findings to the local council.
- + Concurrent lessons will add to student knowledge about topics including, but not limited to:
 - + classification of aquatic organisms
 - + food webs
 - + impacts of human activities
 - + practical work involving collection of data
 - + analysis of data and communicating of findings.

ASSESSMENT

Assessment of the topic will be in two parts:

- + the report on the long term health of a particular site on a local waterway which will be presented to council, and
- + an individual research project by students, identifying one other citizen science project they can contribute to and the data they have collected on that over a term.

RESOURCES

- + School science faculties will have much of the equipment required to conduct simple water quality assessments
- + Information, kits and other resources are available through www.streamwatch.org

Citizen science web links

- + ABC Radio National:
www.abc.net.au/radionational/programs/scienceshow/citizen-scientists-produce-real-results/5458340
- + Explore the sea floor: exploretheseafloor.net.au
- + National Parks Association of NSW: www.npansw.org.au/index.php/campaigns/citizen-science

➤ PURIFYING WATER

Target Group: **Years 7 and 8**

Australian Curriculum Reference: **Science**

- + Mixtures, including solutions, contain a combination of pure substances that can be separated using a range of techniques (ACSSU113).
- + Water is an important resource that cycles through the environment (ACSSU222).
- + Science knowledge can develop through collaboration and connecting ideas across the disciplines of science (ACSHE223).
- + Science and technology contribute to finding solutions to a range of contemporary issues; these solutions may impact on other areas of society and involve ethical considerations (ACSHE120).
- + Collaboratively and individually plan and conduct a range of investigation types, including fieldwork and experiments, ensuring safety and ethical guidelines are followed (AC SIS125).
- + Communicate ideas, findings and solutions to problems using scientific language and representations using digital technologies as appropriate (AC SIS133).

LESSON SUMMARY

This is an introduction to a unit of work on purifying water and the concept of communicating through science.

This unit will involve the collection of material and planning the investigation and execution of a water purifying experiment, followed by writing a pamphlet that communicates the steps and concepts.

The pamphlet will be targeted for distribution to high school aged students in Indonesia.

This unit can run for as long as individual teachers want, depending on time constraints.

LESSON CONTENT AND METHODOLOGY

- + Introduce the lesson with a brainstorming session on water quality. Questions for students to consider include the following.
 - + What is water quality?
 - + What are some factors that affect water quality?
 - + Why is water quality important?
 - + Does everyone have access to suitable water quality? Why/why not?

- + Continue the brainstorming session, but shift the focus onto the scientific process of purifying water. Questions for students to consider include the following.
 - + How is water purified?
 - + What techniques do you use to separate soluble and insoluble substances from the water?
 - + Are you able to purify water?
 - + How would you purify water?
 - + What about the 'yuck' factor?
- + Students create a list of resources from around the school that they could use to purify some dirty drinking water.
- + Students revise their list, imagining they are in high school in Indonesia and their school has just been hit by a tsunami. They are to cross off their list any items that would no longer be accessible to them.
- + In groups, students write a scientific method for how they would use the resources available to them to purify a dirty water sample that is available after the tsunami. They are to collect the equipment for the experiment from around the school grounds, but can only use resources from their list. The dirty water sample will be provided to them by their teacher.

(Note: dirty water sample can include water, grass, sticks, gravel, small pieces of plastic and fine silt).
- + In groups, students carry out their experiment to purify/clean the dirty water.
- + A second round of design and experimentation can occur if students are not happy with the product they achieved.
- + Students complete the assessment components of the unit as both in and out of class activities.

ASSESSMENT

Assessment of the topic will be in three parts:

- + a short scientific report outlining the materials, methodology and results of the experiment
- + a pamphlet or instructional video that outlines the steps taken to purify the water (in a clear and concise manner that is applicable for high school students)
- + a short individual summary on how this experiment will benefit the local community in Indonesia, why we are targeting high school students, and a link to a not for profit organisation that works in the country that could use this resource.

RESOURCES

Determined by the students.

> LANDCARE

Target Group: **Year 9**

Australian Curriculum Reference: **Science (Biological Science)**

- + Ecosystems consist of communities of interdependent organisms and abiotic components of the environment; matter and energy flow through these systems (ACSSU176).

LESSON SUMMARY

This lesson is to be conducted in two parts as follows.

1. An introductory lesson or lessons including a visit from a local Landcare representative.
2. An excursion with a local Landcare group (or other environmental organisation) to undertake work on a local project, such as tree planting along a waterway.

LESSON CONTENT AND METHODOLOGY

Introductory Lesson(s)

- + Coordinate a visit from your local Landcare representative. The talk should encompass:
 - + what Landcare is
 - + what Landcare does
 - + who does the work of Landcare (volunteers)
 - + how students can become involved in Landcare
 - + information about the project students will be working on
 - + why Landcare – and this project in particular – are important.
- + Discuss specific details about what the class will be doing on their excursion (planting trees) and what they will need to bring (for example hat, sunscreen, water, old clothes, appropriate shoes).
- + Practice the skills that will be required to do the task, for example plant some trees at the school or dig some holes at the school farm.

Excursion

Students go out into the field and carry out tasks as directed by the Landcare group and the teacher.

Follow-up

Students engage in teacher-led discussion, focusing on questions such as the following.

- + What did you do as a volunteer for Landcare?
- + Did you notice that there were different roles that Landcare volunteer adults played in the activity?
Can you name them (eg supervisor, equipment manager)? Why do you think the roles were split up like this?
- + How did it feel to contribute something to the community without being paid?
- + Would you volunteer with Landcare in your own time?
- + How might you go about organising that?

ASSESSMENT

Assessment may be carried out by including some questions in a final exam or by constructing a class or group presentation related to the task being carried out.

RESOURCES

Many of the required resources may be supplied by the Landcare group, however schools may also have a supply of planting equipment such as spades and watering cans.

➤ TESTING A HYPOTHESIS USING CITIZEN SCIENCE VOLUNTEERS

Target Group: **Year 10**

Australian Curriculum Reference: **Science (Biological Science)**

- + Scientific understandings, discoveries and inventions are used to solve problems that directly affect peoples' lives (ACSHE100).
- + The values and needs of contemporary society can influence the focus of scientific research (ACSHE230).
- + Formulate questions or hypotheses that can be investigated scientifically (AC SIS198).

LESSON SUMMARY

This unit of work will cover a number of lessons for up to six weeks.

Students will use the methods of citizen scientists to test a hypothesis about a scientific issue that affects lives in the local community. Students will collect data electronically and draw conclusions from it that could be tested further in the future.

LESSON CONTENT AND METHODOLOGY

Introduction

Students will pick a local science issue and develop a hypothesis about this issue. They will then develop a citizen science project to test their hypothesis by calling on electronic data input from a range of people that they know.

Body

- + Teacher reviews with the class the process of developing a scientific hypothesis (refer to Worksheet 1).
- + Students are introduced to the concept of citizen science and its importance in collecting data across a broad cohort of people.
- + Students watch the following videos and then teacher leads a discussion about what citizen science volunteers do.
 - + *Building the knowledgebase of biology using citizen science*, Andrew Su, TEDxClairemontColleges: www.youtube.com/watch?v=hT_pj1cB0Q8
 - + *Citizen Science in Australia* (the benefits of citizen science in Australia as told by people involved in citizen science pursuits): www.youtube.com/watch?v=SfCqeHsO830

- + Teacher introduces Worksheet 2 and facilitates the 'Think Pair Share' activity which will lead to a final set of hypotheses that the class will work on to collect data using citizen science volunteers.
- + Having decided on the hypothesis that they will test, students develop a method for electronically collecting data using citizen science volunteers. The activity should involve the volunteers providing data about their observations over a six week period.
- + Collection methods could be via a private Facebook group, by regular online survey input, by email, through a student-designed phone App, by Tweet, or any other appropriate electronic method. Students must submit their plan for assessment and approval before commencing the data collection activity.
- + Students manage the collection of data over a six week period and report on the progress of their project in a weekly lesson.
- + Students are given guided lesson time to develop a final report on the results of their data collection, including their conclusions from the data and further research that would be needed in the future.
- + Students will present the findings of their research using an in-class science symposium format. The presentation must include reference to volunteers in the project.
- + Students will submit a 200 word abstract of their work for class distribution in the form of a symposium program.

ASSESSMENT

Students will be assessed on the following components of the work:

- + the plan for data collection to test their hypothesis
- + their 200 word abstract
- + a report presentation at the in-class symposium.

RESOURCES

- + *Building the knowledgebase of biology using citizen science*, Andrew Su, TEDxClairemontColleges: www.youtube.com/watch?v=hT_pj1cB0Q8
- + *Citizen Science in Australia* (the benefits of citizen science in Australia as told by people involved in citizen science pursuits): www.youtube.com/watch?v=SfCqeHsO830
- + Worksheet 1: Developing a Hypothesis
- + Worksheet 2: Developing a Hypothesis (Think Pair Share).

WORKSHEET 1

Developing a Hypothesis

Suppose you and your neighbour are growing tomatoes. One day you notice that your neighbour's plants are much bigger than yours. What's causing the difference? How can you get your plants to grow as big as your neighbour's?

The question you asked about the tomato plants could lead you to develop a hypothesis.

A hypothesis (plural: hypotheses) is a prediction about the outcome of a scientific investigation. Like all predictions, hypotheses are based on a person's observations and previous knowledge or experience.

In science, hypotheses must be testable. That means that researchers should be able to carry out an investigation and obtain evidence that shows whether the hypothesis is true or false.

The way a hypothesis is written can outline a way to test it. Try to word each of your hypotheses in the form of an If...then...statement.

Read the following three examples. Notice which of these predictions are testable. Notice which are properly worded hypotheses.

Example 1

If I give my plants fertilizer, then they will grow as big as my neighbour's plants (testable and properly worded).

Example 2

If I get lucky, then my plants will grow bigger (not testable, because you can't control "getting lucky").

Example 3

My plants aren't growing bigger because I don't water them enough (not worded properly).

Tips for Developing Hypotheses

Ideas for hypotheses often result from problems that have been identified or questions that have been raised.

- + To help develop ideas for a hypothesis, write down several questions about the topic.
- + Try to narrow the questions to one that can be investigated scientifically. Then write the hypothesis.
- + Make sure the hypothesis is a prediction.
- + Make sure the hypothesis can be tested through an investigation.
- + Check the way you worded the hypothesis. A properly worded hypothesis should take the form of an If...then...statement.

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WORKSHEET 2

Developing a Hypothesis (Think Pair Share)

Here is a beginning list of local science issues that can impact on people's lives. Add to it by working with a group in your class.

- + Allergies.
- + Fitness levels.
- + Water quality.
- + Impact of humans on fishing or native wildlife.
- + Impact of diet on general health.
- + Impact on skin from getting a tattoo.
- + Sleep patterns.

Students use 'Think Pair Share' technique to develop a final hypothesis from their group.

Think Pair Share

Think: Individually select two local issues that have an impact on people's lives. Develop a hypothesis about each of them.

Here are two examples.

1. If a person lives in Tuggeranong, are they more likely to suffer from hayfever than someone who lives outside Canberra?
2. If a person does 30 minutes walking every day, does it change the number of hours they sleep at night?

Pair: With a partner, share the two hypotheses that each of you have come up with. Person one speaks first describing their hypotheses, followed by person two. The pair has time to discuss each of the hypotheses and decide on one that they will take on to the Sharing step.

Share: The pair joins with another pair to discuss the final hypotheses that they each chose. Within this group only one can be selected for sharing with the whole class.

Share: In a whole class group, one representative from each of the Share activities presents that group's hypothesis. This is recorded for the whole class to see.

Students must now select one of the hypotheses from the class list that they will test using citizen science volunteers. Students may work individually, or in pairs.

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MAPPING VOLUNTEERING TO HISTORY: FOUNDATION — YEAR 10 CURRICULUM

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

Year Level	Key Inquiry Question	Historical Knowledge and Understanding	Sample Activity
Foundation	What is my history and how do I know it?	<p>Personal and Family Histories</p> <p>Who the people in their family are, where they were born and raised and how they are related to each other (ACHHK001).</p>	<p>Discuss whether any of the students have a family member, relative or friend who is a volunteer.</p> <p>Students ask their family member, relative or friend why they volunteer and then retell the story to the class.</p>
Year 2	What remains of the past and is important to the local community, and why?	<p>The Past in the Present</p> <p>The history of a significant person, building, site or part of the natural environment in the local community and what it reveals about the past (ACHHK044).</p>	<p>Explore how volunteers help to support what is important in the community.</p> <p>Students might help out at a natural environment community project such as Clean Up Australia Day or a tree planting event.</p>
Year 3	What is the nature of the contribution made by different groups and individuals in the community?	<p>Community and Remembrance</p> <p>Days and weeks celebrated or commemorated in Australia (including Australia Day, ANZAC Day, Harmony Week, National Reconciliation Week, NAIDOC week and National Sorry Day) and the importance of symbols and emblems (ACHHK063).</p>	<p>Students explore the role of volunteers in these activities.</p> <p>Guest speakers who are volunteers from selected groups give a class talk about their organisation and role.</p> <p>Volunteers are asked to focus on how communication within their organisations has changed over time (for example a shift away from letters to emails) and what impact this has had on their role.</p>
		<p>Community and Remembrance</p> <p>The role that people of diverse backgrounds have played in the development and character of the local community (ACHHK062).</p>	<p>Select a local group from a diverse background and examine how they do volunteering in their cultural and local community.</p> <p>Invite guest speakers to class.</p>

Year Level	Key Inquiry Question	Historical Knowledge and Understanding	Sample Activity
Year 5	What were the significant events and who were the significant people that shaped Australian colonies?	<p>The Australian Colonies</p> <p>The role that a significant individual or group played in shaping a colony; for example, explorers, farmers, entrepreneurs, artists, writers, humanitarians, religious and political leaders, and Aboriginal and/or Torres Strait Islander peoples (ACHHK097).</p>	<p>Visit the National Museum or other history repository so that students can gather information.</p> <p>Use a volunteer guide to assist students and describe what they do as a volunteer.</p> <p>Students develop information about a chosen significant individual that they could use as notes if they were a guide.</p>
Year 6	What contribution have significant individuals and groups made to the development of Australian society?	<p>Australia as a Nation</p> <p>Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal people and/or Torres Strait Islanders, migrants, women, and children (ACHHK114).</p>	<p>Explore the role of volunteers in polling booths as part of this study.</p>
Year 7	How do we know about the ancient past?	<p>Depth study 1: Investigating the ancient past</p> <p>The range of sources that can be used in a historical investigation, including archaeological and written sources (ACDSEH029).</p>	<p>Include a study of how volunteers contribute to archaeological digs and to sorting and recording records in places like the National Library. Explore the National Archives of Australia site.</p> <p>Invite volunteers who can tell their story to speak with the class.</p>
Year 8	Which significant people, groups and ideas from a particular period have influenced the world today?	<p>Historical Knowledge and Understanding</p> <p>The emergence of ideas about the world and the place of people in it by the end of the period (such as the Renaissance, the Scientific Revolution and the Enlightenment) (ACOKFH010).</p>	<p>Students research a given field and prepare a session on their topic that can be delivered to a local primary school class.</p> <p>Discuss with students how individuals contribute to events and assess their significance in doing so.</p>
		<p>Explanation and communication</p> <p>Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS157).</p>	<p>Students select a significant person from the period whose volunteering or service to community made a significant historical impact.</p>

Year Level	Key Inquiry Question	Historical Knowledge and Understanding	Sample Activity
Year 9	How did new ideas and technological developments contribute to change in this period?	<p>Progressive ideas and movements (1750 – 1918)</p> <p>The emergence and nature of key ideas in the period, with a particular focus on ONE of the following: capitalism, socialism, egalitarianism, nationalism, imperialism, Darwinism.</p>	<p>Students explore and discuss how volunteering or citizen action contributed to the ideology or movement.</p>
		<p>Depth Study 3: World War I</p> <p>The impact of World War I, with a particular emphasis on Australia (such as the use of propaganda to influence the civilian population, the changing role of women, the conscription debate) (ACDSEH096).</p>	<p>Look at the role of women and children’s movements in contributing volunteer effort to the WWI campaign.</p> <p>Which volunteering and charity organisations originated during this time and what was the significance of their activity? Has that activity changed over time?</p> <p>Role-play some of the volunteers’ activities, having mapped the milestones to changes that have occurred over time.</p> <p>Facilitate student volunteering in one of the organisations that is still in operation.</p>
Year 10	How did new ideas and technological developments contribute to change in this period?	<p>Depth Study 1: World War II</p> <p>The significance of World War II to Australia’s international relationships in the twentieth century, with particular reference to the United Nations, Britain, the USA and Asia (ACDSEH110).</p>	<p>What voluntary roles does Australia contribute to UN humanitarian policy and programs?</p> <p>Identify a person working in the field who can speak to students about Australia’s role and the contribution volunteers make.</p>
		<p>Depth Study 2: Rights and freedoms</p> <p>The US civil rights movement and its influence on Australia (ACDSEH105).</p>	<p>Include exploration of the role of volunteers in the human rights struggle (such as the NSW Freedom Rides) or a study of HV Evatt.</p>

Year Level	Key Inquiry Question	Historical Knowledge and Understanding	Sample Activity
Year 10		Depth Study 3: The globalising world – the environmental movement Significant events and campaigns that contributed to popular awareness of environmental issues, such as the campaign to prevent the damming of Australia’s Gordon River, the nuclear accident at Chernobyl and the Jabiluka mine controversy in 1998 (ACDSEH127).	Include in this study the role of volunteers in affecting environmental action.

LESSONS SUMMARY

Year/Stage	Name	Australian Curriculum Reference
History Foundation	Was my grandparent a volunteer?	Who the people in their family are, where they were born and raised and how they are related to each other (ACHHK001)
History Year 1	Learning about and becoming volunteers through role play (This lesson also covers English curriculum elements and can be found in the English section)	There are differences within and between groups of organisms; classification helps organise this diversity (ACSSU111) Interactions between organisms can be described in terms of food chains and food webs; human activity can affect these interactions (ACSSU112) Water is an important resource that cycles through the environment (ACSSU222)
History Year 2	Our local history	The history of a significant person, building, site or part of the natural environment in the local community and what it reveals about the past (ACHHK044)
History Year 6	Good citizens volunteer	Experiences of Australian democracy and citizenship including the status and rights of Aboriginal People and/or Torres Strait Islanders, migrants, women and children (ACHHK114)
	Law-making in the House of Representatives	Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal people and/or Torres Strait Islanders, migrants, women and children (ACHHK114)
History Year 9	The impact of World War 1	The impact of World War 1 with a particular emphasis on Australia such as the use of propaganda to influence the civilian population, the changing role of women, the conscription debate (ACDSEH096)
History Year 10	Women at War	The impact of World War II, with a particular emphasis on the Australian home front, including the changing roles of women and use of wartime government controls (conscription, manpower controls, rationing and censorship) (ACDSEH109).

➤ WAS MY GRANDPARENT A VOLUNTEER?

Target Group: **Foundation**

Australian Curriculum Reference: **History**

What is my history and how do I know it?

- + Who the people in their family are, where they were born and raised and how they are related to each other (ACHHK001).

LESSON SUMMARY

Students will begin to consider how grandparents and great grandparents are related to them and how they have lived interesting lives.

Students will speculate about a volunteer activity that one of their grandparents might have done that could be included in the book *A Very Important Story*, and will learn that volunteering is about doing something for others without being paid for it.

LESSON CONTENT AND METHODOLOGY

- + Teacher talks to students about grandparents and great grandparents and leads them to consider the following.
 - + What is a grandparent?
 - + What is a great grandparent?
 - + How they are related to us?
- + Students use the template in Worksheet 1 to draw pictures of their grandparents.
 - + Teacher writes the name each student calls their grandparent onto the drawings.
 - + Each student writes their own name under their drawing of themselves.
 - + Students can draw imaginary pictures if they do not know their grandparents or great grandparents. Teacher explains how these people might look like one of the child's parents.
- + Teacher reads the book *A Very Important Story* by Julie Kingston, or shows it on Vimeo: www.vimeo.com/90524878
 - + Teacher leads student discussion about the most important thing the grandfather thinks he is doing when he says *I am doing it now*.
 - + Teacher leads students to understand that the grandfather is spending time with his grandson, loving and caring for him and sharing his life story with him.

- + Teacher tells the students that Granddad is also doing something for someone else to make them feel better. That is what volunteers do.
- + Teacher tells the students that they are going to add an extra page to the story. This will show something that the grandfather has done in his life as a volunteer (for example it could show him planting trees for Landcare). The teacher will tell the students that being a volunteer is a very important activity and that everyone can do it.
- + Teacher guides the students to suggest what the grandfather could have done as a volunteer. Teacher tells the students they could draw something that is true that their grandfather does, or that they can imagine something he might have done.
- + Students draw their new pages. These are displayed in the classroom.

ASSESSMENT

Teacher to determine appropriate assessment.

RESOURCES

- + *A Very Important Story* by Julie Kingston (hardcopy or video: www.vimeo.com/90524878)

➤ OUR LOCAL HISTORY

Target Group: **Year 2**

Australian Curriculum Reference: **History**

- + The history of a significant person, building, site or part of the natural environment in the local community and what it reveals about the past (ACHHK044).

LESSON SUMMARY

Students will visit the local historical society's museum.

Students will learn about what the community values from its history, and why, and how volunteers contribute to maintaining the artefacts and culture.

LESSON CONTENT AND METHODOLOGY

- + Teacher selects a local site for students to visit, for example the local historical museum, historical house or other historical building. The site must be staffed by volunteers.
- + Teacher introduces the site and shows pictures of it. Students talk about whether they have been there and what they think it contains.
- + Teacher asks students why they think people keep historical artefacts and maintain historical buildings.
- + Teacher talks about who helps to maintain these sites and refers to the volunteers and what they do.
- + Students generate a list of questions they will ask the volunteers when they visit the site. These should include questions about the historical artefacts. Questions could include the following.
 - + Why are particular items in the museum/house, and why are they important?
 - + How often do you volunteer here?
 - + Why do you volunteer?
 - + How do you get to be a volunteer?
- + Students visit the site and look at the exhibits. After viewing, the students will gather for a question and answer session. The teacher will ask questions such as the following.
 - + What is one of the historical events from our past that you found out about today?
 - + Why do you think it is important for us to know about that?
 - + What were the volunteers doing while you were walking around looking at the exhibits?
 - + The teacher will invite the volunteers to speak to the children and tell them why they volunteer and what they get out of it. Students will have a question and answer session with the volunteers.

- + Back in class, students will make a class list of the most significant historical events they learned about during the visit.
- + Students view YouTube video about the National Museum of Australia at: www.youtube.com/user/NationalMuseumofAust. The teacher will inform students that museums that preserve our history and the things that are important to us as Australians can be found across the country.

ASSESSMENT

Teacher to determine appropriate assessment.

RESOURCES

- + National Museum of Australia: www.youtube.com/user/NationalMuseumofAust

➤ GOOD CITIZENS VOLUNTEER

Target Group: **Year 6**

Australian Curriculum Reference: **History**

- + What contribution have significant individuals and groups made to the development of Australian Society?
- + Experiences of Australian democracy and citizenship including the status and rights of Aboriginal People and/or Torres Strait Islanders, migrants, women and children (ACHHK114).

LESSON SUMMARY

Students will look at how individual volunteers contribute to society and how their actions are demonstrative of good citizenship.

Students will examine information about volunteers whose service has been broadly recognised and develop a set of criteria and processes for recognising volunteers who work within the school.

LESSON CONTENT AND METHODOLOGY

- + Teacher leads discussion about what makes a good citizen, then asks students to focus in on volunteers (refer to Worksheet 1).
- + Students look at the Volunteering ACT website and read the information about volunteers who have been publicly recognised for their contributions:
www.volunteeringact.org.au/event/act-volunteer-of-the-year-award-winners
- + Teacher asks students: *what aspect of democracy and good citizenship can you see in these volunteers' stories?*
- + Teacher leads class in developing a list of the characteristics that the volunteers appear to have in common.
- + Students research the criteria that organisations use when determining their volunteer awards (see *Resources*).
- + Students discuss who the volunteers involved at the school are, for example canteen helpers, sports coaches, mentors, lollypop people, grandparents and reading helpers.
- + Teacher tells students they will be designing a volunteer recognition process. They will need to do the following.
 - + Determine whether there will be categories for nominations.
 - + Determine the number of awards that will be made (suggest four).
 - + Develop a set of criteria for nominations.
 - + Write a nomination for a selected volunteer of their choice.

