



School students volunteering

Example mapping volunteering to the General Capabilities

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Example mapping volunteering to the General Capabilities

<ul style="list-style-type: none"> Year level Learning area Unit name Summary of unit/lesson 	General Capability element/s	Description of how the lesson could develop or evidence the identified capabilities
<p>Foundation to Year 2 THE ARTS - Drama</p> <p>Volunteering to help others</p> <p><i>Students will experience deeper understanding of volunteering, through role playing various situations of being helped and helping others.</i></p>	<p>Personal and social capability</p> <p>Self-awareness Self-management</p> <p>Ethical understanding</p> <p>Responding to ethical issues</p>	<p>Personal and social capability</p> <p>Self-awareness</p> <ul style="list-style-type: none"> Emotional awareness Self-management Emotional regulation <p><i>Students build proficiency in recognising and expressing emotions as they decide how to act as a person needing or providing help, reflecting how they felt in different roles.</i></p> <p>Ethical understanding</p> <p>Responding to ethical issues</p> <ul style="list-style-type: none"> Making and reflecting on ethical decisions <p><i>Students reflect on how doing something nice for someone affects their feelings, identifying the links between emotions and behaviours</i></p>
<p>Year 1 ENGLISH and HISTORY</p> <p>Learning about and becoming a volunteer through role play</p> <p><i>Students visit a local museum, gallery or historical centre and talk to volunteer guides about what they do in their volunteering role. Before the visit students prepare a question for the volunteer and are taught how to listen actively, so they can accurately report back to the class on the answer to their question.</i></p>	<p>Critical and creative thinking</p> <p>Analysing and assessing possibilities against criteria for judgement. Construct and evaluate arguments, and use information, evidence and logic to draw reasoned conclusions and to solve problems.</p> <p>Personal and social capability</p> <p>Social awareness</p> <p>Literacy</p> <p>Understanding texts</p>	<p>Critical and creative thinking</p> <ul style="list-style-type: none"> Inquiring: Develop questions <p>Personal and social capability</p> <p>Social awareness</p> <ul style="list-style-type: none"> Communication <p><i>Students are explicitly taught both how to pose questions to find out about volunteer work, and how to initiate conversations appropriately.</i></p> <p>Literacy</p> <p>Understanding texts</p> <ul style="list-style-type: none"> Listen and respond to learning area texts <p><i>Students are taught to actively listen for information so they can report back to the class.</i></p>

<p>Year 2 THE ARTS-Music Let's Sing</p> <p><i>Students develop an understanding of the needs of the elderly and the role of volunteers in aged care facilities. They learn a minimum of two songs which they perform in their role as volunteer and have conversations with the residents about their music memories.</i></p>	<p>Intercultural understanding Interacting and empathising with others</p> <p>Personal and social capability Social management Self-awareness</p> <p>Ethical understanding Responding to ethical issues</p>	<p>Intercultural understanding Interacting and empathising with others</p> <ul style="list-style-type: none"> • Empathise with others • Consider and develop multiple perspectives <p><i>These elements are built through stories and videos that help students understand the context of aged care and the emotional needs of residents. The activities help students develop empathy and awareness of why their conversation and singing performance might be an important interaction for the residents.</i></p> <p>Personal and social capability Social management</p> <ul style="list-style-type: none"> • Communication <p><i>Students communicate to build relationships with the elderly residents, asking them about their memories and music they enjoy.</i></p> <p>Self-awareness</p> <ul style="list-style-type: none"> • Emotional awareness <p><i>Students identify their emotions and how they felt as 'entertainers for the elderly'. They reflect on how they have benefited personally from this volunteer work.</i></p> <p>Ethical understanding</p> <ul style="list-style-type: none"> • Responding to ethical issues <p><i>Explore ethical perspectives, frameworks and issues</i></p> <p><i>Students discuss the reactions of the residents and infer what this might mean in terms of how they felt about the performance.</i></p>
<p>Year 3 and 4 MATHS (and SCIENCE) Collecting and graphing data</p> <p><i>Over an extended period, student volunteers germinate seeds, and plant and tend to the growing seedlings in the school garden. The produce is used in the school canteen.</i></p> <p><i>Students 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, developing an appreciation of how even a small amount of time spent volunteering can produce positive results for themselves and the environment /community.</i></p>	<p>Personal and social capability Self-awareness</p> <p>Numeracy Interpreting and representing data</p>	<p>Personal and social capability Self-awareness</p> <ul style="list-style-type: none"> • Emotional awareness <p><i>Students describe how volunteering in a garden influences how they feel.</i></p> <p>Numeracy Interpreting and representing data</p> <ul style="list-style-type: none"> • Collecting, displaying, interpreting, and analysing numerical data <p><i>Students collect and interpret authentic data to compare the time spent on different activities.</i></p> <p><i>They consider how spending a small amount of time on a volunteering activity can have a large benefit.</i></p>

<p>Year 4 CROSS CULTURAL PRIORITY Sustainability</p> <p><i>Students help volunteers collect seeds from the school or local environment. They pot them for future planting or for sale at a future school fundraising event.</i></p> <p><i>Students pose a geographical and a scientific question to investigate, construct different graphical representations of their data, and analysing their data to evaluate draw conclusions.</i></p> <p><i>They plan for the sale of their seedlings, calculating price so that they return a profit.</i></p>	<p>Critical and creative thinking Inquiring, Generating, Analysing & Reflecting: Analysing and assessing possibilities against criteria for judgement. Construct and evaluate arguments, and use information, evidence and logic to draw reasoned conclusions and to solve problems.</p> <p>Numeracy Estimating and calculating with whole numbers</p>	<p>Critical and creative thinking</p> <ul style="list-style-type: none"> Develop questions <i>Students pose scientific and geographical questions to investigate.</i> Identify, process and evaluate information <i>Draw conclusions and design a course of action</i> <i>Students use evidence and prior knowledge to evaluate their investigations and draw conclusions by analysing their data.</i> <p>Numeracy</p> <ul style="list