- + Form a panel/s that will consider all the nominations received and report back to the class about their selection. The class will engage in a question and answer session about how the panel's decision was reached. If four awards are to be given, the class can be divided into four with each group forming a panel to consider the nominations in a separate category. Each panel will need to nominate a panel chair who will be the spokesperson and facilitator for the group.
- + Design and print certificates to be sent to the volunteers who have been selected by your class as Volunteers of the Year.

ASSESSMENT

Teacher to assess each student's individual nomination and how it aligns with the agreed criteria.

RESOURCES

- + Criteria for volunteer awards
- + Worksheet 1: What are the characteristics of a good citizen?
- + ACT Volunteer of the Year Award Winners, Volunteering ACT:
www.volunteeringact.org.au/event/act-volunteer-of-the-year-award-winners
- + South Australia Fire and Emergency Services Commission:
www.safecom.sa.gov.au/public/download.jsp?id=1669
- + Richmond Valley Australia Day awards nomination forms:
www.richmondvalley.nsw.gov.au/icms_docs/165853_Australia_Day_Awards_2014_Nomination_Form.pdf
- + The Victorian Amateur Football Association:
www.vafa.com.au/latest-news/nominate-your-afl-victoria-volunteer-of-the-year
- + Brigham and Women's Health Hospital:
www.brighamandwomens.org/about_bwh/publicaffairs/news/publications/DisplayBulletin.aspx?articleid=553
- + Student Volunteering Week UK: www.studentvolunteeringweek.org.uk/activities/volunteer-award
- + United Way of Tri-County: www.uwotc.org/nominate

WORKSHEET 1

What are the characteristics of a good citizen?

Teacher introduces the notion of a good citizen and shows the following list.

Characteristics of good citizens include:

- + accepting responsibilities within a community by helping others in need
- + valuing free and fair elections and not seeking to unfairly influence others
- + participating in activities and behaviours that involve democratic decision-making
- + respecting and adhering to rules for socially responsible and desirable behaviour
- + promoting harmony and inclusiveness
- + interacting positively with adults and other children
- + resolving issues in peaceful and non-threatening ways
- + a willingness to participate actively and make a positive contribution to the community.

Teacher leads class discussion

- + Are these the only characteristics of a good citizen?
- + What else could we add?

Teacher develops a class list of the characteristics of a good citizen and continues discussion.

- + Why are these characteristics important?
- + What kind of community does it create when people have these characteristics?
- + What might happen to our community if people did not display these characteristics?
- + Do any of the characteristics apply only to adults? Only to children?
- + What is the role of volunteering in being a good citizen?
- + How do you currently display the characteristics of being a good citizen?
- + How could you apply the characteristics in the future?

(Adapted from: www.civicsandcitizenship.edu.au/cce/what_makes_a_good_citizen_activity_two,35095.html)

➤ LAW-MAKING IN THE HOUSE OF REPRESENTATIVES

Target Group: **Year 6**

Australian Curriculum Reference: **History**

Adapted from Australian curriculum lessons: www.australiancurriculumlessons.com.au/2013/05/10/australian-government-lesson-plan-law-making-in-the-house-of-representatives/

Original lesson and supporting documents courtesy of the Parliamentary Education Office: www.peo.gov.au/teaching/role-play-lesson-plans/law-making-house.html

HISTORICAL KNOWLEDGE AND UNDERSTANDING

- + Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal people and/or Torres Strait Islanders, migrants, women and children (ACHHK114).

LESSON SUMMARY

By participating in a role-play that simulates the process of law-making in the House of Representatives, students will:

- + learn to understand how the Federal Parliament debates and votes on bills
- + learn the role of government ministers, the Opposition, minor parties and independents
- + explore the concepts of representation and scrutiny
- + inquire into real and current issues
- + practise public speaking, careful listening and quick thinking
- + engage in critical thinking.

LESSON CONTENT AND METHODOLOGY

INTRODUCTION

Generate discussion about the role-play by exploring some of the following questions with your students.

- + Who works in the House of Representatives?
 - + *150 members, elected by the people.*
 - + *Parliamentary officers including: the Clerk; Deputy Clerk; Serjeant-at-Arms; Hansard reporters; chamber attendants; security staff and broadcasting officers.*
- + How do you become a member of the House of Representatives?
 - + *Members are elected by the people at a Federal election.*

- + Who do members of the House of Representatives represent?
 - + *Members represent their electorates.*
- + How many members of the House of Representatives are there?
 - + *There are 150 members in the House of Representatives (one from each electorate).*
- + What do Members of Parliament do in the House of Representatives?
 - + *Members of Parliament make sure the concerns and views of the people of their electorate are heard, by talking about issues in Parliament. They also debate bills (proposed laws) or propose amendments (changes) to bills.*
- + What is a law?
 - + *A law is a rule for Australia.*

SETTING THE SCENE FOR THE ROLE-PLAY

Before the role-play begins you can set the scene by doing some short activities with the students, such as the following.

- + Watch YouTube video – *How Laws are Made* (10 minutes): www.youtube.com/watch?v=NhYpkVclXbA
- + Watch YouTube video – *Parliament of Victoria Explains – How Parliament Makes Laws* (2.5 minutes): www.youtube.com/watch?v=pSCMpX9stW0
- + Ask the students to imagine that they are members of the House of Representatives. How old would they be? Where would they work? What tasks would they have? What skills would they need? What did they do before becoming a Member of Parliament?
- + Encourage students to prepare for their ‘roles’ as members of the House of Representatives and understand that in these roles they:
 - + represent the views of their electorate
 - + may be working as part of a team (for example, they may belong to the Government or Opposition).

BODY

Preparation

You can create a more authentic atmosphere by rearranging your classroom to look like a Parliamentary chamber, and by using props and a script. This will also help students embrace their roles. Refer to the *Resources* section at the end of this Lesson Plan for guidance.

The bill

Students research the topic and write speeches prior to the role-play. Suggested research resources can be found at the end of this Lesson Plan.

The bill

Working with Vulnerable People	
Date (current date):	
Chamber:	House of Representatives
Status:	Before the house
Sponsor (teacher's name):	
<p>Summary: Introduces a national credential for adults working and volunteering with children and vulnerable people.</p>	

Set-up

Transform the classroom into a chamber by arranging chairs and tables into a horseshoe shape (refer to the *Resources* section at the end of this Lesson Plan for guidance).

Scripts

Parliamentary Education Office scripts provide a framework for the role-play. The scripts include specific roles that can be assigned to students and indicate what they have to do and say. Links to a full script and a template which allows you to write your own script are available in the *Resources* section.

Getting into role

- + Divide the class into Government, Opposition, minor parties and independents (go to the Parliamentary Education website at www.peo.gov.au/learning/parliament-now.html for current numbers in the chambers). Use these numbers to gain the right proportions for your Parliament.
- + Select a Speaker. This is a non-debating role and is generally someone from the Government who can exercise authority in the room.
- + Select a Clerk (pronounced 'clark') and Serjeant-at-Arms. These are parliamentary officers who do not debate or vote. A teacher may take up the role of Deputy Clerk. This role does not require active participation, but puts the teacher in a central position in the room so they can assist with the running of the role-play.
- + Elect party leaders. The Government elects the Prime Minister and the Opposition elects the Leader of the Opposition.
- + Select a Minister for Social Services. This Minister will introduce the bill. Refer to www.dss.gov.au for more information about this Minister's role.
- + Select a Shadow Minister for Social Services.
- + Choose Party Whips (managers). The Party Whips will count the vote at the end of the debate.

You are now ready to begin the role-play.

Starting the role-play

Refer to the role-play flow chart and scripts in the *Resources* section. Use the actions below to coincide with the scripts.

1. The Clerk rings the bell and instructs the members to stand.
2. The Serjeant-at-Arms leads the Speaker into the chamber, carrying the Mace on their right shoulder.
3. The Serjeant-at-Arms announces the Speaker, places the Mace on the table and moves to their seat.
4. The Speaker tells everyone to sit down and begins the session.
5. The Clerk stands and reads the rules of the chamber and the title of the bill (first reading).
6. The Minister introduces the bill and the Shadow Minister responds to the bill.
7. After a few speeches from each side, the House is adjourned.
8. The Serjeant-at-Arms leads the Speaker from the chamber, holding the Mace.

Adjourn the debate for party meetings

(Optional)

The members of each team get together to plan more speeches for or against the bill, and the independents and minor parties decide whether they will support or oppose the bill. Changes (amendments) may also be suggested. If you choose not to adjourn, you can go straight to step 10 below.

Continuing the debate

9. Repeat steps 1-4 from 'Starting the role-play'.
10. The Speaker selects members to make speeches, alternating between the Government, Opposition, minor parties and independents. Members make their speeches in turn.

Voting on the bill

11. When the debate is finished the Speaker leads a 'vote on the voices' (uncounted vote) before declaring the vote.
12. If the opposition disagrees with the bill, the Opposition Whip may call a division (formal counted vote). If this occurs, the Clerk rings the bell for four minutes.
13. The Speaker conducts the division with help from the whips and then declares the vote.

Passing the bill

14. If the majority of votes are for the bill, it is agreed to and the Clerk reads the title of the bill (second reading).
15. If the majority of votes are against the bill, the bill is defeated and there is no second reading.
16. The Speaker adjourns the House.
17. The Serjeant-at-Arms leads the Speaker from the chamber, holding the Mace.

Conclusion

After the debate, explore the following questions with your students.

- + Do Government bills always pass this chamber?
 - + *Not if a majority of independents, minor party members and Opposition members votes against the bill. The Government needs to secure a majority of members to vote for the bill in order for it to pass.*
- + What happens when the vote is a tie?
 - + *The Speaker votes on the bill to break the deadlock.*
- + Why are the independents and minor parties important?
 - + *If they hold the balance of power in the House, they can determine whether a bill will pass or not, and they can put pressure on the Government to amend the bill.*
- + What other steps must a bill go through to become law?
 - + *It must be debated and voted on in the Senate, and then signed by the Governor-General.*

ASSESSMENT

Teacher to determine appropriate assessment.

RESOURCES

Resources to support understanding of the bill

Legislation governing protection of vulnerable persons varies according to the particular State or Territory in which the grant recipient operates, so there is currently no overarching national approach.

To find out more, visit the following online resources.

- + *What kind of screening do I need?* (Department for Communities and Social Inclusion, Government of South Australia): www.dcsi.sa.gov.au/services/screening/what-kind-of-screening-do-i-need
- + Department of Social Services website: www.dss.gov.au/about-the-department/doing-business-with-dss/vulnerable-persons-police-checks-and-criminal-offences
- + *Working with Vulnerable People: Mission Australia's response to the Working with Vulnerable People (Background Checking) Bill 2013 in Tasmania* (Access via Mission Australia website): www.missionaustralia.com.au
- + Working with Vulnerable People in the ACT: *Overview: factsheet*: www.ors.act.gov.au/publication/view/1795/title/overview-fact-sheet
- + Working with Vulnerable People in the ACT: *Factsheet*: www.forrestps.act.edu.au/_data/assets/pdf_file/0003/234318/Working_with_Vulnerable_People_-_overview.pdf

Resources related to Parliamentary processes

The following resources are available on the Parliamentary Education Office website.

- + Role-play flowchart (Law-making in the House of Representatives): www.australiancurriculumlessons.com.au/wp-content/uploads/2013/05/role-play_flow-chart_HoR_lawmaking.pdf
- + House of Representatives seating plan for the classroom: www.australiancurriculumlessons.com.au/wp-content/uploads/2013/05/role-play_flow-chart_HoR_lawmaking.pdf
- + Law-making script template: www.peo.gov.au/teaching/role-play-lesson-plans/law-making-house.html
- + Diagram of the Make-up of Parliament and government: www.australiancurriculumlessons.com.au/wp-content/uploads/2013/05/0104-Parliament-and-government.pdf
- + Role-play Toolkit Make it Yourself: Mace: www.australiancurriculumlessons.com.au/wp-content/uploads/2013/05/miy_mace.pdf
- + Role-play Toolkit Make it Yourself: Serjeant-at-Arms gown: www.australiancurriculumlessons.com.au/wp-content/uploads/2013/05/miy_serjeant.pdf
- + Role-play Toolkit Make it Yourself: Speaker and Clerk of the House of Representatives gown: www.australiancurriculumlessons.com.au/wp-content/uploads/2013/05/miy_clerk_speaker.pdf

Resources related to the roles of people in Parliament

- + Parliamentary Education Office resources: www.peo.gov.au/resources/peo-resources.html

➤ THE IMPACT OF WORLD WAR 1

Target Group: **Year 9**

Australian Curriculum Reference: **History**

Depth Study 3: World War 1

- + The impact of World War 1 with a particular emphasis on Australia such as the use of propaganda to influence the civilian population, the changing role of women, and the conscription debate (ACDSEH096).

LESSON SUMMARY

Students will look at the emergence of the red poppy as a sign of remembrance, and the changing role of women and their work as volunteers in supporting the war effort.

LESSON CONTENT AND METHODOLOGY

- + Teacher introduces topic. Students read the information provided in Worksheet 1 and answer the questions. Teacher leads discussion about what the Red Cross does.
- + Using the work done by Moina Michael in introducing the red poppy and the Red Cross information students have found from their research, teacher leads discussion about the role of women during World War 1.
- + Teacher shows video – *The role of women in the First World War* (BBC documentary narrated by Sir Michael Redgrave) at: www.youtube.com/watch?v=ZMCOzuE1Lvo
- + Teacher leads discussion about why it seemed novel at this time for women to be doing jobs that we now see as normal for them to do, and asks: *what attitudes are expressed in the video that we would see as outdated?*
- + Teacher leads discussion about how many of the tasks taken up by women were done in a voluntary capacity.
- + Teacher introduces Worksheet 2. Students are required to read the three articles provided, and to do their own research so they can develop a diary entry for someone who joined the Red Cross as a volunteer in World War 1.
 - + The diary should cover a month and have at least one entry for each week.
 - + The diary should show how the volunteer is reflecting on her changed role as a result of the volunteer work and what is happening around her.
 - + Each entry should be at least 250 words.
 - + Students must show a bibliography of sources from which they have gathered information.

ASSESSMENT

Students will be assessed on two pieces of written work as follows.

- + Answers provided on Worksheet 1.
- + Research project outlined on Worksheet 2.

RESOURCES

- + Worksheet 1: *The Red Poppy*
- + Worksheet 2: *Women and the Red Cross, The Australian Red Cross in Two World Wars and Volunteers During the First World War (Britain)*
- + *The role of women in the First World War* (BBC documentary narrated by Sir Michael Redgrave, 1964): www.youtube.com/watch?v=ZMCOzuE1Lvo
- + *The role of Women in World War One*: www.youtube.com/watch?v=Lym30Fb2908
- + *Red Cross Activities During and After WWI*: www.aso.gov.au/titles/historical/red-cross-first-world-war/clip3

WORKSHEET 1

Read the following article and then complete the questions at the end.

The Red Poppy

The Red Poppy has special significance for Australians.

Worn on Remembrance Day (11 November) each year, the red poppies were among the first to flower in the devastated battlefields of northern France and Belgium in the First World War. In soldiers' folklore, the vivid red of the poppy came from the blood of their comrades soaking the ground.

In 1918, Moina Michael, who had taken leave from her professorship at the University of Georgia to be a volunteer worker for the American YWCA, was inspired by the poem *In Flanders Field* by John McCrae and published a poem of her own called *We Shall Keep the Faith*. In tribute to McCrae's poem, Moina vowed to always wear a red poppy as a symbol of remembrance for those who fought and helped in the war.

At a November 1918 YWCA Overseas War Secretaries' conference, Moina appeared with a silk poppy pinned to her coat and distributed 25 more to those attending. She then campaigned to have the poppy adopted as a national symbol of remembrance.

At a conference in 1920, the National American Legion adopted the poppy as their official symbol of remembrance. At this conference, French-woman Anna E. Guérin was inspired to introduce the artificial poppies commonly used today. In 1921 she sent her poppy sellers to London, where they were adopted by Field Marshal Douglas Haig, a founder of the Royal British Legion. The poppy was also adopted by veterans' groups in Canada, Australia and New Zealand.

The Australian RSL adopted the idea in 1921, announcing:

The Returned Sailors and Soldiers Imperial League of Australia and other Returned Soldiers Organisations throughout the British Empire and Allied Countries have passed resolutions at their international conventions to recognise the Poppy of Flanders Fields as the international memorial flower to be worn on the anniversary of Armistice Day.

Australians wear a red poppy on Remembrance Day for three reasons. Firstly, in memory of the sacred dead who rest in Flanders Fields; secondly, to keep alive the memories of the sacred cause for which they laid down their lives; and thirdly, as a bond of esteem and affection between the soldiers of all allied nations and in respect for France, our common battleground.

Today, cloth poppies are sold on or around 11 November each year. They are an exact replica in size and colour of the poppies that bloom in Flanders Fields. The RSL sells millions of red cloth poppies with proceeds going towards raising funds for welfare work.

In Britain some people choose to wear white poppies as a pacifist alternative to the red poppy. The white poppy and white poppy wreaths were introduced by Britain's Co-operative Women's Guild in 1933. Today, white poppies are sold by Peace Pledge Union or may be home-made.

To commemorate animal victims of war, Animal Aid in Britain has issued a purple poppy, which can be worn alongside the traditional red one as a reminder that both humans and animals have been – and continue to be – victims of war.

(This article uses information extracted from wikipedia.org/wiki/Remembrance_poppy and www.army.gov.au/Our-history/Traditions/The-Red-Poppy)

Questions

- + What does the red poppy represent?
- + Who introduced the idea of wearing a poppy for remembrance?
- + When did Australia adopt the red poppy as a symbol of remembrance?
- + What are the three reasons why Australians wear a red poppy?
- + What other coloured poppies have been adopted and for what purpose?
- + Why do you think that people still wear red poppies on November 11?

Research Question

- + What is the Red Cross and what does it do?

WORKSHEET 2

ARTICLE 1

Women and the Red Cross

Women have been at the forefront of Red Cross since its foundation in Australia.

In the days after the outbreak of World War I, the wife of the then Governor-General, Lady Helen Munro Ferguson, established the first branch (as part of the British Red Cross Society) in Australia on 13 August 1914. She wrote to the wives of each State Governor to secure their support and Red Cross branches were quickly formed in each state. Australian women flocked to the cause.

Australian women's efforts on the home front to support the nation during WWI and WWII were monumental. They worked tirelessly for Red Cross in response to the national emergency, serving the humanitarian needs of the nation.

During WWI, Red Cross formed the Voluntary Aid Detachments (VADs) in Australia, based on the British Red Cross model. The vast majority comprised women and girls, known as VAs, who were trained in first-aid and home nursing to carry out unpaid domestic and quasi-nursing duties in hospitals and convalescent homes. They became the public face of Red Cross.

Red Cross enabled women to do something tangible for the war effort. Women volunteered in the Wounded and Missing Enquiry Bureaux that researched the whereabouts of soldiers serving in Europe and sent word to their anxious families. Australian women also raised funds – over one-third, or almost £5 million pounds, of all monies donated in Australia over the four years of WWI to the patriotic funds.

Women produced millions of pounds worth of in-kind support through volunteer labour and goods, sending an astonishing volume of goods overseas to servicemen and prisoners of war. They knitted and sewed socks, towels and vests for soldiers, much of the work done by hand in small rural communities where there was often no electricity.

By June 1918, the Red Cross had established member based branches in each state, with 886 in Victoria, 632 in NSW, 369 in South Australia, 225 in Queensland, 148 in Western Australia and 175 branches in Tasmania. Most of these branches were run by women, many of whom went on to give a lifetime of service to Red Cross.

(Article from: www.redcross.org.au)

ARTICLE 2

The Australian Red Cross in two world wars

The International Committee of the Red Cross was formed in 1862. Initially its purpose was to try and find ways of overcoming the inadequacy of army medical services so as to alleviate the suffering of those wounded in armed conflict. Over time it has extended its work to include many forms of humanitarian aid in times of peace and war.

The Australian Red Cross Society (ARCS) was formed just after the outbreak of the First World War in August 1914, originally as a branch of the British Red Cross. It is especially remembered in the provision of “comforts” for soldiers overseas. Enormous sums of money were raised, and thousands of women volunteers contributed their time by making vast quantities of clothing: socks, vests, mittens, mufflers, pyjamas and a variety of linen. Items were sent to headquarters located in the state capitals, often using government houses as depots, where, after being sorted and packed by yet more volunteers, they were sent to Britain or the front. The effect of this work for the recipients was to bring comfort in its truest sense, for a seemingly trivial gift of a bar of chocolate or a pair of dry socks could bring the most profound relief for a soldier on the Western Front. From the date of its inception until the armistice the ARCS dispatched 395,695 food parcels and 36,339 clothing parcels.

Between 1914 and 1918 more than £3,500,000 was collected and spent on Red Cross services to the Australian Forces and Empire Forces. Dame Nellie Melba raised more than £90,000 for the sick, wounded and prisoners of war by her Red Cross charity concerts and grand opera in Melbourne. Voluntary Aid Detachments (VADs) also provided an important public face for the Australian Red Cross. Young women served in VADs to provide nursing and domestic services in hospitals and convalescent homes. A few served overseas in Britain.

Less well known is the work the Australian Red Cross undertook at an international level by establishing agencies overseas dedicated to supplying families in Australia with information about wounded and missing soldiers, and for providing information about and comfort to soldiers declared prisoners of war.

During the Second World War the Red Cross performed other services as well as the traditional catering, fundraising and medical work. This included welfare work, hospital visiting, vocational training, home help, library services, and lorry and ambulance driving. The Red Cross VADs again worked at hospitals and convalescent homes alongside doctors and nurses. Similarly, the Red Cross contributed to the wellbeing of prisoners of war through food parcels and medical attention.

The ARCS has been officially recognised since 1944 as an auxiliary to the medical services of the Defence Forces of the Commonwealth of Australia – Navy, Army and Air Force. The Red Cross still performs humanitarian work in peacetime, including tracing missing persons and prisoners of war.

(Article from: www.awm.gov.au/encyclopedia/redcross/redcross_bothwars)

ARTICLE 3

Volunteers during the First World War (Britain)

90,000 volunteers worked at home and abroad during World War One. They provided vital aid to naval and military forces, caring for sick and wounded sailors and soldiers.

Voluntary Aid Detachments (VADs)

County branches of the Red Cross had their own groups of volunteers called Voluntary Aid Detachments (often abbreviated to VAD). Voluntary Aid Detachment members themselves came to be known simply as 'VADs'.

Made up of men and women, the VADs carried out a range of voluntary positions including nursing, transport duties, and the organisation of rest stations, working parties and auxiliary hospitals.

Training

At the outbreak of the war, many people were inspired to train to help the sick and wounded. Women needed to be taught first aid, home nursing and hygiene by approved medical practitioners. They also took classes in cookery. Men were trained in first aid in-the-field and stretcher bearing.

Talented VADs could take specialist classes to become a masseuse or use an x-ray machine.

VADs had to pass exams to receive their first aid and home nursing certificates.

Special service

In February 1915 the War Office proposed that volunteers could help at Military Royal Army Medical Corps (RAMC) hospitals. These had previously been staffed exclusively by army nurses and orderlies from the RAMC.

The first request from military hospitals for these 'special service' VADs in England came early in 1915 and from France in May of the same year. These were quickly followed by demands from Malta and Egypt.

General Service

A 'general service' section of the VADs was established in September 1915. As men went off to fight VADs were supplied in their place, carrying out their roles such as dispensers, clerks, cooks and storekeepers. By 1919, 11,000 men had been released for active service and replaced by women.

Overseas service

VADs were sent abroad during both world wars to countries such as France, Italy and Russia. Male detachments were frequently sent to France to work as transport officers or orderlies in hospitals.

Working parties and work depots

On the outbreak of the First World War, local Red Cross working parties formed across the country with the co-operation of their surrounding villages. They organised the supply of hospital clothing including socks, shirts, blankets and belts for soldiers. They also made essential hospital equipment such as bandages, splints, swabs and clothing.

Work depots were established in every major town to collate and despatch clothing from the working parties. Items were sent to Red Cross headquarters or directly to soldiers in auxiliary hospitals at home and abroad.

Air raid duty

VADs undertook air raid duty in London. The emblem of the Red Cross seemed to inspire a certain feeling of confidence in the crowds which gathered in the underground railway stations and other shelters. Armed with a respirator, the VADs performed first aid.

Rest stations

At railway stations, VADs provided food and other supplies for soldiers arriving by ambulance train whilst they waited to be transported to local hospitals or to travel on to another destination.

Transport

The first ever motorised ambulances to transport wounded people were used in the First World War. The Times appealed for ambulance funds in October 1914, raising enough for us to buy 512 vehicles within three weeks.

Male detachments were almost entirely in charge of transporting sick and wounded soldiers from ambulance trains or ships to local hospitals. They also ferried patients between hospitals.

Male volunteers were also frequently sent to France to work as ambulance drivers, often coming under fire as they transported men away from the Front.

Three hospital trains in France carried 461,844 patients throughout the war. Hospital ships and barges were also used to transport patients.

Women during the war: female volunteers

The war saw women entering the workforce in all sorts of different roles, ranging from medics and farmers to teachers and bus conductors. Many women worked as VADs.

As the number of injured servicemen rose, a call was made for women to join the medical profession. Medical degrees were opened up to women for the first time.

Our VADs carried out duties that were less technical, but no less important, than trained nurses.

They organised and managed local auxiliary hospitals throughout Britain, caring for the large number of sick and wounded soldiers. Many were also deployed abroad to help in field hospitals.

Famous volunteers

Famous women who volunteered for the Red Cross during the war include:

- + Agatha Christie – served as a VAD nurse at a hospital in Torquay. She said it was “one of the most rewarding professions that anyone can follow”.
- + Vera Brittain – most famous for writing *Testament of youth: an autobiographical study of the years 1900–1925*. She became a VAD in 1915 and was posted to France in 1917.
- + Enid Bagnold – author of *National Velvet* and *The Chalk Garden*. She served in London as a VAD.
- + Clara Butt – superstar singer of the Victorian era, Dame Clara Butt lived in Bristol and was a legend in her lifetime, performing to packed concert halls all over the world.

(Article from: www.redcross.org.uk/en/About-us/Who-we-are/History-and-origin/First-World-War/Volunteers-during-WW1)

➤ WOMEN AT WAR

Target Group: **Year 10**

Australian Curriculum Reference: **History**

Depth Study 3: World War II

- + The impact of World War II, with a particular emphasis on the Australian home front, including the changing roles of women and use of wartime government controls (conscription, manpower controls, rationing and censorship) (ACDSEH109).

LESSON SUMMARY

Students explore the idea that at the outbreak of WWI women were expected to manage the home and look after children, and their contribution to the war effort was made by joining voluntary organisations.

Contrast this with the variety of (non-traditional) roles women undertook during WWII such as working on the land, in factories and in the defence forces. Analyse the motivations for this, apart from necessity. Explore concepts of duty and sacrifice. Relate this to modern understandings of volunteering and compare the motivations of those involved. Analyse the impact of these changed roles on the later development of the Women's Liberation Movement.

LESSON CONTENT AND METHODOLOGY

- + Brainstorm what were considered traditional roles for women in Australia from the outbreak of WWI until WWII and what the social attitudes towards women were at the time. Students explore evolving government policy regarding women in military service, the Women's Auxiliary Services (WAAAF, AWAS and WRANS), the Australian Women's Land Army, women's responses to food shortages and rationing, and supplying the troops with extra items. Students break into groups to do further exploration of each topic.
- + Discussion topics include the following.
 - + Were these considered 'volunteer' activities? Did necessity negate their voluntary nature?
 - + How were women convinced to do these activities in a pre-TV and internet society?
 - + Ask students what is different about women's roles in our current society.
 - + Discuss the value of volunteer work when it is mandated, such as part of an academic unit of work.
 - + Explore how the women of WWII taking on non-traditional work may have developed skills for other areas in their lives.
 - + How did this 'volunteer' work contribute to the changing nature of Australian society?
- + Ask students to keep notes of their own research, as well as the discussions, in order to respond to the two suggested assessment tasks below.

ASSESSMENT

Students will search Google Images using search terms such as *women at war*, *women during World War Two*, *women in the 1940s* etc to find images of women during WWII.

In groups of no more than three, students design a campaign using written text, as well as artwork, to encourage women to leave the workforce after WWII has ended and re-enter their previous roles. The campaigns must include a consideration or argument about volunteering.

OR

Research music, literature and film prior to WWII, during WWII and post WWII and, using specific examples, develop a 1500 word written response showing how these things were used to reflect the social ideal of women in the US and Australia during each time period. Student responses must include a consideration or argument about volunteering.

RESOURCES

Useful links

- + Australian Women in War (Department of Veterans' Affairs): www.anzacportal.dva.gov.au/resources/australian-women-war
- + The Australian Home Front During World War I – Women's role and place: www.anzacday.org.au/history/ww1/homefront/women.html
- + Australian War Memorial, Forging the Nation – Australian Women: www.awm.gov.au/exhibitions/forging/australians/women/
- + The Battle for Australia – The Home Front at War: www.anzacday.org.au/history/ww2/bfa/homefront.html
- + South Australians at War – Women and War: www.samemory.sa.gov.au/site/page.cfm?u=851
- + Knitting Garments for Men at War (Australians at War): www.australiansatwar.gov.au/stories/stories_ID=217_war=W2.html

Stories of women in wartime

- + Nora Heysen – The War 1943–1946: www.pandora.nla.gov.au/pan/36338/20030703-0000/www.nla.gov.au/exhibitions/noraheysen/war/war.html
- + Australians at War: www.australiansatwar.gov.au

Organisations

- + War Widows' Guild of Australia: www.warwidows.org.au

Memorials

- + Australian Service Nurses National Memorial: www.womenaustralia.info/biogs/AWE0604b.htm

Print references

- + Adam-Smith, P 1996, *Australian Women At War*, Penguin Books, Australia.
- + Adam Smith, P 1992, *Prisoners Of War From Gallipoli to Korea*, Viking, Penguin Books Australia.
- + Bassett, J (ed.) 1998, *As We Wave You Goodbye: Australian Women and War*, Oxford University Press Australia.
- + Kenny, C 1986, *Captives: Australian Army Nurses in Japanese Prison Camps*, University of Queensland Press.
- + Hardisty, S (ed.) 1990, *Thanks Girls and Goodbye: The Story of the Australian Women's Land Army 1942-1945*, Viking O'Neil, Australia.



GEOGRAPHY

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MAPPING VOLUNTEERING TO GEOGRAPHY: YEAR 1 – YEAR 10 CURRICULUM

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

Year Level	Geographical Knowledge and Understanding	Geographical Inquiry and Skills	Sample Activity
Year 1	The ways that space within places, such as classroom or backyard, can be rearranged to suit different activities or purposes (ACHGK008).		Look at a community garden (or school garden). Explore how it has been rearranged for the specific purpose and what contributions volunteers have made, or continue to make, to the space.
Year 2	The influence of purpose, distance and accessibility on the frequency with which people visit places (ACHGK013).		Include an element related to how some elderly people rely on volunteers to get them to particular places once they can no longer drive themselves.
Year 3	The representation of Australia as states and territories, and Australia's major natural and human features (ACHGK014).		Include a mapping exercise that requires students to locate the headquarters for each of the peak body volunteer organisations in Australia. Select one not for profit organisation that has volunteers and operates across Australia. Students locate the offices for this organisation on a map.
Year 4	The importance of environments to animals and people, and different views on how they can be protected (ACHGK022).		Invite a conservation volunteer to speak to the class.
Year 5	The impact of bushfires or floods on environments and communities, and how people can respond (ACHGK030).	Evaluate sources for their usefulness and represent data in different forms, for example, maps, plans, graphs, tables, sketches and diagrams (ACHGS035).	Include reference to the role of SES and Rural Bush Fire Services and their volunteer status.

Year Level	Geographical Knowledge and Understanding	Geographical Inquiry and Skills	Sample Activity
Year 6	Significant events that connect people and places throughout the world (ACHGK034).		Look at natural disasters and how volunteers from across the world provide assistance through UN agencies.
Year 7	The quantity and variability of Australia's water resources compared with those in other continents (ACHGK039).		Investigate the role of Streamwatch and other volunteer citizen science projects in monitoring water quality.
	The causes, impacts and responses to an atmospheric or hydrological hazard (ACHGK042).		Include an examination of the response of volunteers to atmospheric or hydrological hazard.
	The influence of social connectedness, community identity and perceptions of crime and safety on the liveability of places (ACHGK046).		Include consideration of the role of Neighbourhood Watch as a volunteer organisation.
Year 8	The ways of protecting significant landscapes (ACHGK052).		Explore how Landcare and other environmental volunteers contribute to protecting significant landscapes.
	The causes, impacts and responses to a geomorphological hazard (ACHGK053).		Include a study of how volunteers and volunteer agencies responded to the recent Earthquake in Nepal and the 2014 Sherpa deaths on Mt Everest.
Year 9	The way transportation and information and communication technologies are used to connect people to services, information and people in other places (ACHGK066).		Examine what 'virtual volunteering' means and how it contributes to the connection of people with similar interests across the globe.
	The effects of people's travel, recreational, cultural or leisure choices on places, and the implications for the future of these places (ACHGK069).		Explore the impact on the environment of people travelling to 'volunteer.'

Year Level	Geographical Knowledge and Understanding	Geographical Inquiry and Skills	Sample Activity
Year 10	The environmental worldviews of people and their implications for environmental management (ACHGK071).		Examine one civil action volunteering group such as Greenpeace and identify how their philosophy has shaped world views about environmental management.
	The role of international and national government and non-government organisations' initiatives in improving human wellbeing in Australia and other countries (ACHGK081).		Examine the contribution made by volunteers and consider whether these organisations could be effective without that contribution.

LESSONS SUMMARY

Year/Stage	Name	Australian Curriculum Reference
Geography Year 8	Migration and its effect on Australia	The reasons for and effects of international migration in Australia (ACHGK058).

➤ MIGRATION AND ITS EFFECT ON AUSTRALIA

Target Group: **Year 8**

Australian Curriculum Reference: **Geography**

- + The reasons for and effects of international migration in Australia (ACHGK058).
- + Identifying and explaining the main types and patterns of international migration, for example permanent migration, temporary labour migration, student migration, forced migration (including refugees) and family reunion.

LESSON SUMMARY

This lesson looks at forced migrations to Australia (refugees) and the rise of volunteer organisations that have assisted them.

LESSON CONTENT AND METHODOLOGY

- + Students look at Worksheet 1 (fact sheet: *More Than 65 Years of Post-war Migration*).
- + Teacher guides class discussion to develop a list of the significant world events that have resulted in migration to Australia. Teacher identifies that some of these migrants were refugees and explains what being a refugee means, using the following definition as a basis for discussion (text from UNHCR website).

*The **1951 Refugee Convention relating to the Status of Refugees** is the key legal document that defines who is a refugee, their rights and the legal obligations of State parties. The 1967 Protocol relating to the Status of Refugees removed geographical and temporal restrictions from the Convention.*

Accordingly, the term “refugee” applies to any person who:

“...owing to well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of his nationality and is unable or, owing to such fear, is unwilling to avail himself of the protection of that country; or who, not having a nationality and being outside the country of his former habitual residence as a result of such events, is unable or, owing to such fear, is unwilling to return to it.”

- + Students research where people came from to Australia as a result of the events described in Worksheet 1, and from the list of events drawn up by the class.
- + Students research which volunteer organisations have grown to support refugees in particular as a result of these migrations. A sample is provided at Worksheet 2.
- + Students choose one of the refugee-supporting organisations they have identified and prepare a short oral presentation for the class about why the organisation started and how it assists refugees.

ASSESSMENT

Students will be assessed on their oral presentations for:

- + knowledge about the topic
- + research skills
- + originality of examples.

RESOURCES

- + Refugee definition (UNHCR website):
www.unhcr.org.au/unhcr/index.php?option=com_content&view=article&id=179&Itemid=54
- + *More Than 65 Years of Post-war Migration* (Worksheet 1: Fact Sheet 4)
www.immi.gov.au/media/fact-sheets/04fifty.htm
- + Worksheet 2: Organisations That Help Refugees

Other references for the history of migration to Australia

- + *Boat arrivals in Australia since 1976* (Parliament of Australia website): www.aph.gov.au/About_Parliament/Parliamentary_Departments/Parliamentary_Library/pubs/rp/rp1314/BoatArrivals
- + *Belongings: Post WW2 migration memories and stories* (Migration Heritage website):
www.migrationheritage.nsw.gov.au/belongings-home/about-belongings/australias-migration-history
- + *Timeline: Vietnamese Immigration to Australia* (ABC website):
www.abc.net.au/news/2012-06-20/timeline-of-vietnamese-immigration-to-australia/4080074
- + *Objects in Time 1965-1990 Australia and Asia* (Migration Heritage website):
www.migrationheritage.nsw.gov.au/exhibition/objectsthroughtime-history/1965-1990

WORKSHEET 1

Fact Sheet 4: More than 65 Years of Post-war Migration

The Department of Immigration and Border Protection has facilitated the permanent migration of more than seven million people since its establishment in 1945. The contribution of migrants to Australian society, culture and prosperity has been an important factor in shaping our nation.

A large-scale program of migration to Australia began at the end of World War II when millions of people in Europe were displaced from their homelands. During this time in Australia, there was a desperate shortage of labour and a growing belief that substantial population growth was essential for the country's future.

These and other factors led to the creation of a federal immigration portfolio in 1945.

By 1947, a post-war immigration boom was underway, with a large and growing number of arrivals including those on government-assisted passage.

We reached agreements with the United Kingdom, some European countries and the International Refugee Organisation (IRO) to encourage migrants, including displaced persons from war-torn Europe, to come to Australia. By 1950, almost 200 000 people had arrived.

One million more migrants arrived in each of the following four decades. Today, approximately one in four of Australia's population of more than 22 million people was born overseas. New Zealand and the United Kingdom are the largest source countries for migrants, however, migration from other regions—notably Asia—has increased significantly.

Early migration waves

The date of the first human occupation in Australia remains unknown but evidence exists that humans have been on the continent for at least 40 000 years. Consequently, Aboriginal and Torres Strait Islander people are regarded as the indigenous people of Australia.

Transported criminals were the basis of the first migration from Europe. Starting in 1788, some 160 000 convicts were shipped to the Australian colonies. From the early 1790s, free immigrants also began coming to Australia.

The rapid growth of the wool industry in the 1820s created enormous demands for labour and sparked an increase in the migration of free people from the United Kingdom. The social upheavals of industrialisation in Britain also resulted in many people emigrating to escape widespread poverty and unemployment.

During the Gold Rush era of 1851 to 1860, early migration peaked with around 50 000 people arriving each year. Throughout this period, Chinese immigrants were the largest non-British group.

The migration program has reflected economic or social conditions in Australia and elsewhere. For example:

- + during the 1840s a large number of Irish immigrants came to Australia to escape famine in their homeland
- + from the 1860s to the late nineteenth century, labourers from Melanesia were recruited to work on Queensland plantations

- + from the 1860s to the 1920s concerns about population imbalance resulted in deliberate efforts to attract women to Australia
- + during the second half of the nineteenth century, Afghani, Pakistani and Turkish camel handlers played an important part in opening up the continent's interior, facilitating the construction of telegraph and railway lines
- + Japanese divers were instrumental in the pearling industry in the late nineteenth century.

The two world wars also influenced Australia's migration program. The resettling of ex-servicemen, refugees and young people were significant chapters in Australian immigration history.

Post-war developments

The most ambitious phase of Australia's migration program followed the end of World War II. Australia negotiated agreements with other governments and international organisations to help achieve high migration targets.

The agreements, which are no longer in force, included:

- + a system of free or assisted passages for United Kingdom residents
- + an assisted passage scheme for British Empire and United States ex-servicemen, later extended to ex-servicemen or resistance fighters from The Netherlands, Norway, France, Belgium and Denmark
- + an agreement with the IRO to settle at least 12 000 displaced people a year from camps in Europe
- + formal migration agreements, often involving the grant of assisted passage, with the United Kingdom, Malta, The Netherlands, Italy, West Germany, Turkey and Yugoslavia
- + informal migration agreements with Austria, Greece, Spain, Belgium and other countries.

Economic and political events and circumstances around the world subsequently influenced the size and source countries of the Australian program. At various times in the 1950s and 1960s, the Netherlands, Germany, Italy, Greece, Turkey and Yugoslavia were important migrant source countries.

There were also significant intakes of:

- + Hungarian and Czech refugees following unrest in those countries in 1956 and 1968 respectively
- + Chileans following the overthrow of the Allende Government in 1973
- + Indochinese after the end of the Vietnam War in 1975
- + Polish after martial law was declared in December 1981.

Today the migration program is global, using one set of criteria for applicants anywhere in the world, with migrants originating from more than 185 countries.

THE IMPACT OF IMMIGRATION

The post-war immigration program has benefited Australian life in many ways.

Economic

Immigration is an important contributor to Australia's economy. It affects the demand side of Australia's economy through:

- + migrants' own spending (food, housing and leisure activities)
- + business expansion (investment to produce extra goods and services)

- + expansion of government services (health, education and welfare)
- + increased travel and tourism in Australia, including by overseas friends and families of immigrants.

It also affects the supply side of the economy through:

- + labour, skills and capital introduced into Australia
- + new businesses developed by migrants
- + migrant contributions to technology
- + increased access to and knowledge of international business markets.

Like all Australians, migrants pay taxes to, and receive benefits and goods and services from the government. Research shows that overall, migrants contribute more in taxes than they consume in benefits and government goods and services.

Population composition

Migration has had a very significant effect on Australia's population. At the end of World War II, Australia's population was over seven million, with around 90 per cent born in Australia.

The Australian Bureau of Statistics estimated resident population (ERP) at June 2011 was 22.32 million people.

Of these people, more than one quarter were born overseas (6.03 million). This continues the historical trend of a high proportion of overseas-born among Australia's population. People born in the United Kingdom were the largest group of overseas-born residents (1.18 million people at 30 June 2011), followed by those born in New Zealand (564 920), China (391 060), India (343 070) and Vietnam (212 070).

Population growth

Natural increase has been the main source of population growth over the past hundred years, contributing two-thirds of the increase in population between 1901 and 2001. Immigration has also been a significant contributor to Australia's population growth. Since September 2005, net overseas migration has overtaken natural increase as the main component of population growth.

Immigration's contribution to population growth is likely to increase during the next 30 years as the aging of Australia's population leads to deaths catching up with births.

Fact Sheet 4. Produced by the National Communications Branch, Department of Immigration and Border Protection, Canberra.

Last reviewed August 2013.

(From: www.immi.gov.au/media/fact-sheets/04fifty.htm)

WORKSHEET 2

Organisations that help refugees

Red Cross

www.redcross.org.au/migration-support.aspx

Australian Refugee Foundation

www.refugeefoundation.org.au

Australian Refugee Association (ARA)

www.australianrefugee.org/volunteer

AMES

www.ames.net.au/volunteering.html

The Refugee Council of Australia

www.refugeecouncil.org.au

Amnesty International

www.amnesty.org.au/refugees/?&gclid=CMW5hJzIMUCFYgrvQodlhkAwQ

St Vincent de Paul Society

www.vinnies.org.au/page/Our_Impact/Asylum_Seekers_Migrants_Refugees

The Coalition for Asylum Seekers, Refugees and Detainees (CARAD)

www.carad.org.au

Australians supporting the UN Refugee Agency

www.unrefugees.org.au

Volunteer Refugee Tutoring & Community Support

www.refugeetutoring.org



CIVICS AND CITIZENSHIP

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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).

Year Level	Civics and Citizenship Knowledge and Understanding	Civics and Citizenship Skills	Sample Activity
Year 3	Why people participate within communities and how students can actively participate and contribute (ACHCK003).		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.
		Pose questions about the society in which they live (ACHCS015).	Students form questions they will put to a volunteer that will help them understand how people in their community participate as volunteers.
		Work in groups to identify issues, possible solutions and a plan for action (ACHCS008).	Students select an appropriate local charity and make cupcakes to sell at school to raise funds for the charity. Students plan for making and selling the items, and undertake the fund raising activity.
Year 4		Work in groups to identify issues, possible solutions and a plan for action (ACHCS019).	Students look at a local organisation that has volunteers and identify whether it has rules that volunteers must abide by.
		Present ideas and opinions on civics and citizenship topics and issues using civics and citizenship terms (ACHCS020).	Students write a set of rules for such an organisation.
Year 5		Use and evaluate a range of information to develop a point of view (ACHCS030).	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.

Year Level	Civics and Citizenship Knowledge and Understanding	Civics and Citizenship Skills	Sample Activity
Year 5		<p>Why people work in groups to achieve their aims, and how they can express their shared beliefs and values and exercise influence (ACHCK027).</p>	<p>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.</p> <p>Explore how the group expresses their shared beliefs and values, and how they exercise influence.</p>
		<p>Reflect on personal roles and actions as a citizen in the school and in the community (ACHCS034).</p>	<p>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.</p> <p>For example, why has someone decided to volunteer in the canteen instead of as a sports coach?</p>
Year 6		<p>Use and evaluate a range of information to develop a point of view (ACHCS042).</p>	<p>Students examine the roles of government and not for profit organisations in responding to the needs of vulnerable people.</p> <p>Explore the contribution made by volunteers.</p>
		<p>Interact with others with respect, identify different points of view and share personal perspectives and opinions (ACHCS043).</p>	<p>Students explore how volunteers interact with people in need to ensure that all parties are treated with respect.</p>

Year Level	Civics and Citizenship Knowledge and Understanding	Civics and Citizenship Skills	Sample Activity
<p>Year 6</p>		<p>Work in groups to identify issues and develop possible solutions and a plan for action using decision making processes (ACHCS044).</p>	<p>Students look at a local organisation that uses volunteers.</p> <p>Explore whether there are rules for how volunteers will interact in their role.</p> <p>Students imagine they are developing a local volunteer project that will use school students to clean up a local park.</p> <p>What rules would they need to write for the volunteers?</p>
	<p>The obligations citizens may consider they have beyond their own national borders as active and informed global citizens (ACHCK039).</p>		<p>Preliminary introduction to the roles Australian volunteers play in responding to humanitarian issues across the world.</p>
		<p>Reflect on personal roles and actions as a citizen in the school and in the community (ACHCS046).</p>	<p>Identify a local person who has volunteered overseas and invite them to speak to the class about their experience.</p>
<p>Year 7</p>	<p>How values, including freedom, respect, inclusion, civility, responsibility, compassion, equality and a 'fair go', can promote cohesion within Australian society (ACHCK052).</p>		<p>Students examine how being a volunteer contributes to community cohesion.</p> <p>Explore one local community activity where volunteers band together for the community's benefit.</p> <p>Describe the benefits and predict what might happen if those efforts were not undertaken.</p>

Year Level	Civics and Citizenship Knowledge and Understanding	Civics and Citizenship Skills	Sample Activity
Year 7		Use democratic processes to reach consensus on a course of action relating to a civics or citizenship issue and plan for that action (ACHCS058).	<p>Look at the constitution of an Australian volunteer group.</p> <p>Examine why it exists and what it intends to do.</p> <p>How does this compare with the purpose and intent of the Australian Constitution?</p>
		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.
Year 8		Identify, gather and sort information and ideas from a range of sources (ACHCS069).	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.
		Critically analyse information and ideas from a range of sources in relation to civics and citizenship topics and issues (ACHCS070).	
		Reflect on their role as a citizen in Australia's democracy (ACHCS074).	<p>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.</p> <p>Students should be directed to all media types to gather information.</p>

Year Level	Civics and Citizenship Knowledge and Understanding	Civics and Citizenship Skills	Sample Activity
<p>Year 9</p>		<p>Identify, gather and sort information and ideas from a range of sources and reference as appropriate (ACHCS083).</p>	<p>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.</p> <p>Students use the information gathered to make an argument for or against this statement: Australia needs to do more to support vulnerable people.</p>
		<p>Present evidence-based civics and citizenship arguments using subject-specific language (ACHCS088).</p>	<p>Examine programs where volunteers support students living in remote parts of Australia.</p> <p>What do these volunteers do?</p> <p>What is the role of government in supporting these students?</p>
<p>Year 10</p>	<p>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).</p>		<p>Include a specific examination of the role volunteers play in these organisations.</p>
		<p>Identify, gather and sort information and ideas from a range of sources and reference as appropriate (ACHCS096).</p>	<p>Students gather information about international student volunteering opportunities.</p> <p>Sort the information according to cost involved; local impact; degree of need; and personal interest.</p> <p>Each student should make an argument for their preferred activity using the data collected.</p>

Year Level	Civics and Citizenship Knowledge and Understanding	Civics and Citizenship Skills	Sample Activity
Year 10		Use democratic processes to reach consensus on a course of action relating to a civics or citizenship issue and plan for that action (ACHCS100).	<p>Students list a range of international volunteering options that might be available to them at the end of Year 12.</p> <p>Using the list, students construct and hold a secret ballot to find the most popular option.</p> <p>Students use a range of vote count options (for example 'first past the post' or the preferential system) to determine the final result.</p>
		Present evidence-based civics and citizenship arguments using subject-specific language (ACHCS101).	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.
		Reflect on their role as a citizen in Australian, regional and global contexts (ACHCS102).	<p>Students write a mock application to take part in an international volunteering activity of their choice.</p> <p>Their application must fit within the application guidelines of their chosen organisation.</p>

LESSONS SUMMARY

Year/Stage	Name	Australian Curriculum Reference
Civics and Citizenship Years 3 to 6	Defining and promoting volunteering within our community (This is an activity for a mixed year group of students)	Why people participate within communities and how students can actively participate and contribute (ACHCK003)
Civics and Citizenship Year 5	Volunteering in groups (1): could you be a volunteer?	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)
	Volunteering in groups (4): it's all face value	Identify over-generalised statements in relation to civics and citizenship topics and issues (ACHCS029)
Civics and Citizenship Year 6	Volunteer for life (2)	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)
Civics and Citizenship Year 10	International student volunteering	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)

➤ 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):
www.unhcr.org.au/unhcr/index.php?option=com_content&view=article&id=179&Itemid=54
- + *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?

➤ 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

➤ 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

Terminology associated with volunteering reflects different ideas of what volunteering is.

Rochester et al (2010) proposed three broad ways of thinking about volunteering globally.

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
- + Volunteer Eco: www.vesabroad.com.au
- + Antipodeans Abroad: www.antipodeans.com.au
- + CIS Australia: www.cisaustralia.com.au/volunteer-abroad
- + GVI Australia: www.gviaustralia.com.au/volunteer-abroad/?gclid=CKPep66N5sUCFREDvAodcSAA8Q
- + Global work and travel: www.globalworkandtravel.com.au/nl/aus-vol.php?id=International%20volunteer%20jobs&gclid=CJbNg_qO5sUCFUyHvAodC4QADA
- + ISV: www.isvolunteers.org
- + Projects Abroad: www.projects-abroad.com.au

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.



HEALTH AND PHYSICAL EDUCATION (HPE)

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MAPPING VOLUNTEERING TO HEALTH AND PHYSICAL EDUCATION: FOUNDATION — YEAR 10 CURRICULUM

This mapping represents just a sample of the places volunteering practices and principles could be inserted into this curriculum area.

Year Level	Personal, Social and Community Health	Movement and Physical Activity	Sample Activity
Foundation	Identify people and demonstrate protective behaviours that help keep themselves safe and healthy (ACPPS003).		Identify volunteers in the community that are here to help. Invite volunteers to meet students and explain what a volunteer is.
		Explore how regular physical activity keeps individuals healthy and well (ACPMP010).	Explain how adults volunteer to help us with games and sports.
Years 1 and 2	Describe ways to include others to make them feel that they belong (ACPPS019).		Discuss how volunteers help us and make us feel that we belong.
		Identify rules and play fairly when participating in physical activities (ACPMP032).	Demonstrate how the volunteers who act as referees help us to play better. Talk about what a volunteer referee or umpire is.
Years 3 and 4	Identify and practise strategies to promote health, safety and wellbeing.		Include discussion about the benefits of giving and service, and how meaningful and long-lasting happiness comes from doing things for others.
	Participate in outdoor games and activities to examine how participation promotes a connection between the community, natural and built environments, and health and wellbeing (ACPPS041).		Invite coaches, referees and team managers to speak to the class about how being a volunteer connects them to the community.

Year Level	Personal, Social and Community Health	Movement and Physical Activity	Sample Activity
Years 5 and 6	Investigate community resources and strategies to seek help about health, safety and wellbeing (ACPPS053).		Ensure that volunteer and not for profit organisations such as Kids Help Line are included.
	Plan and practise strategies to promote health, safety and wellbeing (ACPPS054).		Students should discuss how someone becomes a volunteer for the organisations identified in the previous activity.
	Practise skills to establish and manage relationships (ACPPS055).		Students act as volunteers in a local aged care facility to engage in conversations with an identified resident as a companion.
Years 7 and 8		Compose and perform movement sequences for specific purposes in a variety of contexts (ACPMP081).	Students volunteer to teach their composition at a local primary school.
		Practise and apply personal and social skills when undertaking a range of roles in physical activities (ACPMP086).	Students train to be a coach for a group of younger children and volunteer their time at a local sporting club (for example football, dance or swimming).
Years 9 and 10	Plan and evaluate new and creative interventions that promote their own and others' connection to community and natural and built environments (ACPPS097).		Students devise a community volunteering activity that allows them to use their own personal skills and then engage in the activity for a school term.
	Critique behaviours and contextual factors that influence the health and wellbeing of their communities (ACPPS098).		Students conduct a study of the extent and impact of volunteering in their local community.

LESSONS SUMMARY

Year/Stage	Name	Australian Curriculum Reference
HPE Foundation	People who help us: what is a volunteer?	Identify people and protective behaviours that keep themselves safe and healthy (ACPPS03)
	Exploring volunteering through circle time (suite of 3 lessons)	Identify personal strengths (ACPPS001) Practise personal and social skills to interact with and include others (ACPPS004) Identify and describe emotional responses people may experience in different situations (ACPPS005) Identify actions that promote health, safety and wellbeing (ACPPS006)
HPE Years 1 and 2	Exploring volunteering through circle time (suite of 3 lessons)	Describe their own strengths and achievements and those of others, and identify how these contribute to personal identities (ACPPS015) Recognise situations and opportunities to promote health, safety and wellbeing (ACPPS018) Describe ways to include others to make them feel that they belong (ACPPS019) Explore actions that help make the classroom a healthy, safe and active place (ACPPS022)
	Getting help in emergencies (1)	Practice strategies students can use when they need help with a task, problem or situation (ACPPS017)
	Getting help in emergencies (2)	Describe how respect, empathy and valuing difference can positively influence relationships (ACPPS037)
HPE Year 3	Volunteering and me (This unit also covers English curriculum elements and can be found in the English section)	Describe how respect, empathy and valuing difference can positively influence relationships (ACPPS037)
HPE Year 5	Why volunteer?	Explore how participation in outdoor activities supports personal and community health and wellbeing and creates connections to the natural and built environment (ACPPS059)

Year/Stage	Name	Australian Curriculum Reference
HPE Years 7 and 8	Interacting for health and wellbeing	Investigate the benefits of relationships and examine their impact on their own and others health and well-being (ACPPSO74)
HPE Years 9 and 10	Volunteering: build your purpose	<p>Plan, implement and critique strategies to enhance the health, safety and wellbeing of their communities (ACPPS096)</p> <p>Plan and evaluate new and creative interventions that promote their own and others' connection to community and natural and built environments (ACPPS097)</p> <p>Critique behaviours and contextual factors that influence the health and wellbeing of their communities (ACPPS098)</p>

➤ 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.

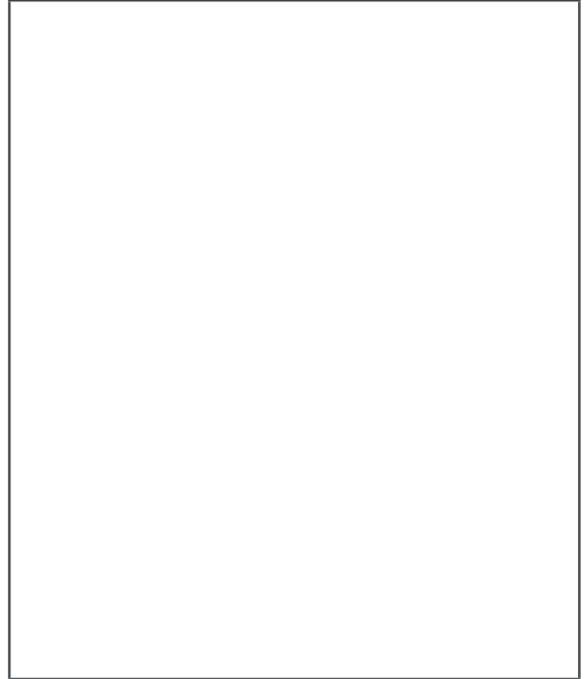
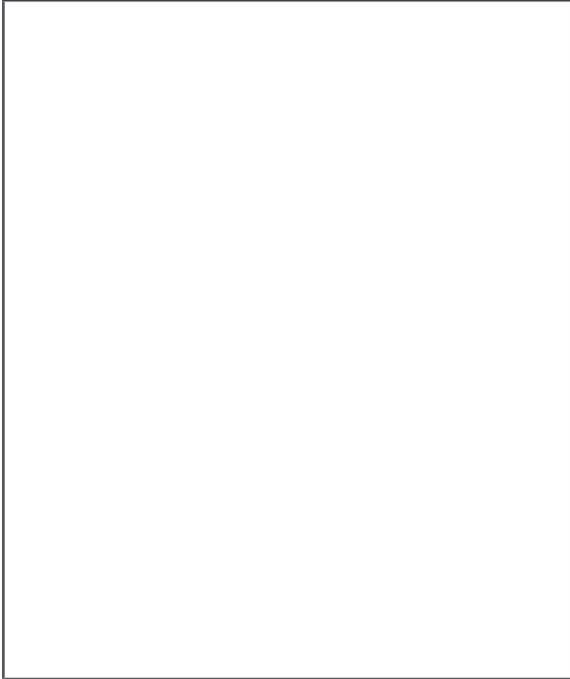
RESOURCES

- + *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

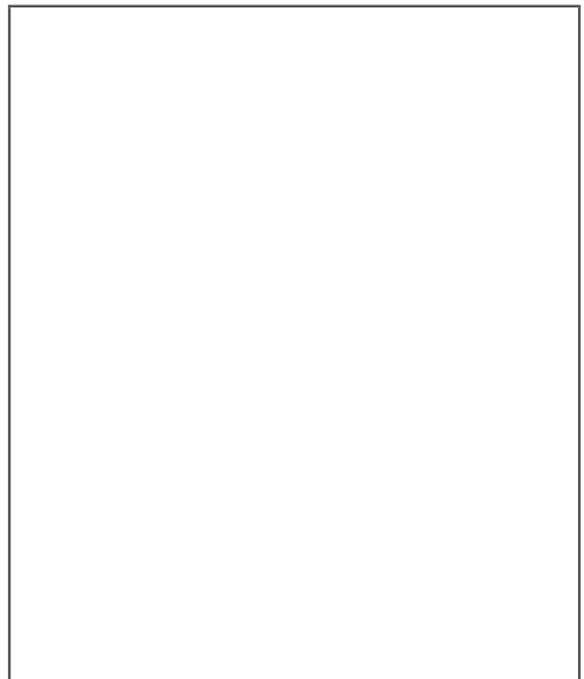
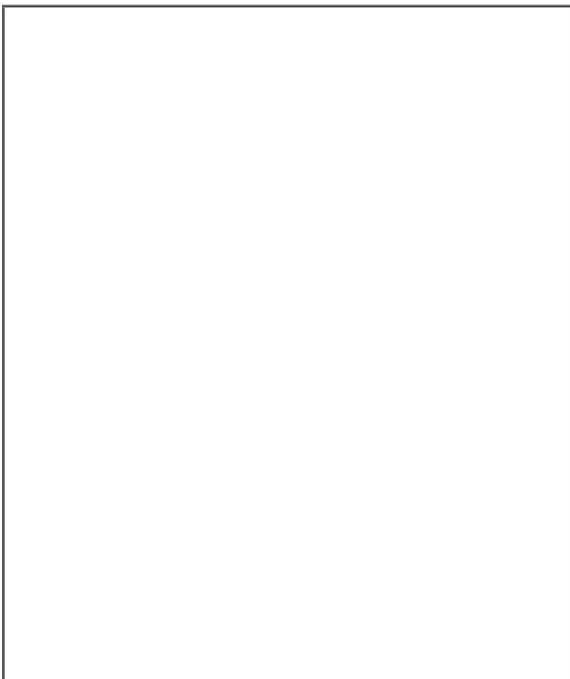
WORKSHEET 1

People Who Help Us

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



Draw two people who volunteer in your school.



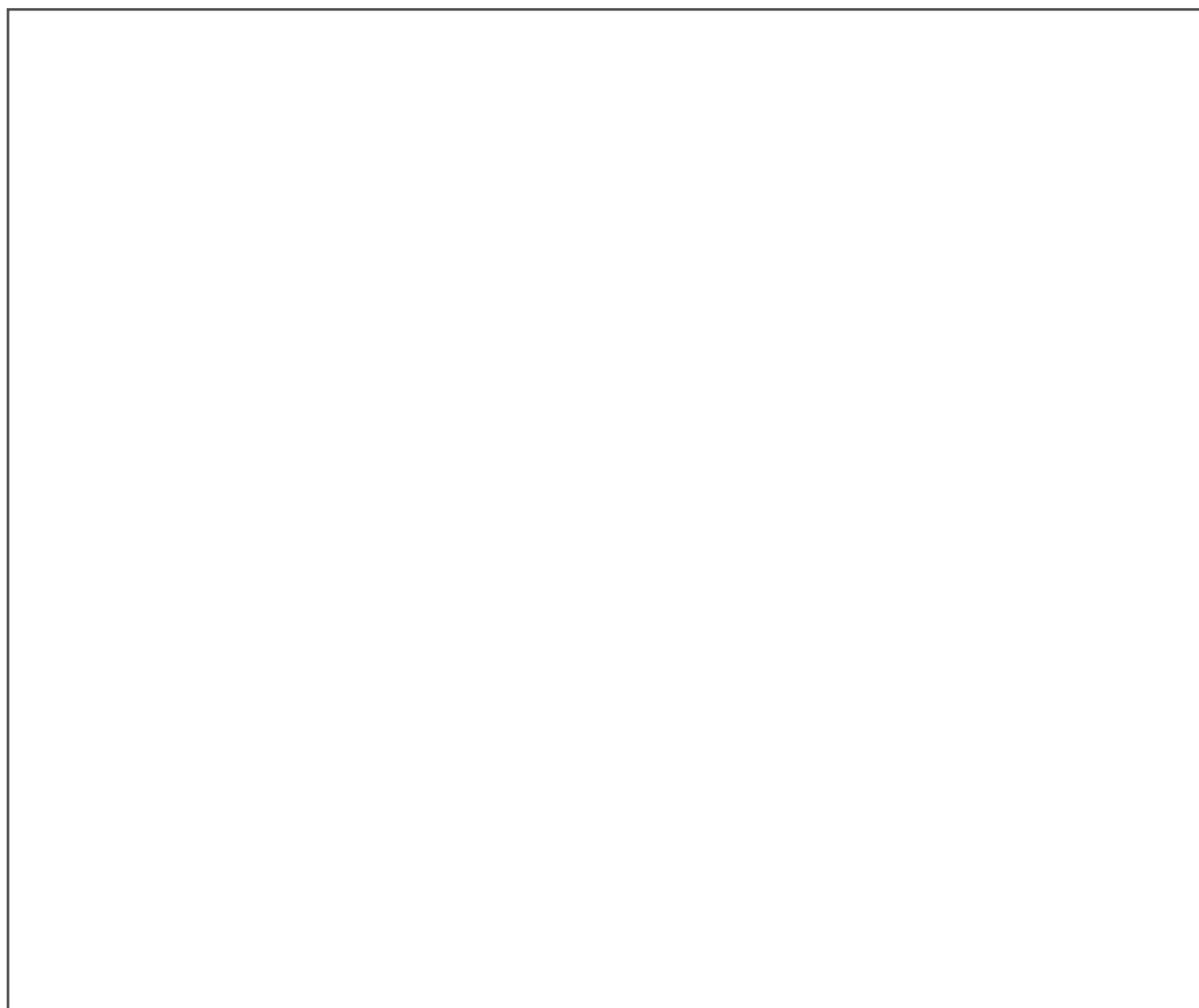
WORKSHEET 2

Being a Volunteer

I volunteered to _____

It made me feel _____

Draw a picture of you volunteering.



➤ EXPLORING VOLUNTEERING THROUGH CIRCLE TIME

Target Group: **Foundation to Year 2**

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

PERSONAL, SOCIAL AND COMMUNITY HEALTH

Foundation

- + Identify personal strengths (ACPPS001).

Years 1 and 2

- + Describe their own strengths and achievements and those of others, and identify how these contribute to personal identities (ACPPS015).
- + Recognise situations and opportunities to promote health, safety and wellbeing (ACPPS018).

COMMUNICATING AND INTERACTING FOR HEALTH AND WELLBEING

Foundation

- + Practice personal and social skills to interact with and include others (ACPPS004).
- + Identify and describe emotional responses people may experience in different situations (ACPPS005).

Years 1 and 2

- + Describe ways to include others to make them feel that they belong (ACPPS019).

CONTRIBUTING TO ACTIVE HEALTHY COMMUNITIES

Foundation

- + Identify actions that promote health, safety and wellbeing (ACPPS006).

Years 1 and 2

- + Explore actions that help make the classroom a healthy, safe and active place (ACPPS022).

LESSON SUMMARY

This series of three lessons explores the concept of volunteering and helping others, through the structure of 'Circle Time'. It is designed to empower junior primary school aged students to take initiative to help others through sharing their own skills and comments.

LESSON CONTENT AND METHODOLOGY

‘Circle Time’ is a lesson structure that guides discussion. It supports teachers and students to explore topics that are related to health and wellbeing, social skill development and identifying emotions. The technique is highly structured and is used to balance discussion with explicit teaching, games and activities. Students are supported to share in a safe and inclusive environment, with explicit expectations and processes. The methodology encourages cooperation and improved self-esteem among students.

For a rationale of Circle Time, see: www.circletime.co.uk

LESSON ONE: HELPING OTHERS

Check In

Students have the opportunity to share their views, with a focus on building self-esteem.

Students move around the circle and share their response to the following question: *what are you good at and how can you help others with that skill?*

Mix Up

Students are encouraged to swap places to ‘mix up’ their placement in the circle.

When the Wind Blows (ways to help others)

Students swap places with others when the teacher calls out questions, starting with the phrase: *when the wind blows...swap places with somebody who likes helping others with the gardening/with their reading/with their writing/with cooking/by keeping them company/by helping with chores.*

Activity

Teacher has the opportunity to explicitly teach content, followed by an activity for students to demonstrate understanding.

Read *The Giving Tree* by Shel Silverstein. A narration of the story is also available at:

www.youtube.com/watch?v=32A31SzVhyw

After reading/viewing the text, the teacher leads discussions on the themes of giving and helping. Discuss that the tree ‘gave’ without wanting anything in return.

Lead discussion towards how students can help others either at home, at school or in the community, and that they can do so without expecting anything in return. Explain that helping others can make people ‘feel good’ and contribute to health and wellbeing.

In pairs, students come up with a short role-play scenario, demonstrating how they can help others. Following each role-play, the audience is to identify how people were ‘helped’ and how the helper would have felt.

Energiser

Students have the opportunity to play a quick game, usually with an emphasis on working together, to re-energise the group.

Students work together to keep a single balloon up in the air, without touching the ground.

Following the game, discuss strategies for success and the importance of working together. For an extra challenge, alterations can be made such as only being able to use elbows to touch the balloon.

Check Out

Students have the opportunity to share their views on the topics discussed in Circle Time, with a focus on building self-esteem.

Students move around the circle and each complete the following sentence: *When I help others, I feel...*

LESSON TWO: INTRODUCING VOLUNTEERING

Check In

Students have the opportunity to share their views, with a focus on building self-esteem.

Students move around the circle and complete the following sentence: *I have seen people in the community helping others by...*

Mix Up

Students are encouraged to swap places to 'mix up' their placement in the circle.

It's nice to meet you/compliment tag

One student stands in the middle of the circle. Students take turns to approach the person in the centre, introduce themselves and shake hands, and say a kind thing/compliment to that person. Each person should have a chance to be in the centre of the circle and hear a compliment about themselves.

Introduce the concept of volunteers.

Watch the following YouTube video of Usher on Sesame Street, explaining volunteers:

www.youtube.com/watch?v=5cysG5M1PFA

Activity

Teacher has the opportunity to explicitly teach content, followed by an activity for students to demonstrate understanding.

Discuss volunteers that students have seen in the community. Ask if students have any family members who volunteer.

Look at images of different people volunteering in the community. Discuss what each person is doing to help others, with an emphasis on the concept of volunteering with no payment/expecting nothing in return. Refer back to *The Giving Tree* text.

In pairs or small groups, students should be given one image of a volunteer. They are to stick the image onto a poster and write words to describe what the person is doing and how it helps others. Additional illustrations can be included.

For a challenge, their poster may include an element of persuasion, to advertise for others to participate in this form of volunteering. Provide opportunity for each group to share their posters and hear feedback from others.

Energiser

Students have the opportunity to play a quick game, usually with an emphasis on working together, to re-energise the group.

Students work together to pass a hoop around the circle, while holding hands. The aim is to pass the hoop around the entire circle, improving speed each time, without breaking the chain of hands.

Check Out

Students have the opportunity to share their views on the topics discussed in Circle Time, with a focus on building self-esteem.

Following the game, discuss strategies for success and the importance of working together as a team.

Students move around the circle and answer the following sentences: *an example of volunteering is... it is important because...*

LESSON THREE: WHAT CAN WE DO TO VOLUNTEER?

Check In

Students have the opportunity to share their views, with a focus on building self-esteem.

Students move around the circle and complete the following sentence: *I would like to volunteer at home/ school/in the community by...*

Mix Up

Students are encouraged to swap places to 'mix up' their placement in the circle.

Fruit salad

Play 'fruit salad' to move students into different places in the circle. To keep with the volunteering theme, groups of students could be named after different types of volunteers. When the teacher calls out the 'names', students swap places.

Activity

Teacher has the opportunity to explicitly teach content, followed by an activity for students to demonstrate understanding.

Revisit the concept of volunteers. Ensure that all students understand what a volunteer is, and can explain some different types of volunteering.

Establish that students have the opportunity to volunteer at home, school and in the community. Discuss different opportunities and ways students can volunteer. Remind students that volunteering is like 'helping' without wanting anything in return. Explain that lots of volunteers enjoy it because they like the way it makes them **feel**. They have good **feelings** from volunteering **instead of payment**.

Give each student three Post-it notes (this may be clearest if there are three colours – one each for home, school and the community). On each Post-it note, students are to write or draw about ways that THEY can volunteer at home, school or in the community. Make class posters for home/school/community which include each Post-it note. Give students an opportunity to share their ideas and provide feedback to each other.

Following this, students will complete an illustration and written description of themselves volunteering (see Worksheet 1).

Energiser

Students have the opportunity to play a quick game, usually with an emphasis on working together, to re-energise the group.

Students work together to pass a 'squeeze' around the circle, by holding hands and taking turns to gently squeeze one another's hands in a pattern.

Following the game, discuss strategies for success and the importance of working together as a team.

Check Out

Students have the opportunity to share their views on the topics discussed in Circle Time, with a focus on building self-esteem.

Students move around the circle and complete the following sentence: *I will volunteer to...at home/school/in the community. It will make me feel...*

RESOURCES

- + *The Giving Tree* by Shel Silverstein (narration video): www.youtube.com/watch?v=32A31SzVhyw
- + Video explaining volunteering: www.youtube.com/watch?v=5cysG5M1PFA
- + Worksheet 1

WORKSHEET 1

Name _____

This is me volunteering to _____

It is helpful for others because _____

Volunteering to help others makes me feel _____

➤ GETTING HELP IN EMERGENCIES (1)

Target Group: **Years 1 and 2**

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

- + Practise strategies they can use when they need help with a task, problem or situation (ACPPSO17).

LESSON SUMMARY

Students will identify situations that require the help of emergency services and rehearse strategies they can use when requiring such assistance. Students will be introduced to the concept of volunteers within the emergency services, and will explore what it means to be a volunteer.

LESSON CONTENT AND METHODOLOGY

- + Teacher leads the whole class to look at various situations that require the help of emergency services, for example fire, illness, accident, storms and floods.
- + Teacher asks the students who they should tell if there is an emergency, and lead them to recognise that the first point of contact should be an adult or older sibling if present. If neither an adult nor older sibling is present, it is appropriate to use the phone (home or mobile) in an emergency situation.
- + Teacher guides the students to locate phone numbers online and in the phone book that they can contact in case of an emergency (such as the NSW SES on 13 25 00). Students record these numbers using the fridge poster emergency numbers template (Worksheet 1).
- + Teacher guides the children to rehearse a phone call to 000. Students take turns playing the role of the caller and the role of the emergency operator.
- + Teacher draws students' attention to paid and volunteer emergency services. Paid emergency service workers include police, ambulance and fire brigade and volunteer emergency services include the Rural Fire Service and the State Emergency Services (SES). Teacher asks students what it means to be a volunteer.
- + Teacher asks students to search Google Images for pictures of emergency vehicles, and directs them to look at pictures of emergency services vehicles at: www.ozemergencyservices.com.au
- + Teacher tells students they will soon meet some volunteers, and outlines when these volunteers will visit the class (refer to lesson plan for Getting Help in Emergencies (2) for more information).

ASSESSMENT

Teacher to determine appropriate assessment.

RESOURCES

- + Pictures of emergency services vehicles: www.ozemergencyservices.com.au
- + Worksheet 1: Emergency numbers template
- + Phone book and Yellow Pages online: www.yellowpages.com.au
- + Home phone and mobile phone

WORKSHEET 1

EMERGENCY

FIRE, AMBULANCE, POLICE

000

STORM OR FLOOD (SES)

13 25 00

MY NUMBERS

➤ GETTING HELP IN EMERGENCIES (2)

Target Group: **Years 1 and 2**

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

Personal, Social and Community Health

- + Practice strategies students can use when they need help with a task, problem or situation (ACPPSO17).

LESSON SUMMARY

Students will meet representatives from various emergency services and have the opportunity to explore their vehicles/vessels and ask questions. Students will review situations that require the help of emergency services and review strategies they can use when requiring such assistance. Students will have opportunity to question volunteers within the Emergency Services and will further explore what it means to be a volunteer. Students will also explore ways we can say 'thank you' to volunteers.

LESSON CONTENT AND METHODOLOGY

- + Paid and volunteer Emergency Services workers visit class, along with available vehicles and/or vessels.
- + As a whole class, look at the Emergency Services vehicles and/or vessels. This activity takes place under the guidance of the Emergency Services representative/s and supervision of the teacher and parents (if invited).
- + Review various situations that require the help of the particular Emergency Service/s who are present.
- + Review using 000 in emergency situations. If present, ask Police Officers to explain why it is important to never make hoax calls to this number, and how calls can be traced.
- + Explore which volunteer Emergency Services are available in your area (for example the SES, State Rural Fire Service, Volunteer Coast Guard and the Volunteer Rescue Association) and ask representatives a series of questions about volunteering.
- + Questions about volunteering could include the following.
 - + Why are you a volunteer?
 - + What do you do as a volunteer?
 - + What do you enjoy about being a volunteer?
 - + Are there any challenges or costs/sacrifices to being a volunteer?
 - + How much do you get paid as a volunteer?

- + Explore different ways students can say 'thank you' to the Emergency Services. This could include clapping, three cheers, making a thank you card and/or joining the organisation when older.
- + Conclude the lesson OR extend into another lesson dedicated to exploring ways students can be volunteers at school, in their community or at home.

ASSESSMENT

Teacher to determine appropriate assessment.

RESOURCES

- + Emergency services representatives
- + Emergency Service vehicles or vessels (as available)
- + Worksheet 1 from *Getting Help in Emergencies (1)* for review
- + Paper/cardboard and textas, paints and pencils to make a 'thank you' card for your local volunteer

➤ WHY VOLUNTEER?

Target Group: **Years 5**

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

- + Explore how participation in outdoor activities supports personal and community health and wellbeing and creates connections to the natural and built environment (ACPPS059).
- + Explore ways in which people can connect with other members of their community through participating in physical activities in natural settings and built environments.

LESSON SUMMARY

Lesson 1

Students will investigate what the word 'volunteer' means, and research some of the volunteer organisations around their local community.

Lesson 2

Students will recognise why volunteers are so important to a community and learn some of the things that volunteers do. The students will also identify ways volunteers help out in the community, and list not for profit charitable organisations in the community.

LESSON CONTENT AND METHODOLOGY

- + Students investigate what volunteering is, and why it is good for themselves and the community to volunteer. Teacher leads class discussion, asking questions such as the following.
 - + How many of you have ever volunteered your time to help somebody else?
 - + What does it mean to volunteer?
- + Brainstorm with students a definition for the word 'volunteering,' using this Volunteering Australia information sheet as a prompt: www.volunteeringaustralia.org/wp-content/uploads/Def_and_Princ_English.pdf
- + Students watch a Behind the News episode about Volunteer Week: www.abc.net.au/btn/story/s4000838.htm
- + Students visit Children's BBC volunteering website and discuss why people volunteer: news.bbc.co.uk/cbbcnews/hi/newsid_3250000/newsid_3250100/3250193.stm
- + Students are asked to look around and think of needs at the school and in the community that could be addressed by a group volunteer project.
- + Students work with a partner to write down problems or needs they see around them and how they could volunteer to help their community. Students will use the 'Volunteer Ideas Worksheet' (Worksheet 1) to record their information.

Lesson 2

- + Prior to the lesson students will ask members of their family if they have volunteered and, if so, to describe their experience. The students need to write this down and bring it to the lesson.
- + Students use a mind map to investigate the many ways that people volunteer in their schools and communities (visit bubbl.us to view online resources to assist with brainstorming and mind mapping).
- + Make a list of organisations, groups or events that use volunteers. List them on a whiteboard or smart board.
- + As a class, research local not for profit charitable organisations that work to help people with a variety of needs.
- + Students use newspapers to find articles and advertisements about organisations that are looking for, or use, volunteers.
- + Students will collect articles about people who have helped others. Students will cut out any information in the newspaper about volunteers and not for profit charitable groups and create a volunteer scrapbook.
- + Students share information about their family members' voluntary activities with the class, and write details in the scrapbook.

ASSESSMENT

- + Worksheet 1: Why Volunteer?
- + Scrapbook sample of work.
- + Student contribution in class discussion (lesson 2).

RESOURCES

- + *Definitions and Principles of Volunteering:* www.volunteeringaustralia.org/wp-content/uploads/Def_and_Princ_English.pdf
- + Behind the News story: *Celebrate the Power of Volunteering:* www.abc.net.au/btn/story/s4000838.htm
- + Bubble.us: *Brainstorming Made Easy:* bubbl.us
- + Worksheet 1
- + Adapted lessons from Learning to Give: www.learningtogive.org/lessons/unit119/lesson4.html

WORKSHEET 1

Why Volunteer? Could You Be a Volunteer?

In your own words, write down what you think a volunteer is:

Define the word volunteer:

Work with a partner and write down your ideas about things in your community that need to be fixed. Look at these ideas and decide which one could become a volunteer project for the class.

Needs of kids at our school:

Things that need to be done around school:

Things that need to be done in our community:

➤ INTERACTING FOR HEALTH AND WELLBEING

Target Group: **Years 7 and 8**

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

- + Investigate the benefits of relationships and examine their impact on their own and others' health and well-being (ACPPSO74).

LESSON SUMMARY

This content will be covered over a number of lessons.

Students will investigate the role of volunteering actively in the HPE environment for community or school based situations.

LESSON CONTENT AND METHODOLOGY

- + Class brainstorms what is meant by volunteering actively and come to an agreed definition.
- + Students research what associations, sporting groups and events exist or happen in the local environment and develop a corporate list of these. This could include sporting clubs and/or individual events such as fun runs and local school carnivals.
- + Students research their local volunteering website to see if there are any advertisements for volunteering vacancies in local sporting activities or for local active events. Students note these in their class workbooks.
- + Students select two associations, sporting groups or events from the corporate list and research what volunteering roles support those activities (for example catering managers, coaches, water runners, equipment officers, communications officers, referees, judges and record keepers).
- + Students identify which of these roles they would like to perform and find the contact details for the association. Students then email the group/association secretary or team manager offering their services, and ask whether there are any prerequisites such as qualifications or training. Teacher scaffolds the email for students, including advising that this is a class project and suggesting a timeframe for commencing the volunteering activity.
- + Teacher continues to monitor where students are up to with their contacts and assists with interventions as needed to ensure every student has a place where they can volunteer.
- + Students undertake the volunteering activity.

Reflection

After the activity, students complete the reflection worksheet (Worksheet 1). The teacher facilitates class discussions about the students' experiences.

ASSESSMENT

Students will be assessed on the following two pieces of work.

- + Worksheet 1: Reflection on volunteering experience: Interacting for health and wellbeing.
- + A written report. Students will write a report for the newsletter of the group they volunteered with about their volunteering experience, and submit it to the group for their consideration.

RESOURCES

- + Worksheet 1: Reflection on volunteering experience: Interacting for health and wellbeing

WORKSHEET 1

Reflection on volunteering experience: Interacting for health and wellbeing

Instructions to students

- + Paste these questions into your workbook or into a Word document.
- + Answer each question as fully as you can. You do not need to write out the question before you answer it, but you must indicate the number of the question you are answering at the start of each answer.
- + If you answer in a Word document please print it out when you are finished and put it in your workbook or folder.
- + We will be discussing your answers in class and I will be grading them as part of the assessment for this unit of work.

Questions

1. Name the association, group or event you volunteered for.
2. How long did you volunteer for?
3. What jobs did you do as a volunteer?
4. Who did you mostly interact with when you were volunteering?
5. Did you need any pre-training before you started volunteering? If so, what did you have to do?
6. Did you get any training on the job? If so, what was it?
7. Has your idea about what a volunteer is changed after doing this activity? If so, what has changed?
8. How did volunteering make you feel?
9. Would you do this again?
10. How could the group, association or activity organisers improve your volunteering experience?
11. Were there things that you discovered about the role you undertook that you did not know before you started?
12. Would you recommend volunteering to your friends? If so, why?

➤ VOLUNTEERING: BUILD YOUR PURPOSE

Target Group: **Years 9 and 10**

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

- + Plan, implement and critique strategies to enhance the health, safety and wellbeing of their communities (ACPPS096).
- + Plan and evaluate new and creative interventions that promote their own and others' connection to community and natural and built environments (ACPPS097).
- + Critique behaviours and contextual factors that influence the health and wellbeing of their communities (ACPPS098).

LESSON SUMMARY

Students will explore and reflect on how volunteering benefits themselves and others to produce a positive community and give individuals positive purpose.

Lesson content includes:

- + what it means to be a volunteer
- + sharing volunteering experiences
- + what a positive community is and what they can achieve
- + the benefits of volunteering, for oneself and others.

LESSON CONTENT AND METHODOLOGY

INTRODUCTION

- + The teacher explains to students that they will be looking at what positive purpose, positive communities and *paying it forward* mean, and how these apply to their lives and actions.

BODY

Building your purpose and giving life meaning

- + Students complete Worksheet 1 individually, and then share their responses with a group of four other students.
- + Each group is invited to share with the whole class one of the things they think volunteering contributes to positive purpose.

Positive Communities

- + The teacher introduces the concept of positive communities and the definition provided on Worksheet 2. Students complete the worksheet.
- + The teacher leads class discussion by inviting students to talk about positive experiences with communities that they belong to, or have belonged to.

My Meaning/Purpose

- + The teacher shows students the following paragraph and invites students to discuss what they think it means.

Of all the strategies I have observed in the implementation of values education, the single most transformational strategy is when students are allowed opportunities to be something for others – to give. Giving to others makes for meaningful happiness, which is higher and more stable than pleasurable happiness (e.g. eating ice creams or playing video games). Worldwide, there is now a body of evidence showing that service to others is a strong predictor of increased mental and physical health into adulthood and reduced adolescent depression and suicide risk (Teaching Care and Well-being: www.thomaswnielsen.net/?p=47)

Paying it Forward

- + Teacher introduces the concept of paying it forward by having students watch the following videos, and then students complete Worksheet 3.
- + *Pay it Forward*: www.youtube.com/watch?v=5ZTm-iYUpm4
- + *Pay it Forward: Are you ready to do the world a favour?* www.youtube.com/watch?v=gw0Lvr4eK-k
- + *You will definitely share this (PAY IT FORWARD)*: www.youtube.com/watch?v=xxrpO9vPeY0

CONCLUSION

Teacher outlines the written assignment that will form part of the assessment for this work.

ASSESSMENT

- + Students submit the work they have completed on the worksheets.
- + Students will present an individual 500 word written response to the question: *how does volunteering contribute to creating positive communities?*

RESOURCES

- + Teaching Care and Well-being: www.thomaswnielsen.net/?p=47
- + *Pay it Forward*: www.youtube.com/watch?v=5ZTm-iYUpm4
- + *Pay it Forward: Are you ready to do the world a favour?* www.youtube.com/watch?v=gw0Lvr4eK-k
- + *You will definitely share this (PAY IT FORWARD)*: www.youtube.com/watch?v=xxrpO9vPeY0
- + Worksheet 1: Volunteering: Build your Purpose
- + Worksheet 2: How do we create positive communities?
- + Worksheet 3: My Meaning and Purpose

WORKSHEET 1

Volunteering: Build your Purpose

Name: _____

Positive Purpose: Understanding, believing in and serving something greater than yourself and deliberately engaging in activities for the benefit of others.

What do you think it means to be a volunteer?

Describe a time when you have volunteered in some capacity. Explain why you chose to do so.

List as many volunteering opportunities you can think of that exist in your local community (you will be sharing your list with others in the group).

How can volunteering contribute to positive purpose?

WORKSHEET 2

How do we create positive communities?

A community is a grouping of people who have something in common. This could be location, characteristics, interests, or a combination of each.

What communities have you been a part of?

- +
- +
- +
- +

Think of a time when you achieved something positive as part of a community		
What happened? What did you do?	Where did it happen?	Who was involved?

WORKSHEET 3

My Meaning and Purpose

My purpose in life is

My purpose at school is

Five things I stand for today are

WORKSHEET 3 (PAGE 2)

Pay It Forward

Who have you ***paid it forward*** to lately and how?

Who has ***paid it forward*** to you and how?

What one commitment will you make today to ***pay it forward*** to someone in the next three days?



THE ARTS

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DRAMA LESSONS SUMMARY

Year/Stage	Name	Australian Curriculum Reference
Drama Foundation to Year 2	Volunteering to help others	Use voice, facial expression, movement and space to imagine and establish role and situation (ACADRM028)
Drama Year 5	Volunteering in groups (2): in my shoes	<p>Develop skills and techniques of voice and movement to create character, mood and atmosphere and focus dramatic action (ACADRM036)</p> <p>This lesson also covers Civics and Citizenship:</p> <p>Why people work in groups to achieve their aims, and how they can express their shared beliefs and values and exercise influence (ACHCK027)</p>
Drama Year 9	Drama skills for Primary school students	<p>Create simple songs, plays or stories to entertain others, involving imagined contexts and characters (ACLFRC061)</p> <p>Evaluate how the elements of drama, forms and performance styles in devised and scripted drama convey meaning and aesthetic effect (ACADRR052)</p>

➤ VOLUNTEERING TO HELP OTHERS

Target Group: **Foundation to Year 2**

Australian Curriculum Reference: **Drama**

- + Use voice, facial expression, movement and space to imagine and establish role and situation (ACADRM028):
 - + communicating verbally by using the voice to explore and show role and situation
 - + communicating non-verbally by using facial expression and movement to explore and show role and situation
 - + practising movement within a space to create the difference between their performance space and the audience space.

LESSON SUMMARY

This lesson follows after the Foundation English lesson titled: *What does Volunteering mean?*

Students have already been introduced to the vocabulary of volunteering within the framework that diversity is accepted and it is 'nice' to do something for others.

This lesson will enable students to explore their understanding through the use of role play, voice and body. The warm-up exercise helps prepare students for learning through their bodies. Students will experience deeper understanding through role playing various situations of being helped and helping others. Using examples students have discovered in their English lesson will add to the authenticity of this lesson.

LESSON CONTENT AND METHODOLOGY

Introduction

- + Play circle song (see *Resources*). Students walk around in a large circle acting out words of the song. Periodically, teacher blows a whistle to indicate for students to turn around and move in the other direction around the circle.
- + Students sit on floor. Watch video clip of Todd Parr reading his book *It's OK to be Different* (see *Resources*).
- + Ask students to share what ideas they came up with on their English worksheet in the previous lesson, where they were asked to think of things they could do for others at home and at school. Write these on the board.

Body

- + Break students into groups of three. Teacher assigns each group one of the ideas from the board (ideas can be used twice, if necessary).
- + Each group has two helpers (volunteers) doing something nice, and one person needing some help or being surprised with a kind gesture.
- + Each student has a five minute turn in the *needing help* role. Each student will be a helper/volunteer twice. The teacher tells the students that they should pretend to be someone other than themselves in each of the roles.
- + Explain to students that when the whistle blows they need to stop and listen for instructions as they will be changing their character and/or role.
- + After the whistle sounds, the teacher will instruct students that the next student will rotate into the *needing help* role. The students will be reminded to change the voice, facial expression and/or body language of the characters they are acting out.

Conclusion

- + **Audience and Performance:** Teacher identifies that there are two spaces they will now use in the classroom: an audience space and a performance space.
- + In the performance space, groups take turns to present one of the role plays they developed. The rest of the class sits in the performance space.
- + Teacher leads discussion with the performers and asks questions such as the following.
 - + What was it like having someone do something nice for you?
 - + How did you feel in that role?
 - + How did it feel being the person doing something 'nice' for someone else?
 - + What would you do in real life?
 - + What did it feel like when the person was talking in a whisper, loud voice or using nervous/big movements?

ASSESSMENT

- + **Participation:** formative assessment – how comprehensive is the understanding between how voice, facial expression and body language communicate meaning? Can students role-play being a different person?
- + **Class discussion:** summative assessment – can all students identify links between feelings and voluntary roles of doing something nice for someone?

RESOURCES

- + Whistle
- + *It's OK to be Different* by Todd Parr: www.youtube.com/watch?v=G52nrYpJHfc
- + *Circle fun song* by Tumble Tots: Action Songs – Tap & Boogy. Produced by Avid Entertainment (available on iTunes)

➤ VOLUNTEERING IN GROUPS (2): IN MY SHOES

Target Group: **Year 5**

Australian Curriculum Reference: **Drama, Civics and Citizenship**

Drama

- + Develop skills and techniques of voice and movement to create character, mood and atmosphere and focus dramatic action (ACADRM036).

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).

LESSON SUMMARY

Students use their prior knowledge (such as that gained from lesson 1 in this unit of work – *Volunteering in Groups*) to explore how they portray a character that is a volunteer in an organisation. Students need to consider the character's motivation, role, gender and movement, as well as cultural issues that may arise in different situations. Students consider elements of drama to express their knowledge such as movement, mime, storytelling and voice, and trial different ways of moving in character.

At the end of the lesson the students should be able to:

- + portray a volunteer who is male/female in an emergency
- + portray a volunteer who is male/female and not in an emergency
- + tell a story through improvisation, including mime, using gesture to deliver meaning
- + consider what motivates a volunteer for the right reasons and for the wrong reasons
- + demonstrate knowledge that particular volunteering groups have shared beliefs.

LESSON CONTENT AND METHODOLOGY

INTRODUCTION

- + Teacher asks students to identify what types of volunteer roles they know about and what these roles do. Students take turns to write up the responses on the whiteboard.
- + Show this Scootle clip on the interactive whiteboard: www.scootle.edu.au/ec/viewing/L9512/index.html. Teacher asks the students to discuss some of the common goals and group beliefs they see as they go through the presentation.

- + Teacher leads class discussion focused on the following question.

Imagine you are one of the volunteers we have identified and you have to demonstrate the values we have discussed. What improvisation skills can you use to demonstrate those values?

Students should consider movement, use of space, voice, tone, dialogue and storytelling. The teacher writes student responses on the whiteboard so they can refer to these during the lesson.

WARM UP

- + Teacher asks students to close their eyes and visualise clothing and actions for each of the volunteers they have identified in the lesson introduction.
- + Teacher asks students to walk around the room and stop when the whistle blows.
- + When the whistle is blown, teacher calls out the title of one of the volunteers (for example fire fighter or tree planter) and students must improvise that role.
- + Teacher continues to call out a different volunteer role each time the music stops, allowing one minute for each characterisation.

BODY

Scene Improvisation (two to three minutes in length)

- + Teacher breaks students up into groups of three to five people, and gives each group a general directions sheet and a character card (Worksheet 1).
- + Students read the scene card and decide between them which role each person in the group will assume.
- + Students decide what will happen (the story) and consider what is motivating the character and how they will portray this. They must also choose an alternative motive from the scene card.
- + Students rehearse their improvisation (only two to three minutes in length).
- + After 15 minutes, teacher blows the whistle to indicate when the volunteer role needs to change motivation.

CONCLUSION

Demonstration and Discussion

- + Teacher organises each group to show their improvisation of the scene.
- + Teacher informs students that when the whistle blows, they need to change the motivation of the volunteer.
- + Teacher leads a class discussion on what students have observed as they watched the improvisations. Questions could include the following.
 - + Can the audience identify what the scene was about?
 - + What was happening?
 - + What were the motivations of the volunteer? How do you know that was the motivation? What changed?
 - + Ask a member from each group to read out their scene card – does it match what the audience said? What is the same or different?
 - + If the scene could have been performed differently – how could it have been performed?
 - + What other ideas did the audience have?

ASSESSMENT

Teacher to consider the following as part of the assessment.

- + Were students able to change movement and language according to gender, culture and the motivation of the volunteer?
- + How did they address the 'problem'? Was it realistic? What made it realistic? What was unrealistic?
- + Class discussion – what didn't they know? What surprised them? What was the same or different in how each group portrayed the skits? Were they challenged in their thinking and knowledge? Why? Why not?

RESOURCES

- + Costume props for characters such as a walking stick, football, whistle, helmet, toys and others as available and thought of by students.
- + Worksheet 1: Scene Cards
- + *Discovering Democracy: Joining In:* www.scootle.edu.au/ec/viewing/L9512/index.html

WORKSHEET 1: SCENE CARDS

General directions sheet

Scenario: in a group, create a performance exploring your characters.

One character **MUST** be a volunteer. You must include at least three of the following.

- + Exaggerated physical movement.
- + Storytelling.
- + Mime.
- + Documentary.
- + Movement.

When the teacher blows the whistle, the volunteer's motivations for volunteering need to change.

If you are stuck, some possible alternative motives may be:

- + fire bug
- + because it's fun
- + to learn something new
- + want to be a hero
- + because your parents made you
- + to impress a boy/girl you like
- + because you will be paid
- + so you can be boss
- + free food
- + to make friends
- + because you feel lonely
- + to get out of school.

WORKSHEET 1: SCENE CARDS (PAGE 2)

Teacher should print these cards and cut them up for distribution to separate groups

<p style="text-align: center;">SCENE CARD no.1</p> <p>Characters:</p> <ul style="list-style-type: none"> + Fire fighter + House owner + News reporter + Neighbour 	<p style="text-align: center;">SCENE CARD no.2</p> <p>Characters:</p> <ul style="list-style-type: none"> + Meals on Wheels supervisor + Elderly person + News reporter + Volunteer
<p style="text-align: center;">SCENE CARD no.3</p> <p>Characters:</p> <ul style="list-style-type: none"> + Junior football coach + Football player + Team manager + Parent + News reporter 	<p style="text-align: center;">SCENE CARD no.4</p> <p>Characters:</p> <ul style="list-style-type: none"> + Vet + Volunteer + Vet nurse + Community member
<p style="text-align: center;">SCENE CARD no.5</p> <p>Characters:</p> <ul style="list-style-type: none"> + Canteen manager + School students + Parent helper + Teacher 	<p style="text-align: center;">SCENE CARD no.6</p> <p>Characters:</p> <ul style="list-style-type: none"> + Council volunteer coordinator + Volunteer at council resource centre + Community member + Tourist + News reporter

➤ DRAMA SKILLS FOR PRIMARY SCHOOL STUDENTS

Target Group: **Year 9**

Australian Curriculum Reference: **Drama, English**

Creating

- + Create simple songs, plays or stories to entertain others, involving imagined contexts and characters (ACLFRC061).
- + Evaluate how the elements of drama, forms and performance styles in devised and scripted drama convey meaning and aesthetic effect (ACADRR052).

LESSON SUMMARY

Students will apply their developed knowledge of the elements of drama and improvisation by attending a local primary school and acting as volunteers to run drama activities.

Students will work in groups of up to five to create a 30 minute workshop designed to teach a variety of drama skills to primary school children aged 10-12. This activity may cover a number of lessons.

LESSON CONTENT AND METHODOLOGY

- + Teacher brainstorms with the class what they think the term volunteering means and what needs to be present for a person to believe they are volunteering (for example a desire to help or do something for others without payment).
- + Teacher describes the activity that the students will be involved in, which will require them to act as a volunteer and teach drama skills to a primary class.
- + Teacher asks students: *can this be volunteering if we do it in class as part of our normal work? How can it become volunteering?*
- + Teacher leads class in revision of elements of drama and improvisation (refer to Worksheet 2 under *Resources* in this lesson plan).
- + Students form groups of no more than five.
- + Students are given Worksheet 1, which details the requirements for the volunteer activity. Teacher and students discuss the activity to ensure students understand what they are required to do.
- + Teacher and students discuss the appropriate behaviour and manners that students should demonstrate while representing the school throughout their volunteer work.
- + As a group, students plan their lesson and decide on at least four activities to teach the primary students. Activities must include a warm up activity, two core activities and a warm down activity.

- + Students should use the knowledge they have already acquired to adapt activities they have been using in class, or they can create their own.
- + Students are required to use the elements of drama and improvisation as the basis of their lesson.
- + Students attend the primary school and conduct their lesson.
- + Students return to class, where the teacher leads a reflection session about the activity. This reflection should focus on the student's experience as a volunteer (refer to *Worksheet 2* under *Resources* in this lesson plan).

ASSESSMENT

Students will be assessed on:

- + the quality of their volunteer workshop and application of learned drama skills as observed by the teacher
- + the depth of their reflection and demonstrated understanding of what it means to volunteer.

Additionally, summative assessment of students will take place on the day of the primary school visit and a reflection statement from each student will be assessed once they have returned to school.

RESOURCES

- + *Worksheet 1: Volunteering as a Drama Coach*
- + *Worksheet 2: Elements of Drama*

WORKSHEET 1

Volunteering as a Drama Coach

Task description: Volunteering as a drama coach with primary students.

Students will participate in volunteer workshops at a local primary school. Students will be allocated to groups and will teach primary school students aged 10-12 basic improvisational and dramatic techniques.

Task requirements

- + Groups must not have more than five students.
- + Your workshop must last for 30 minutes.
- + You must include a minimum of four activities. The minimum four are a warm up, two core activities and a cool down.
- + The workshop activities need to focus on improvisation and the elements of drama that are the basis of all dramatic techniques.
- + You can use activities or workshops used in class or, with discussion and agreement from your teacher, you can create your own.
- + A reflection must be handed in no later than two days after you complete the volunteer work. This reflection must detail how you chose your activities, how you felt the workshop went and how it made you feel overall.

WORKSHEET 2

Elements of Drama

Revision: Students use their knowledge in designing the coaching sessions.

Role, character and relationships

- + *Role and character:* identification and portrayal of a person's values, attitudes, intentions and actions as imagined relationships, situations and ideas in dramatic action; role focus on type and stereotype; characters are detailed and specific.
- + *Relationships:* the connections and interactions between people that affect the dramatic action.
- + *Situation:* the setting and circumstances of the dramatic action – the who, what, where, when and what is at stake of the roles/characters.

Voice and movement

- + *Voice:* using voice expressively to create roles, situations, relationships, atmosphere and symbols.
- + *Movement:* using facial expression, posture and action expressively in space and time to create roles, situations, relationships, atmosphere and symbols.
- + *Focus:* directing and intensifying attention and framing moments of dramatic action.
- + *Tension:* sense of anticipation or conflict within characters or character relationships, or problems, surprise and mystery in stories and ideas to propel dramatic action and create audience engagement.

Space and time

- + *Space:* the physical space of the performance and audience, fictional space of the dramatic action and the emotional space between characters.
- + *Time:* fictional time in the narrative or setting; timing of one moment to the next contributing to the tension and rhythm of dramatic action.

Language, ideas, dramatic meaning, mood and atmosphere, and symbol

- + *Language, ideas and dramatic meaning:* the choice of linguistic expression and ideas in drama used to create dramatic action.
- + *Mood and atmosphere:* the feeling or tone of both the physical space and the dramatic action created by or emerging from the performance.
- + *Symbol:* associations that occur when something is used to represent something else to reinforce or extend dramatic meaning.

VISUAL ARTS LESSONS SUMMARY

Year/Stage	Name	Australian Curriculum Reference
Visual Arts Year 5	Volunteering in groups (3): showing our emotions	<p>Develop and apply techniques and processes when making their artworks (ACAVAM115)</p> <p>This lesson also covers Civics and Citizenship:</p> <p>Reflect on personal roles and actions as a citizen in the school and in the community (ACHCS034)</p>
Visual Arts Year 6	Volunteer for life (1)	<p>Explore ideas and practices used by artists, including practices of Aboriginal and Torres Strait Islander artists, to represent different views, beliefs and opinions (ACAVAM114)</p> <p>Plan the display of artworks to enhance their meaning for an audience (ACAVAM116)</p> <p>Explain how visual arts conventions communicate meaning by comparing artworks from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander artworks (ACAVAR117)</p>
Visual Arts Year 8	Using photographic images to persuade	<p>Present artwork demonstrating consideration of how the artwork is displayed to enhance the artist's intention to an audience (ACAVAM122)</p>
Visual Arts Year 10	Our art exhibition	<p>Present ideas for displaying artworks and evaluate displays of artworks (ACAVAM129)</p>

➤ VOLUNTEERING IN GROUPS (3): SHOWING OUR EMOTIONS

Target Group: **Year 5**

Australian Curriculum Reference: **Visual Arts, Civics and Citizenship**

Visual Arts

- + Develop and apply techniques and processes when making their artworks (ACAVAM115).

Civics and Citizenship

- + Reflect on personal roles and actions as a citizen in the school and in the community (ACHCS034).

LESSON SUMMARY

Prior knowledge: students have been learning about why people volunteer, and the shared beliefs behind volunteering groups (see *Volunteering in Groups* lessons 1 and 2).

Through the pedagogy of Visual Arts, students will identify what emotions volunteers experience in their roles and present those emotions in a visually appealing manner using drawing, paint and paper collage medium. Students will critique and appreciate each other's work.

At the end of this lesson students will be able to:

- + explain what they know about volunteering
- + explain that volunteers feel different emotions in their roles
- + use colour, design and images to create feelings and mood
- + use different media to create artwork.

LESSON CONTENT AND METHODOLOGY

Introduction

- + Stimulate prior learning by watching *Life Lesson of a Volunteer Fire Fighter* video at: www.bit.ly/1J8oE8E
- + Teacher leads a discussion about how the video made the students feel about becoming a volunteer fire fighter and how they could demonstrate that without using words.
- + Teacher explains that students will be using art to explore this concept further.
- + Teacher shows students a range of different mixed media works, highlighting and discussing:
 - + the variety in concepts and techniques
 - + the use of colour, materials, texture and design to show different emotions.

(Examples are available on the websites listed under *Resources*).

- + Teacher explains that each group will make a list of emotions and feelings based on what they have previously learned about volunteers.
- + They will be using a variety of different media and techniques to allow each student to produce an individual artwork.
- + Teacher describes that the artwork must be no bigger than A3 size and anchored with the word *volunteers*.

Body

- + Split students into groups of six. In their groups, students create a list of emotions. Teacher explains that the students must create an artwork that shows the emotions that are associated with one of the volunteer roles they have explored. The work must include the word *volunteer*. Works can be figurative or abstract, but the message should be clear.
- + Students look at Munch's *The Scream* and discuss how the artist has evoked the emotions, for example what colours are used and how the use of line and shape impacts on the meaning of the work. Images are available on Google Images, for example: www.edvardmunch.org/the-scream.jsp
- + Students are each supplied with an A3 piece of paper and the art supplies.
- + Teacher lists common emotions on the whiteboard and class discusses different ways to demonstrate these emotions. For example:
 - + happy = bright colours, soft lines
 - + angry = harsh lines, bold and dark colours.
- + Each student creates an individual artwork on the A3 paper.
- + Teacher circulates the room asking prompting questions and answering questions.

Conclusion

Students display their results to the class and the work is discussed using the following questions.

- + Is the emotion identified?
- + What art features have been used in the work?
- + What story does your art work tell about volunteering?

ASSESSMENT

- + Students will group the finished works according to:
 - + most successful
 - + very successful
 - + successful
 - + needs some more work.
- + The teacher will lead discussion with the students about why they have placed particular works in a specific group, for example: *why is this work in the 'very successful' group?*

RESOURCES

- + Interactive whiteboard and internet connection
- + *Life Lesson of a Volunteer Fire Fighter*: www.bit.ly/1J8oE8E
- + Assorted examples of collages
- + A3 paper (a sheet for each student)
- + Scissors and assorted glues
- + Assorted paints, pens and markers
- + Paint brushes and sponges
- + Assorted magazines, junk mail, newspaper and other printed media
- + The Scream: www.edvardmunch.org/the-scream.jsp

Websites and Examples

- + Feelings without Words: www.bit.ly/1Hbj6bk
- + Collage Canvas: www.bit.ly/1Hehz7m
- + Reason: www.bit.ly/1bLVkqY
- + Paint Blot Collage: www.bit.ly/1E3lmwO
- + Mixed Media: www.bit.ly/1KDxpGj
- + Strong Emotions: www.bit.ly/1crYsJi
- + Wax Flowers: www.bit.ly/1QRqdKz

➤ VOLUNTEER FOR LIFE (1)

Target Group: **Year 6**

Australian Curriculum Reference: **Visual Arts, English**

Visual Arts

- + Explore ideas and practices used by artists, including practices of Aboriginal and Torres Strait Islander artists, to represent different views, beliefs and opinions (ACAVAM114).
- + Plan the display of artworks to enhance their meaning for an audience (ACAVAM116).
- + Explain how visual arts conventions communicate meaning by comparing artworks from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander artworks (ACAVAR117).

English

- + Understand how texts vary in purpose, structure and topic as well as the degree of formality (ACELA1504).
- + Understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes (ACELT1611).
- + Create literary texts using realistic and fantasy settings and characters that draw on the worlds represented in texts students have experienced (ACELT1612).
- + Create literary texts that experiment with structures, ideas and stylistic features of selected authors (ACELT1798).

LESSON SUMMARY

This unit of work is designed as being a beginning, or refresher unit, for students to understand what it means to be a volunteer, what volunteering looks like and how to create and manage a volunteering experience.

Students will participate in a range of whole class discussions and stimulus viewings, and create visual and written works in response. These will then be collected and organised by students as an exhibition of thoughts and feelings about volunteering and what it means to be a volunteer.

LESSON CONTENT AND METHODOLOGY

Lesson 1

- + Teacher invites students to use computers in small groups to engage with Scootle resource *Discovering Democracy: Joining In* at www.scootle.edu.au/ec/viewing/L9512/index.html. Students will investigate the various volunteer groups and people who contribute to the Australian community (note: students can participate in the activity included at the end of the resource, however, this is not essential).
- + Teacher invites students to use time on the internet to find definitions and aspects of volunteering to help build their understanding.
- + Once students have completed this exploration, teacher invites them to share their thoughts and understanding of what it means to be volunteer, what volunteering involves and name any organisations that they know of that rely on volunteer workforces. These thoughts and understandings will be recorded on a class brainstorm page for students to refer back to later on.

- + Teacher instructs students to discuss what they have learned throughout the discussion, and explorations with their families overnight. Explain that they will need to share this understanding the following day.

Lesson 2

- + Teacher invites students to view the following stimulus videos:
 - + *TCM Ask the Kids: What is a Volunteer?* www.youtube.com/watch?v=J9w-ZqVAdOQ
 - + *Making a world of difference:* www.youtube.com/watch?v=5FAEclpkhrM
 - + *Youth Volunteerism:* www.youtube.com/watch?v=q4je9N26ouY
 - + *For the Heroes: A Pep Talk From Kid President:* www.youtube.com/watch?v=tgF1Enrgo2g
 - + *Kid President: How To Change The World (a work in progress):* www.youtube.com/watch?v=4z7gDsSKUmU
- + Students are encouraged to take notes as they complete each viewing of the stimulus videos, noting down the things that they feel are important ideas in each video.
- + Students are invited to share their thinking, organising it under the headings in the hexagonal graphic organiser attached (Worksheet 1).

Lesson 3

- + Begin lesson with students by discussing the way artists are able to use visual art to share stories and portray beliefs and opinions. Use the National Gallery of Australia website at: www.nga.gov.au/Education/indigenous.cfm to support this discussion.
- + Remind students of the work completed in the previous lesson and show the hexagonal collection of their thinking. Ask students to consider everything that was recorded, what it means to be a volunteer and the definition of volunteering.
- + Ask students to think about how the stimulus videos made them feel, brainstorming the emotions that come from what they saw (an example of how volunteers can make you feel) and what impact volunteering could look like on a social level (in their own lives), a local level (the school), a community level and a global level.
- + Invite students to think about how these thoughts and ideas could possibly go together to create a visual artwork to represent their understanding of what it means to be a volunteer.

Lesson 4

Students spend time designing, planning and detailing the resources they will need to complete their artwork.

Lesson 5

Students create their artwork.

Lesson 6

- + Students bring their finished artworks together in small groups, discussing the themes and beliefs they are depicting in their pieces. As a whole group, students discuss the themes and ideas they have represented, grouping similar themes and images.
- + Ask students with similar themes and images to work as a group to create a description of their collective works and how they work together as a part of a larger collection.
- + Students work on a written description of their own individual works, explaining the theme and meaning of their pieces.

Lesson 7

Students create an exhibition.

Lesson 8

Students complete a written reflective task, outlining how they have used visual arts to convey a message. During this task students are asked to discuss things they found that were successful, things they would change if they were to repeat the activity and a skill or concept they have learned as a part of the process.

Lesson 9

- + Students are invited to create a written text of their choosing in response to the exhibition. They will need to make a decision about the text type they are going to create that will have volunteering as its focus.
- + Students will begin by working with a partner. Each person will be invited to talk through their thinking with their partner during two minutes of uninterrupted sharing. The listening partner will not be allowed to interject at all. Once the first person has finished, the second person will take their turn to talk without interruption.
- + After the students have had time to verbalise their thinking they will be provided seven minutes of continuous writing time. The focus is for students to get their thinking on the page in any format, genre or text type they choose.

Lesson 10

Students will be provided time to edit and refine their written work for publishing.

Note: teacher will determine the amount of time that needs to be assigned to each lesson.

ASSESSMENT

At the end of the unit of work students will be required to complete self-reflections outlining their thoughts and feelings about volunteering.

RESOURCES

- + National Gallery of Australia website: www.nga.gov.au/Education/indigenous.cfm
- + PBS: Volunteering for students explanation: www.pbskids.org/itsmylife/emotions/volunteering/article2.html
- + *Discovering Democracy: Joining In*: www.scootle.edu.au/ec/viewing/L9512/index.html
- + *TCM Ask the Kids: What is a Volunteer?* www.youtube.com/watch?v=J9w-ZqVAdOQ
- + *Making a world of difference*: www.youtube.com/watch?v=5FAEclpkhrM
- + *Youth Volunteerism*: www.youtube.com/watch?v=q4je9N26ouY
- + *For the Heroes: A Pep Talk From Kid President*: www.youtube.com/watch?v=tgF1Enrgo2g
- + *Kid President: How To Change The World (a work in progress)*: www.youtube.com/watch?v=4z7gDsSKUmU
- + Teacher resource – notes from the Australian Curriculum website to assist with visual art knowledge and skills requirements (attached).
- + Worksheet 1: Hexagonal graphic organiser

TEACHER RESOURCE

Notes from Australian Curriculum website to assist with visual art knowledge and skills requirements.

VISUAL ARTS KNOWLEDGE AND SKILLS – YEARS 5 AND 6 – ACARA

In this band students develop their knowledge of how ideas and intentions are communicated in and through visual arts. They build on and refine their knowledge, understanding and skills through visual arts practices focusing on the following.

REPRESENTATION

Subject matter (such as environment (macro/micro), physical and conceptual properties of materials and technologies).

Forms (cross-media – drawing, design, painting, sculpture, printmaking, photography, film, etc).

Styles (figurative, expressionistic, abstract, surrealism, Dada, digital art, etc).

Techniques (collage, drawing, screen printing, digital imaging, construction and environmental sculpture).

Visual conventions (identifying, using and interpreting a selection of design elements and design principles).

Materials (understanding of possibilities and restraints (qualities) of a range of materials).

Technologies (traditional and digital).

PRACTICES

Spaces

- + Recognising the meaning of studio, and adopting appropriate behaviour in the studio as a specialised space, for example, cleaning up, organising materials, naming work and exhibiting work.
- + Presenting artworks in formal and informal spaces to enhance meaning; influence of viewpoints and audience on artworks; form and function.

Skills

- + Expressive – interpreting subject matter through various contexts and/or viewpoints to enhance understanding and create a personal response to stimuli.
- + Conceptual – developing a thought or idea into a visual representation.
- + Practical – using visual arts materials, equipment and instruments.

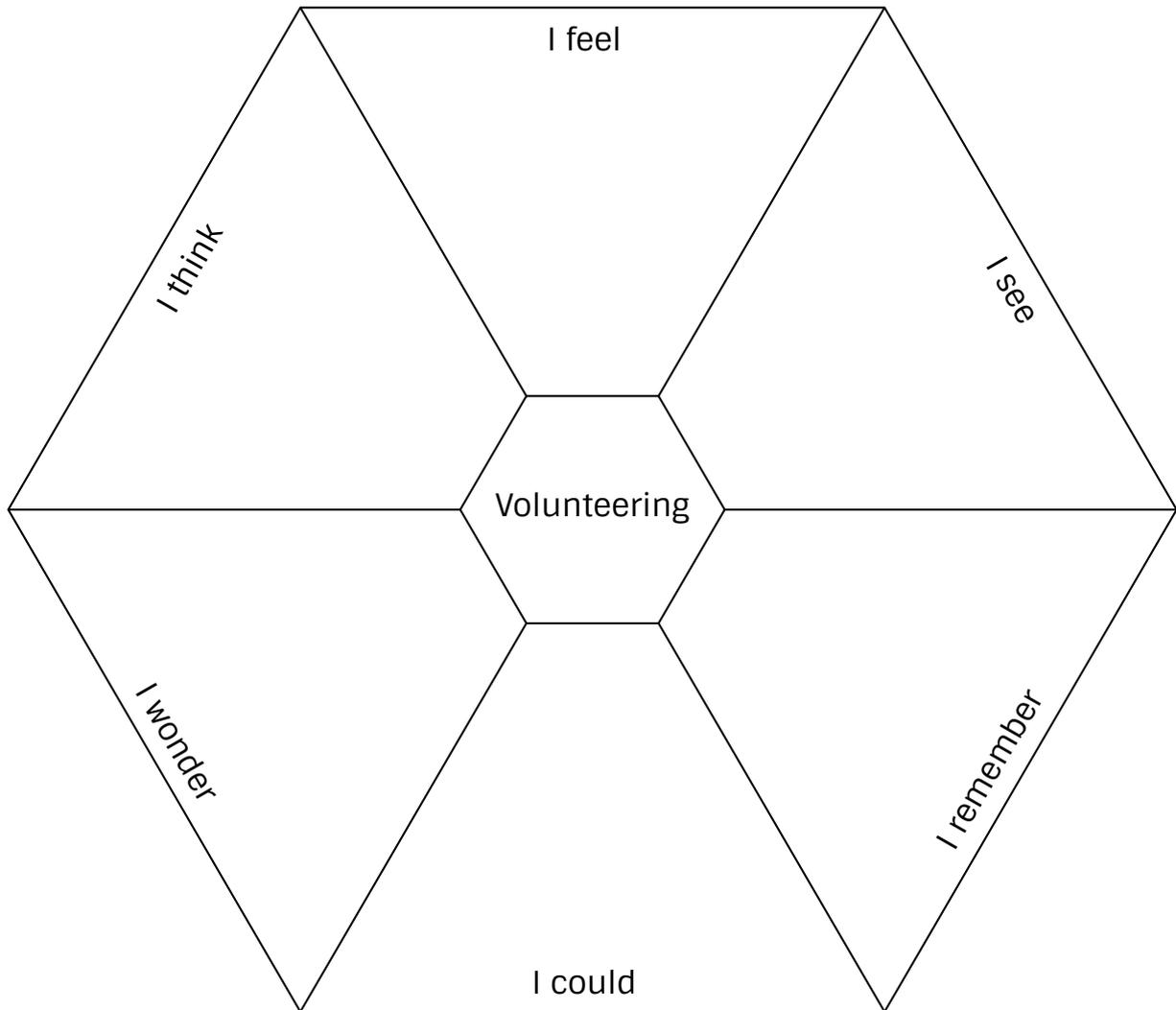
Processes

- + Investigating, conceiving, experimenting, selecting, refining, predicting, testing, evaluating, comparing, analysing, identifying, evaluating, judging and displaying.

Viewpoints

- + Expression – physical, psychological, sensory and intuitive.
- + Contexts – recognising artists and artworks who work in cross-media and those who install their artworks in various locations. Refer to artists and audiences from different cultures, particularly Aboriginal and Torres Strait Islander Peoples, and people from Asia.

WORKSHEET 1



➤ USING PHOTOGRAPHIC IMAGES TO PERSUADE

Target Group: **Year 8**

Australian Curriculum Reference: **Visual Arts**

- + As they make and respond to visual artworks, students design, create and evaluate visual solutions to selected themes and/or concepts through a variety of visual arts forms, styles, techniques and/or processes.
- + Present artwork demonstrating consideration of how the artwork is displayed to enhance the artist's intention to an audience (ACAVAM122).

LESSON SUMMARY

Students will produce a manipulated photographic image that will draw attention to the work of a volunteering organisation and try to influence other students at the school to volunteer for that organisation.

LESSON CONTENT AND METHODOLOGY

- + As a whole class look at:
 - + propaganda posters for the Hunger Games: www.screenburn.kotaku.com/new-official-propaganda-posters-for-the-hunger-games-1593595262 and identify the elements the artist has used to get their message across to the audience (Worksheet 1).
 - + *The Science of Persuasion* (video): www.youtube.com/watch?v=cFdCzN7RYbw followed by teacher-led discussion recapping the six principles of persuasion identified and how they can be applied to ideas about volunteering and service activity (Worksheet 2).
- + Students use the internet to research a volunteering organisation and find out what the organisation does to support the community. Students then select a principle of persuasion to focus on and design a photograph that will promote volunteering for their chosen organisation to other students.
- + Students take photos using their phones (or other available resources) and then drop them into Photoshop to manipulate and add text.
- + Students print final images and create a class exhibition.

ASSESSMENT

- + After viewing the class exhibition, students write a brief critique of the image they think best persuades other students to volunteer, commenting on:
 - + the principle of persuasion they think has been used
 - + how well it has been used
 - + the reason the specific image was chosen
 - + how the text relates to the image
 - + why the image, overall, is effective in persuading.
- + Teacher grades each individual image using the same criteria.

RESOURCES

- + Worksheet 1: Interpreting the Image: Class Discussion
- + Worksheet 2: The Science of Persuasion: Video Viewing and Class Discussion

WORKSHEET 1

Interpreting the Image: Class Discussion



Image by Ignition Creative: www.ignitioncreative.net/index.html

Using this image as a prompt, teacher leads class discussion focusing on the following questions.

- + What do you think about the child when you first see this image?
- + What are the symbols that the artist uses to show this is a child from a mining district?
- + What is the meaning of the apple? Why do you think the artist has used it?
- + What else might the artist have used to relay the same meaning? What difference would that have made to the image?
- + Why do you think the artist chose to have nothing but flat colour in the background?
- + Does the use of the words on the right hand side of the image affect the meaning the artist wants you to take from it?

WORKSHEET 2

The Science of Persuasion: Video Viewing and Class Discussion

Activity

Watch *The Science of Persuasion* at: www.youtube.com/watch?v=cFdCzN7RYbw

Discussion

Teacher leads a discussion that draws attention to the six principles of persuasion identified in the video.

- + **Reciprocity:** you will be persuaded to take action because you feel you have to do something for the organisation because it does something for you – you feel obliged.
For example, you can be persuaded to give money to raise funds for cancer research if you have had a family member or friend cared for in an oncology ward in a hospital. You may feel that you want to ‘give back’ for the care provided to your loved one.
- + **Scarcity:** you will be persuaded to do something if you think the opportunity is limited or rare.
For example, people can be persuaded to volunteer to assist at a festival as they may think the opportunity may not come again, or it may have a band playing that only tours once every five years.
- + **Authority:** you will be persuaded to act for an organisation because it has a long and credible history.
For example, people can be persuaded to donate money to the Red Cross because it has a very honourable history of providing services to the community.
- + **Consistency:** you will be persuaded to do something by taking active voluntary actions and making a public commitment that is written down.
For example, you will be persuaded to raise funds by doing the MS Readathon where you have to sign up and report back about your success.
- + **Liking:** you will be persuaded to act if you think that the people who are selling the activity or who are engaged in the activity are like you, will give you good feedback (rewards) and have similar goals to you.
For example, you can be persuaded to volunteer at the local dog pound because you like animals and the people who work there like them too.
- + **Consensus:** you will be persuaded to act because people who are similar to you engage with the activity.
For example, you can be persuaded to volunteer as a sports coach for a local junior team because you have friends who do it.

Student task

Select ONE of the principles of persuasion to use in your photograph.

Examples

- + If you select *Authority* you will need to make sure that your final image convinces other students that it is worthwhile volunteering for the agency because of its reputation for good work.
- + If you choose *Liking* you will need to show in your image that the activity is something that other students can easily relate to – it might be fun.
- + If you choose *Consensus* your image will need to show that other students do this and find it appealing.

➤ OUR ART EXHIBITION

Target Group: **Year 10**

Australian Curriculum Reference: **Visual Arts**

- + Present ideas for displaying artworks and evaluate displays of artworks (ACAVAM129).

LESSON SUMMARY

Students will visit a local art gallery to observe a current exhibition. They will meet volunteers who assist in the exhibition and use the knowledge gained from this experience to plan and display an exhibition of their own work, acting as volunteers for an opening event.

LESSON CONTENT AND METHODOLOGY

Preliminary

- + The teacher will need to identify a local art gallery that is due to open a new exhibition.
- + The teacher will liaise with the curator to set up an excursion visit. The teacher will request that the curator talks to the students about what the curator does, how art works are selected and hung and what planning needs to be done for an exhibition opening. The curator will identify the volunteers who assist in this work and facilitate access to some of these people during the school visit.

Introduction

- + Teacher introduces the unit of work to the students, telling them they will be planning an exhibition of their own works in a local venue, conducting an opening event and acting as volunteers throughout the whole exhibition process (note: this exhibition would be best placed at the end of a unit of work during which students have been required to complete a major piece of work that is presented ready to hang).
- + Teacher tells the students they will be visiting a local gallery where the curator will speak to them about all the processes that are involved in conducting an exhibition. Students are told they are to take notes so that when they return to school they can develop a project plan for the exhibition.
- + Students are given the article *Roles involved in developing an exhibition*: museumvictoria.com.au/pages/14226/roles_involved_in_developing_an_exhibition.pdf. Students read the article and are told that they will need to identify which of these roles are evident at the exhibition they will visit.
- + Students visit the gallery, listen to the curator, view the exhibition and speak with volunteers.
- + At the end of the visit students need to have a clear idea about all the roles and functions related to conducting an exhibition.

Body

- + Back in the classroom the students will develop their project plan for the exhibition, using Worksheet 1.
- + Students will:
 - + decide on the name of the exhibition and confirm the venue
 - + design and send invitations
 - + select and hang works
 - + manage the opening function
 - + man the exhibition
 - + take down the exhibition
 - + evaluate the exhibition and the actions they undertook to make it run smoothly.
- + Students carry out the activity.
- + Students will evaluate their work at the end of the project.

ASSESSMENT

Teacher to determine appropriate assessment.

RESOURCES

- + *Roles involved in developing an exhibition:*
www.museumvictoria.com.au/pages/14226/roles_involved_in_developing_an_exhibition.pdf
- + Worksheet 1: Project Plan

WORKSHEET 1

Project Plan

*The composition, role, tasks and timeline for each team must be inserted into this project plan.
Have your teacher check the information before it is inserted.*

Name of the exhibition:

Date of exhibition (include opening and closing dates and times):

Venue for exhibition :

Name of curator:

Description of the project:

Teams needed to complete the project:

- + Students will need to form into teams in order to complete all parts of the project.
- + Students will need to select their area of interest and join that team.
- + Students need to nominate themselves for one of the following teams:
 - + management team
 - + marketing team
 - + set up and take down team
 - + opening event team
 - + volunteer team.
- + Each team will need to:
 - + appoint a leader
 - + describe the team's role
 - + identify the tasks that the team will have to do
 - + develop a timeline for the project
 - + complete all their tasks within the agreed timeframe.

MUSIC LESSONS SUMMARY

Year/Stage	Name	Australian Curriculum Reference
Music Year 2	Let's Sing	Sing and play instruments to improvise, practise a repertoire of chants, songs and rhymes, including songs used by cultural groups in the community (ACAMUM081)
Music Years 5 and 6	Lean on me	Explore dynamics and expression, using aural skills to identify and perform rhythm and pitch patterns (ACAMUM088) Develop technical and expressive skills in singing and playing instruments with understanding of rhythm, pitch and form in a range of pieces, including in music from the community (ACAMUM089)

> LET'S SING

Target Group: **Year 2**

Australian Curriculum Reference: **Music**

- + Sing and play instruments to improvise, practise a repertoire of chants, songs and rhymes, including songs used by cultural groups in the community (ACAMUM081).

LESSON SUMMARY

Students will develop an understanding of the needs of the elderly and the role of volunteers in aged care facilities. They will learn a minimum of two songs which they can perform in their role as volunteers.

LESSON CONTENT AND METHODOLOGY

Preliminary activity

- + Teacher contacts local aged care facility and arranges for the children to visit the site to entertain the residents. Teacher asks the aged care manager to assign a resident to a group of three children who will talk to them after the performance.

In-class activities

- + Read *Wilfred Gordon McDonald Partridge* by Mem Fox.
- + Discuss aged care facilities and the people who live, work and volunteer in the facilities.
- + Discuss how people in the music industry often volunteer their time to entertain people and look at the following video clips.
 - + *Mark Wills Plays for Musicians On Call*: www.youtube.com/watch?v=sPOh2-LxD3I
 - + *Taylor Goldsmith from Dawes shares his Musicians On Call experience*: www.youtube.com/watch?v=506YdASi_1w
- + Teacher tells the children that they will be like the volunteers in Musicians on Call, because they will be preparing two songs to perform at the local aged care facility. They will call their volunteer program Entertainers for the Elderly.
- + Teacher and children decide on a minimum of two suitable songs to sing, including one that has simple percussion.
- + Children practise these songs over a number of weeks so that they are ready to perform in public. Students also prepare questions that they will ask the residents when they visit.
- + Students visit the aged care facility and perform their songs. They are then assigned an individual resident to talk to for up to 10 minutes in groups of three. In particular, they will talk to the elderly people about whether they enjoyed the performance and what sort of musical memories the resident has, for example what their favourite songs are.

Note: if there is any difficulty transporting the students to the aged care facility, residents could be invited to the school for an outing and be entertained there instead.

- + If more activities are needed for the visit, students can take:
 - + guided reading books to read to the residents
 - + an item which has a special memory attached to it, and discuss it with one of the residents
 - + a drawing or painting to give to the resident.
- + Students could also do a painting that represents their experience and send it to the residents after the performance.

Conclusion

After the visit students talk about:

- + how they felt as ‘entertainers for the elderly’
- + what the residents told them during the conversations after the performance.

ASSESSMENT

Anecdotal and observational assessment made by the teacher. The teacher can video the performance and the extra activities (if they are done). Students can discuss the reactions of the residents and the benefits each student received as a result of their volunteer work.

RESOURCES

- + *Wilfred Gordon McDonald Partridge* by Mem Fox (digital version is available at Storyline Online: www.storylineonline.net)
- + *Musicians on Call*:
www.youtube.com/watch?v=sPOh2-LxD3I and www.youtube.com/watch?v=506YdASi_1w
- + Teacher resource: *Music program unites generations*

TEACHER RESOURCE

Music program unites generations

If there was ever any doubt of music's ability to profoundly change lives, an inspirational pilot program between Kempsey West Public School and the Booroongen Djugan Aged Care Facility would silence that for good.

Sing Out Loud Together has not only created special bonds between the students and residents, it has also reaped cross-curricular benefits for students.

Celebrating different generations

The program celebrated young and old and brought together people from different generations to learn about each other through music.

An initiative of the Arts Health Institute (AHI), Sing Out Loud Together paired two students with an Elder 'buddy' from Booroongen, an Aboriginal nursing home. One day a week for eight weeks, Years 5 and 6 students from Kempsey West Public School travelled to the aged care facility to sing with the residents.

Each Tuesday the students met with their buddy, learned songs (such as Yellow Submarine, You are My Sunshine and The Happy Wanderer), the history of the music and also about the Elders' lives. In doing so students and Elders were transformed.

"There was wonderful respect between the children and the Elders," said AHI boss Dr Maggie Haertsch.

"Some of the Elders were lonely and not mixing so they would be really excited on Tuesday mornings when the children came.

Singing and sharing

"It was structured around singing but there were lots of questions about life history. There was a beautiful respect...you can't learn empathy and compassion, yet spending time with their buddies brought this out in the students."

At the final concert at the school, students presented their project about their buddies and the era they grew up in. The children also hosted the Elders at their school at the end of the program.

Kempsey West Public School principal Lyn Dockrill said not only had the pilot developed the social skills of the students, literacy underpinned the whole program.

"All students reflected on their visits to the aged care facility both in discussion and in written form," she said.

The students were equally impressed with the program.

Pilot a success

"Sing Out Loud taught me that it is cool to help older people," said student Kyrine Ennis while Jasmin Jones said "It was an exciting experience. It taught me to appreciate the elderly."

Dr Haertsch said the Elders gained enormous benefit from the experience.

“We saw a really huge change in the Elders...one woman who was very shy (and rarely spoke) gave a speech about the experience,” said Dr Haertsch.

The pilot had been such a success, a second eight-week program was under way at Kempsey West and AHI intended to extend the program nationally.

“The new students are so excited to have a chance to meet the residents of Booroongen, as they have heard from the other students how great it was,” said Natalie Mealing, the teacher coordinating the program at Kempsey West.

By Kellie Trees, NSW Government Department of Education and Communities, published Monday, 16 July 2012.

(From: www.artshealthinstitute.org.au/News/Media/Music-program-unites-generations.aspx)

➤ LEAN ON ME

Target Group: **Years 5 and 6**

Australian Curriculum Reference: **Music**

- + Explore dynamics and expression, using aural skills to identify and perform rhythm and pitch patterns (ACAMUM088).
- + Develop technical and expressive skills in singing and playing instruments with understanding of rhythm, pitch and form in a range of pieces, including in music from the community (ACAMUM089).

LESSON SUMMARY

Students will learn and perform the song *Lean on me* and discuss its meaning for volunteering.

LESSON CONTENT AND METHODOLOGY

- + Students listen to the song *Lean on me* by Bill Withers: www.youtube.com/watch?v=ko_FpYRVtFQ
- + Students research the background to the song and answer the following questions.
 - + Where was it written?
 - + Who wrote the music?
 - + Who wrote the lyrics?
 - + When was it written?
- + Students research three people who have covered the song and consider how their version is different from the original.
- + Teacher introduces definition of volunteering (available at Volunteering Australia's website: www.volunteeringaustralia.org).
- + Teacher leads discussion to direct student understanding about how volunteering can be considered to be *lending a hand*, focusing on the lyrics:
 - + If there is a load you have to bear
 - + That you can't carry
 - + I'm right up the road
 - + I'll share your load.
- + Teacher introduces the concept of developing a video to accompany a performance students will give of the song. Students brainstorm the sorts of images of volunteering they could use in the video clip. Teacher facilitates a class discussion about the images they will use and which group of students will work on the video.

- + The class learns the song for a choral performance that will be given at the school assembly.
- + At the assembly a student will introduce the item, telling the school how the class has used the song to accompany their video on volunteering. The class will perform the song with the video playing in the background.

ASSESSMENT

Teacher to determine appropriate assessment.

RESOURCES

- + *Lean on me* (by Bill Withers): www.youtube.com/watch?v=ko_FpYRVtFQ
- + *Lean on me* lyrics: www.metrolyrics.com/lean-on-me-lyrics-bill-withers.html for Worksheet 1
- + *Lean on me* sheet music (purchase price: \$7.11):
www.musicnotes.com/sheetmusic/mtdFPE.asp?ppn=MN0072685
- + Volunteering Australia website: www.volunteeringaustralia.org

WORKSHEET 1

Lean on me: Lyrics

1. Sometimes in our lives we all have pain
We all have sorrow
But if we are wise
We know that there's always tomorrow
2. Lean on me, when you're not strong
And I'll be your friend
I'll help you carry on
For it won't be long
'Til I'm gonna need
Somebody to lean on
3. Please swallow your pride
If I have faith you need to borrow
For no one can fill those of your needs
That you won't let show
4. You just call on me brother, when you need a hand
We all need somebody to lean on
I just might have a problem that you'll understand
We all need somebody to lean on
5. Lean on me, when you're not strong
And I'll be your friend
I'll help you carry on
For it won't be long
'Til I'm gonna need
Somebody to lean on
6. You just call on me brother, when you need a hand
We all need somebody to lean on
I just might have a problem that you'll understand
We all need somebody to lean on
7. If there is a load you have to bear
That you can't carry
I'm right up the road
I'll share your load
8. If you just call me (call me)
If you need a friend (call me)
Call me uh huh (call me)
If you need a friend (call me)
If you ever need a friend (call me)
9. Call me (call me) call me (call me) call me
(Call me) call me (call me) if you need a friend
(Call me) call me (call me) call me (call me) call me
(call me) call me (call me)

Songwriter: WITHERS, BILL

Published by Lyrics © Universal Music Publishing Group

Lyrics from: www.metrolyrics.com/lean-on-me-lyrics-bill-withers.html

Video from: www.metrolyrics.com/bill-withers-albums-list.html#live-at-carnegie-hall-album-bill-withers

Read more: www.metrolyrics.com/lean-on-me-lyrics-bill-withers.html#ixzz3c86vuwE

MEDIA ARTS LESSONS SUMMARY

Year/Stage	Name	Australian Curriculum Reference
Media Arts Year 5	Volunteering in groups (5): recruitment drive commercial	Plan, produce and present media artworks for specific audiences and purposes using responsible media practice (ACAMAM064)
Media Arts Years 7 and 8	Our local volunteers	Develop media representations to show familiar or shared social and cultural values and beliefs, including those of Aboriginal and Torres Strait Islander Peoples (ACAMAM067)

➤ VOLUNTEERING IN GROUPS (5): RECRUITMENT DRIVE COMMERCIAL

Target Group: **Year 5**

Australian Curriculum Reference: **Media Arts**

Media Arts

- + Plan, produce and present media artworks for specific audiences and purposes using responsible media practice (ACAMAM064).

LESSON SUMMARY

This lesson allows students to express their knowledge and understanding of volunteer organisations in a physical and creative way. Students will use emotive and persuasive language and action to portray the beliefs of such organisations, and how they influence people. The use of digital technology to film a commercial enables students to transform their learning.

At the end of the lessons students will be able to:

- + influence someone by building a 30 second TV commercial, demonstrating awareness of the audience and the purpose
- + demonstrate considerations of sound, lighting, camera angles, actions and key verbal messages.

LESSON CONTENT AND METHODOLOGY

Introduction

- + Teacher introduces the project to the class, telling them: *you will be making a 30 second TV commercial that will try to influence people to volunteer.*
- + Each group of students will focus on a different volunteer group or organisation as the subject of their commercial. It is preferable that students choose a group they are passionate about such as SES, Meals on Wheels, RSPCA, Special Olympics, Australia Conservation Foundation, World Vision and Red Cross.
- + Teacher advises students they will be required to use responsible media practices, and will need to draw from their learnings in Media Arts of how lighting, sound, angles and images can influence a message.
- + If the class has done lessons 3 and 4 in this series (*Volunteering in Groups*) they can draw on their prior knowledge and learning.

Body

- + Break students up into groups of four and ask them to conduct some research about the organisation or group of volunteers they have chosen for their commercial.

They will need to consider the following questions and matters.

- + The key values and beliefs of the volunteering organisation they have chosen.
- + What kinds of words, actions or messages could be used to trigger emotions and influence others to support the organisation and their beliefs?
- + What will they need to do to translate these into a TV commercial?
- + Discuss any sounds, lighting, angles, lines and key messages required to make their point.
- + Assign roles and responsibilities for the production of the commercial.
- + Students develop a story board for their commercial and write against each of the 'scenes' the sound, angle and lighting they will need to use for each scene in the production.
- + Students will spend 20 minutes filming their TV commercial. Students are encouraged to use anything from within the room for props.
- + Students will present their finished commercials to the class.
- + Class discusses whether each of the commercials was successful and if so, why.

CONCLUSION

- + Teacher leads a class discussion, focusing on the following questions.
 - + What challenges did you experience today?
 - + Do you feel you have been able to communicate the values and beliefs of your volunteer organisation through the advertisement? Were there any key words, images or actions you felt helped you to communicate your message?
 - + Could you do anything different with sound, music, lighting or angles to influence your audience or portray your message?
 - + Did you resort to using stereotypes and generalisations in your commercial? If so, was this deliberate?

ASSESSMENT

Teacher to determine appropriate assessment.

➤ OUR LOCAL VOLUNTEERS

Target Group: **Years 7 and 8**

Australian Curriculum Reference: **Media Arts**

- + Develop media representations to show familiar or shared social and cultural values and beliefs, including those of Aboriginal and Torres Strait Islander Peoples (ACAMAM067).

LESSON SUMMARY

Students will create a video that shows the shared social and cultural beliefs of people in the local community about volunteering.

LESSON CONTENT AND METHODOLOGY

- + Students view the following videos:
 - + *Why Volunteer?* www.youtube.com/watch?v=dkHbQrIQ7yE
 - + *Why is Volunteering Important?* www.youtube.com/watch?v=flyiGMNGQyA
 - + *Youth Volunteerism:* www.youtube.com/watch?v=q4je9N26ouY
 - + *The Power of Volunteering:* www.youtube.com/watch?v=aS-mAz34NA0
- + Teacher leads class discussion so that students can identify the shared social and cultural beliefs of the people in the videos who volunteer.
- + Teacher introduces the video project that students will undertake (see Worksheet 1).
- + Students will work on their project both in and out of class for a period of four weeks.
- + Students will present their videos for viewing by the whole class.

ASSESSMENT

Each group will present the following items for assessment:

- + plan for completing the project within the timeframes
- + film storyboard
- + final film.

RESOURCES

- + *Why Volunteer?* www.youtube.com/watch?v=dkHbQrIQ7yE
- + *Why is Volunteering Important?* www.youtube.com/watch?v=flyiGMNGQyA
- + *Youth Volunteerism:* www.youtube.com/watch?v=q4je9N26ouY
- + *The Power of Volunteering:* www.youtube.com/watch?v=aS-mAz34NA0
- + Worksheet 1: Our Local Volunteers

WORKSHEET 1

Our Local Volunteers

You need to form a group with at least three other students in the class. You will complete this project together in your group.

Task

- + You must complete a three minute video presentation which focuses on volunteers in the local community, and the shared beliefs they have about what they do.
- + In your film you should include at least two inspirational quotes about the value of doing things for others.
- + Your film will be used by other classes to introduce students to the sorts of things that volunteers do in the local community.

Here are some questions to help you complete the project.

Questions about volunteering

- + How will you find out where people volunteer in the local community?
- + Who do you know who volunteers that could help you find out more about what is happening locally?
- + Are there volunteers in the school? What can they provide that will help you complete the project?
- + How will you find out what volunteer opportunities may be available for young volunteers?
- + Where will you look for your inspirational quotes and how will you determine which are the most appropriate ones to use? You cannot use any of the ones that are in the videos watched in class.

Questions about planning

- + What are the tasks that your group will need to do in order to complete the task?
- + Who will be assigned to each task, and how will you decide that?
- + You will need to develop a story board for your shoot. How long do you need to assign to this task?
- + Who will do what during the shooting process?

Use the attached *Shooting 101* sheet to help you make the best film possible. Make sure that your group develops a timetable of all the tasks that will need to be done in order to complete the project on time.

Video 101: Shooting Basics

Let's review some general tips to help make your video shoot go smoothly and your footage look awesome.

- + **Batteries and memory.** There's nothing like seeing a great moment you want to capture, getting your camera all set up, and then not being able to capture it because you either ran out of battery or memory space. It can be really disheartening! Charge up before you shoot and make sure you have memory to spare for recording.
- + **Lens cloth.** A clean lens is a happy lens, so don't let smudges get in the way of your images. Wipe any grime and debris off the lens at the beginning of your shoot. Don't worry about buying one just for your camera, if you have glasses you can use the same silky smooth microfiber on your camera.
- + **Zooms** are great for getting a close view from far away or you can reveal a wider area by zooming out.
- + **Pan.** Rotating the camera laterally (left and right) while shooting is called a pan.
- + **Tilt.** Rotating the camera vertically (up and down) while shooting is called a tilt.
- + **Lighting.** When you're shooting outside during the day your primary light source is the sun. Your subjects will look better if they face your primary light source instead of having the source behind them or the subject will appear really dark (backlit). To fill in any harsh shadows you might have from the primary light source, you can use a white or reflective material to bounce your light and fill in those shadows.
- + **Plan your shoots.** It's a tried and true maxim that planning makes perfect. Think about the shots you'd like to include and then think about what's the best way to capture them. With practice you'll develop a better eye for planning out the shots you want in your video.
- + **Hold on your subject.** Let your subjects give your videos life. It can be hard to tell when exactly you should press that record button. If you're just starting out though, try holding the camera steady for five seconds before you move it again.
- + **Move in and out of frame.** Instead of following every little movement you're trying to capture, hold the camera still. Allowing your subjects to move around within the frame and occasionally going out of it can be really helpful for giving a better sense of their motion.
- + **Reduce camera movement.** The steadier your shot the more you can focus on the imagery and prevent nausea. It's a win-win scenario. Try using a tripod or an available surface to rest the camera on while you record. If you don't have either available, try this - stand with your feet about shoulder width apart, breathe slowly and hold the camera with both hands.
- + **Composition.** Pretend your screen has evenly spaced lines running throughout it, two horizontally and two vertically. The points where the lines intersect are where you want to have your subject. This is called the rule of thirds. For more details on it and composition in general check out the Vimeo lesson on framing and composition at: www.vimeo.com/videoschool/lesson/8/framing-and-composition

Learning to shoot well takes time but you can start applying these tips now. Who knows, with practice you may blossom into a world famous cinematographer! You never know...

(From: www.vimeo.com/videoschool/lesson/24/video-101-shooting-basics)



WORK STUDIES

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LESSONS SUMMARY

Year/Stage	Name	Australian Curriculum Reference
Work Studies Year 10	Entrepreneurial behaviours (1)	Complete an action project utilising entrepreneurial behaviours to address an identified challenge or opportunity (ACWSCL031)
	Entrepreneurial behaviours (2)	
	Entrepreneurial behaviours (3)	

➤ ENTREPRENEURIAL BEHAVIOURS (1)

Target Group: **Year 10**

Australian Curriculum Reference: **Work Skills: Skills for Learning and Work/Entrepreneurial Behaviours**

- + Complete an action project utilising entrepreneurial behaviours to address an identified challenge or opportunity (ACWSCL031).

LESSON SUMMARY

This is a preliminary lesson to develop student understandings about entrepreneurial behaviours, to assist in the students' project of making and selling goods at a Market Day to support one of the school's charities.

In this lesson students will determine what entrepreneurial behaviours are.

LESSON CONTENT AND METHODOLOGY

WHAT MAKES AN ENTREPRENEUR?

- + Ask students what they think the definition of an entrepreneur is.
- + Brainstorm ideas.
- + Discuss with the students how their brainstormed ideas align with Wikipedia's definition at wikipedia.org/wiki/Entrepreneurship:
Entrepreneurship is the process of starting a business or other organisation. The entrepreneur develops a business model, acquires the human and other required resources, and is fully responsible for its success or failure.
- + View this video: www.entrepreneur.com/video/236066
- + Discuss some of the skills of an entrepreneur, such as communication, branding, sales, strategy and finance.
- + Write up the headings. Ask students to brainstorm ideas.
- + Lead a class discussion about each of the elements of entrepreneurship, asking students to keep in mind their entrepreneurial action project.
- + Use the following questions to prompt the discussions.

Communicating with people

- + Do you listen to what people are saying?
- + How do you know people are listening to what you say?
- + Do the people you are speaking with have quizzical looks on their faces?

- + Does what you are saying make sense to others?
- + Do you check with people that they understand what you are trying to say?

Branding

- + Name some kinds of products that you can recognise just from the logo.
- + Why is that product so identifiable from its logo?
- + What do you think about when you see that logo?
- + How has the designer manipulated your thinking and feeling?

Sales

- + What are you going to sell?
- + What is the appeal of your product? Who will buy it, and why?
- + How does your choice of product change if the reason for selling it is to help others, rather than simply to make a profit?
- + Does your sales pitch alter if you are selling the product in order to raise funds to help others?

Strategy

- + What is your business strategy?
- + What do you need to plan in order for your enterprise to be successful?
- + Are there specific jobs that members of your team will need to perform?
- + How will you achieve what you want to achieve?
- + How will you know you have been successful?

Finance

- + Where will you get the money to fund start-up?
- + What will be your pricing structure so that you can make a profit?
- + What do you need to consider before you can determine whether you have made a profit?

IDENTIFY AND DISCUSS SOME OF AUSTRALIA'S MOST RECOGNISABLE ENTREPRENEURS.

Visit these web addresses:

- + www.startupsmart.com.au/growth/take-inspiration-from-these-aussie-entrepreneurs-who-spill-the-beans-on-their-key-goals-for-2014/2013122011418.html
- + www.businessinsider.com.au/the-best-advice-from-26-successful-australian-entrepreneurs-for-small-business-owners-2014-6
- + www.theaustralian.com.au/news/photos-e6frg6n6-1225913809312?page=1
- + www.smartcompany.com.au/hot-30-under-30-2014/42305-2014-hot-30-under-30.html

Ask students if they agree with these lists.

WHAT DISTINGUISHES ENTREPRENEURS FROM OTHER PEOPLE AROUND YOU?

- + Ask students to identify some of the characteristics and attitudes of entrepreneurs.
- + Use this sample list to prompt discussion:
 - + challenges are opportunities
 - + research competitors
 - + everything requires effort
 - + perfection is the enemy of progress
 - + big things are made of small components
 - + mistakes are healthy
 - + entrepreneurship is a lifestyle.
- + View these online articles and discuss the differences between your list and those portrayed in the articles:
 - + www.entrepreneur.com/article/232991
 - + www.entrepreneur.com/article/232451

ASSESSMENT

Students create a table outlining any entrepreneurial qualities that they can identify with, and describe why they have chosen these qualities.

➤ ENTREPRENEURIAL BEHAVIOURS (2)

Target Group: **Year 10**

Australian Curriculum Reference: **Work Skills — Skills for Learning and Work/Entrepreneurial Behaviours**

- + Complete an action project utilising entrepreneurial behaviours to address an identified challenge or opportunity (ACWSCL031).

LESSON SUMMARY

This is a preliminary lesson to develop team work skills and understandings to assist in the students' entrepreneurial project of making and selling goods at a Market Day to support one of the school's charities.

Students will form groups of four to six students and within the group:

- + determine what makes a good team/team member
- + decide on a name and logo for the team
- + discuss the type of product the group may sell.

LESSON CONTENT AND METHODOLOGY

Introductory activity

- + Worksheet 1: Circle of Questions

Class discussion

- + Ask students to think about a successful team they have belonged to, and identify what made the team work well together. Discuss the fact that successful teams need to:
 - + set a clear direction
 - + have organisational support
 - + empower team members
 - + monitor and review progress.

Class brainstorm

- + Facilitate class brainstorm about the characteristics of a good team and team member. Work as a class to develop a list for each (good team, and good team member).

View article and identify characteristics of good teams and good team members

- + Have the class view this online article:
www.innovativeteambuilding.co.uk/characteristics-of-a-good-team-and-team-member
- + In a table, outline the key characteristics identified in the article and discuss these with the students. Ask students how the characteristics in the article correlate with the list the class developed in their brainstorming session.

Form groups

- + Ask students to organise themselves into groups of four to six, to form their entrepreneurial teams.
- + Each group will discuss and decide:
 - + how they will go from being a group to being a team (for example, by developing group norms and collectively acting for an agreed purpose)
 - + whether they will need to elect a team leader
 - + who will be their scribe so that team decisions can be recorded
 - + whether other positions are required to ensure the team functions well
 - + how they will resolve any conflicts or differences of opinion.

Decide on team names and logos

- + Ask each team to decide on a team name, and develop a logo to identify it.
- + Students Google search and look at the logos of a number of charities. Discuss how the designs capture the philosophy or principles of the organisations.
- + Students view *How to design a logo* on wikiHow: www.wikihow.com/Design-a-Logo
- + Students develop a team logo which represents their own ethos.

ASSESSMENT

Create the logo.

RESOURCES

- + *What makes a good team:* www.peopleinaid.org/pool/files/pubs/how-to-build-a-successful-team.pdf
- + *Characteristics of a good team and team member:*
www.innovativeteambuilding.co.uk/characteristics-of-a-good-team-and-team-member
- + *How to design a logo:* www.wikihow.com/Design-a-Logo

WORKSHEET 1

Circle of Questions

Key themes: Communication, trust, teamwork, motivation

OVERVIEW

An introductory activity that gets participants listening to one another, and in doing so, finding out about each other's values. Participants form two circles, one inside the other. As the circles rotate in opposite directions, participants are faced with different classmates who ask and respond to a series of questions.

PRE-WORK

Make a note of the questions, and order in which you are going to ask them.

EQUIPMENT AND LAYOUT

- + Sufficient floor space for circles of 6-20 people.
- + A whistle and a stopwatch.

RUNNING THE ACTIVITY

- + Split the group into two equal teams (if you have an odd number of participants, join in yourself to even the numbers).
- + Ask one team to stand in a circle, facing outwards.
- + Ask the second team to create a slightly larger circle around the first, facing inwards.
- + Explain to the two teams that they are about to greet one another (shake hands) and that those in the inner circle will ask a question (determined by the facilitator) of the person opposite them. Point out that these will be open questions and there can be no wrong answers.
- + The respondent standing in the outer circle will have 30 seconds to give their answer before the whistle blows and then they must be silent. As they answer, the questioner must just listen and not speak.
- + As facilitator you must then ask those who responded in the outer circle to ask the same question of their partner in the inner circle. Once again, the respondent to the question will have 30 seconds to give their answer before the whistle blows and they must be silent.
- + Congratulate the group on their first attempt even though there may well have been some confusion.
- + Explain that they are now going to repeat the exercise with a new partner. To find their new partner the inner circle must move clockwise one place and the outer circle must move anticlockwise one place. Expect some confusion, however, normally sufficient numbers will have understood to ensure that everyone finds their place without the facilitator needing to repeat the instruction.
- + Repeat the exercise using the same question twice more, alternate which circle asks the question first in order to give equal thinking time.

- + After three rounds when the participants are facing their fourth partner, introduce a new question, slightly more challenging than the first.
- + Continue to introduce a more challenging question every few rounds.
- + Call a halt when you detect that the questions have gone as far as is necessary.

SAMPLE QUESTIONS

- + How did you get here?
- + Where would you like to be?
- + Who do you admire most?
- + Who has influenced you?
- + What does success look like to you?

ADDITIONAL NOTES

For best results start with some easy 'small talk' style questions, gradually working towards the questions most closely linked to the theme you want to address.

REVIEWS AND CONCLUSIONS

How did it feel to answer such open questions? Did you hear different answers to the same question?
How did your own answers alter as the exercise progressed? Which was the toughest question to answer?

(Taken from the Team Building Directory at: www.innovativeteambuilding.co.uk/activity/circle-of-questions)

➤ ENTREPRENEURIAL BEHAVIOURS (3)

Target Group: **Year 10**

Australian Curriculum Reference: **Work Skills — Skills for Learning and Work/Entrepreneurial Behaviours**

- + Complete an action project utilising entrepreneurial behaviours to address an identified challenge or opportunity (ACWSCL031).

LESSON SUMMARY

This is the action project component of a series of lessons aimed at developing entrepreneurial and team skills and understandings. In a volunteering context, students will decide on a product which they can produce and sell to other students within the school community.

Profits will be directed to one of the school's designated charities.

Students will develop a product for sale on a Market Day.

Each group of students will be required to work as a team to:

- + manufacture the product or service
- + organise the stall
- + display the products or services
- + undertake marketing
- + manage finances.

LESSON CONTENT AND METHODOLOGY

Form teams and decide on a product

- + Provide students with some simple ideas that might be suitable:
 - + products such as attractive jars filled with lollies, biscuits or jams etc which can be produced by the students
 - + services such as car washing.
- + Brainstorm any other ideas with the class and write them up.
- + Determine the costs of production for each of the products.

+ View these websites for ideas:

- + startupbros.com/step-by-step-guide-on-how-to-find-a-profitable-product-to-sell
- + www.americanexpress.com/us/small-business/openforum/articles/4-ways-to-create-a-product-that-sells-itself
- + crafts.creativebug.com/ideas-easy-crafts-make-sell-home-1355.html

Students determine the order of production and associated costs

Students source ingredients, costings for each item, decide who will pay for the purchase of the ingredients and determine how much each finished product will be sold for.

Students work out an operations plan

Ask students to consider and address the following questions.

- + How will the group work on the project as a team?
- + Are there defined roles that need to be identified within the team?
- + How will they make the product?
- + What are the deadlines for the project and how will they time activities?
 - + When will the market stall be held?
 - + Who do they need to consult about setting the date?
 - + What tasks need to be done leading up to the actual Market Day?
 - + How can they ensure everyone does their assigned task to meet the deadlines?
- + Who will be responsible for the various aspects of production, organisation and marketing?
- + How will the products be marketed to other community members?

Students plan what needs to happen on the day and carry out the activity

Students reflect on the outcome of the activity

Facilitate a class discussion on the outcome of the activity. Use the following questions to prompt the discussion.

- + How successful was the enterprise in reaching its goal of raising money for the specified charity?
- + Could another enterprise have raised more money for less effort?
- + How successful was the team?
- + How might team work have been improved?
- + What elements of entrepreneurship can you identify from the activities associated with the project?
- + How did you feel working in your team?
- + Would you have felt differently if you had undertaken the task alone?

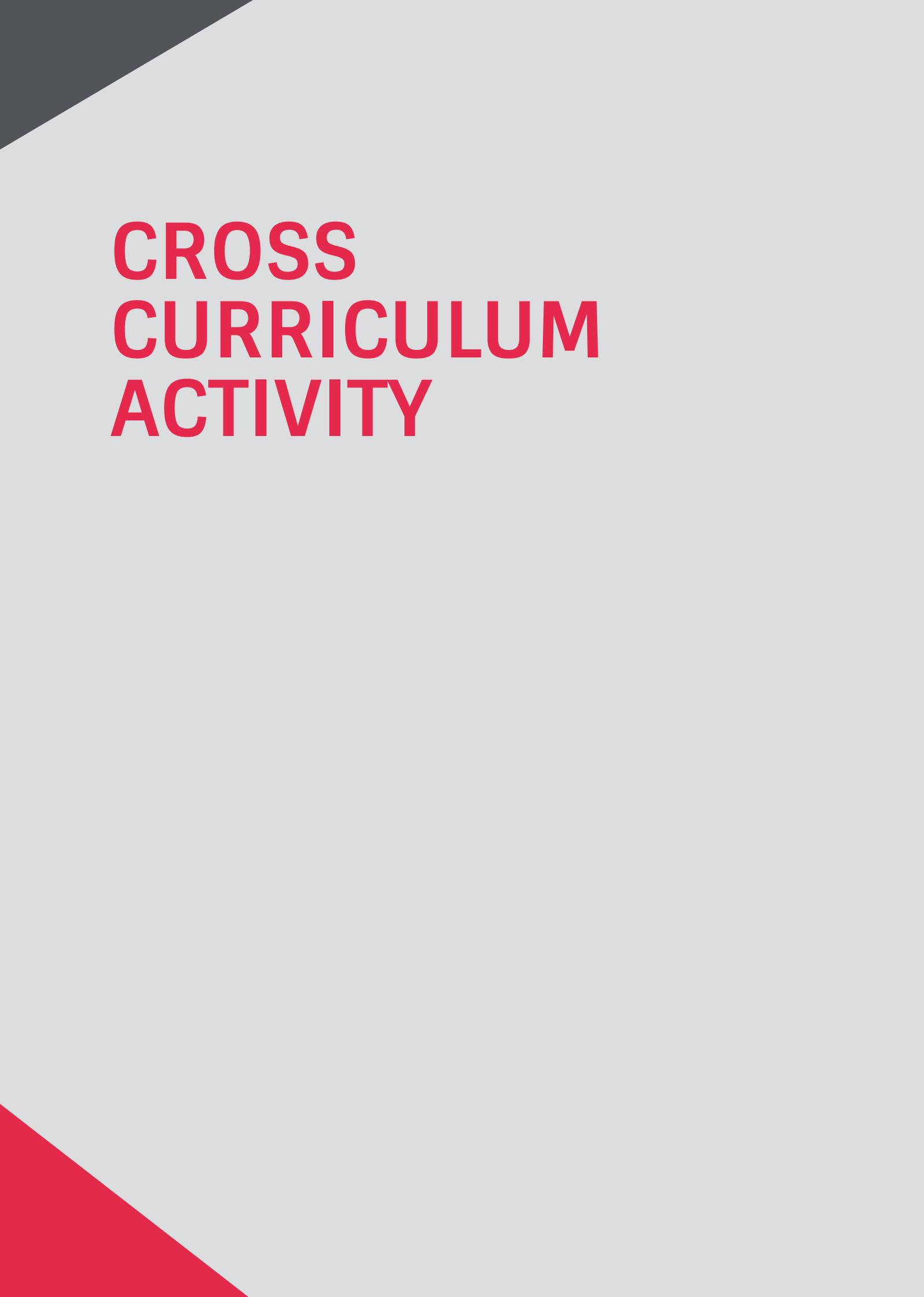
ASSESSMENT

Teacher to determine appropriate assessment.

RESOURCES

- + *Step-by-step guide on how to find a profitable product to sell:*
startupbros.com/step-by-step-guide-on-how-to-find-a-profitable-product-to-sell
- + *Four ways to create a product that sells itself:* www.americanexpress.com/us/small-business/openforum/articles/4-ways-to-create-a-product-that-sells-itself
- + *Ideas for easy crafts to make and sell at home:*
crafts.creativebug.com/ideas-easy-crafts-make-sell-home-1355.html





CROSS CURRICULUM ACTIVITY

> CROSS-CURRICULUM ACTIVITY

Each of the Mathematics, Geography and Science Curricula identify inquiry and analysis skills that are complementary and which could be covered by a significant project which includes the volunteer sector. Two examples illustrating how this could occur are provided below.

Content descriptors:

- + Mathematics: *Data Representation and Interpretation*
- + Science: *Scientific Enquiry*
- + Geography: *Geographical Inquiry and Skills*

Target Group: Year 4

Cross Cultural Priority: Sustainability

PROJECT DESCRIPTION

Students help volunteers collect seeds and pot them for future planting or for sale at a future school fundraising event. This can occur with students going into the field, or the volunteer coming to the school and using the school's natural resources for the project.

Students pose scientific and geographical questions to investigate through the activity.

Students construct different graphical representations of their data, evaluate the effectiveness of each style, and draw conclusions by analysing their data.

Students can be allocated to groups to consider one scientific and one geographical question.

Questions might include the following.

- + Where are the seeds located across the site? (Mapping).
- + Which trees produce the most seeds? (Predict, graph).
- + Why do we think some trees produce more seeds than others? (Predict).
- + How can these seeds be used to ensure sustainability of the landscape? (Interpret).
- + What type of soil grows the best plants?
- + What is the rate of growth of the plants over a given period?
- + What happens to plant growth when the soil they are planted in is enhanced?
- + How many species of weeds are there in the same environment as the trees where the seeds were collected?
- + What has to occur for the seeds to germinate?

Students plan for the sale of their product, calculating pricing to return a profit and answer number problems related to the calculation of change to the nearest five cents for individual plant sales.

The volunteer's role is to guide students through the processes that are used in the activities they perform in the real world for the organisation they are attached to, and describe what being a volunteer in that field entails.

GEOGRAPHY

GEOGRAPHICAL KNOWLEDGE AND UNDERSTANDING

- + The types of natural vegetation and the significance of vegetation to the environment and to people (ACHGK021).
- + The natural resources provided by the environment, and different views on how they could be used sustainably (ACHGK024).

GEOGRAPHICAL INQUIRY AND SKILLS

Observing, questioning and planning

Develop geographical questions to investigate (ACHGS026).

Collecting, recording, evaluating and representing

- + Collect and record relevant geographical data and information, for example by observing, interviewing, conducting surveys and measuring, or from sources such as maps, photographs, satellite images, the media and the internet (ACHGS027).
- + Represent data by constructing tables and graphs (ACHGS028).
- + Represent the location of places and their features by constructing large-scale maps that conform to cartographic conventions including scale, legend, title and north point, and describe their simple grid references, compass direction and distance (ACHGS029).

Interpreting, analysing and concluding

Interpret geographical data to identify distributions and patterns and draw conclusions (ACHGS030).

Communicating

Present findings in a range of communication forms, for example, written, oral, digital, graphic, tabular and visual, and use geographical terminology (ACHGS031).

Reflecting and responding

Reflect on their learning to propose individual action in response to a contemporary geographical challenge and identify the expected effects of the proposal (ACHGS032).

MATHEMATICS

DATA REPRESENTATION AND INTERPRETATION

- + Select and trial methods for data collection, including survey questions and recording sheets (ACMSP095).
- + Construct suitable data displays, with and without the use of digital technologies, from given or collected data. Include tables, column graphs and picture graphs where one picture can represent many data values (ACMSP096).
- + Evaluate the effectiveness of different displays in illustrating data features including variability (ACMSP097).

MONEY AND FINANCIAL MATHEMATICS

Solve problems involving purchases and the calculation of change to the nearest five cents with and without digital technologies (ACMNA080)

SCIENCE

QUESTIONING AND PREDICTING

With guidance, identify questions in familiar contexts that can be investigated scientifically and predict what might happen based on prior knowledge (ACSIS064).

PLANNING AND CONDUCTING

- + Suggest ways to plan and conduct investigations to find answers to questions (ACSIS065).
- + Safely use appropriate materials, tools or equipment to make and record observations, using formal measurements and digital technologies as appropriate (ACSIS066).

PROCESSING AND ANALYSING DATA AND INFORMATION

Use a range of methods including tables and simple column graphs to represent data and to identify patterns and trends (ACSIS068).

Compare results with predictions, suggesting possible reasons for findings (ACSIS216).

EVALUATING

Reflect on the investigation; including whether a test was fair or not (ACSIS069).

COMMUNICATING

Represent and communicate ideas and findings in a variety of ways such as diagrams, physical representations and simple reports (ACSIS071).

Target Group: **Year 9**

Cross Cultural Priority: **Sustainability**

PROJECT DESCRIPTION

Collaborate on a garden project with a local not for profit organisation.

Students research, plan design, construct and maintain the project for a 12 month period, developing strategies to transfer maintenance responsibility after that time.

GEOGRAPHY

GEOGRAPHICAL KNOWLEDGE AND UNDERSTANDING

Unit 1: Biomes and food security (background research)

- + The distribution and characteristics of biomes as regions with distinctive climates, soils, vegetation and productivity (ACHGK060).
- + The human alteration of biomes to produce food, industrial materials and fibres, and the environmental effects of these alterations (ACHGK061).
- + The environmental, economic and technological factors that influence crop yields in Australia and across the world (ACHGK062).
- + The challenges to food production, including land and water degradation, shortage of fresh water, competing land uses, and climate change, for Australia and other areas of the world (ACHGK063).
- + The capacity of the world's environments to sustainably feed the projected future population to achieve food security for Australia and the world (ACHGK064).

Interpreting, analysing and concluding (planning for planting)

Apply geographical concepts to synthesise information from various sources and draw conclusions based on the analysis of data and information, taking into account alternative points of view (ACHGS068).

Geographies of interconnections (market gardening in Northern Asia)

The effects of the production and consumption of goods on places and environments throughout the world and including a country from North-East Asia (ACHGK068).

Collecting, recording, evaluating and representing (use this data to plan the garden content).

- + Collect, select, record and organise relevant geographical data and information, using ethical protocols, from a range of appropriate primary and secondary sources (ACHGS064).
- + Evaluate sources for their reliability, bias and usefulness, and represent multi-variable data in a range of appropriate forms, for example, scatter plots, tables, field sketches and annotated diagrams, with and without the use of digital and spatial technologies (ACHGS065).

MATHEMATICS

MEASUREMENT AND GEOMETRY

Using units of measurement

Calculate the areas of composite shapes (for example to determine fertiliser ratios) (ACMMG216).

Pythagoras and trigonometry

Investigate Pythagoras' Theorem and its application to solving simple problems involving right angled triangles (ACMMG222).

Patterns and algebra

Graph simple non-linear relations with and without the use of digital technologies and solve simple related equations (ACMNA296).

Suggested activities:

- + graph growth rates for selected plants, calculate the volume of soil needed for specific garden beds.
- + design triangular-shaped garden beds and calculate the angles and sizes of the triangles to ensure the most efficient use of the space available.

SCIENCE

SCIENCE UNDERSTANDING

Biological sciences (companion planting)

Ecosystems consist of communities of interdependent organisms and abiotic components of the environment; matter and energy flow through these systems (ACSSU176).

Chemical sciences

Chemical reactions, including combustion and the reactions of acids, are important in both non-living and living systems and involve energy transfer (ACSSU179).

Suggested activities include soil testing, researching nutrient difference for different plants, exploring companion planting options and designing sustainable watering systems.

> NOTES

> NOTES

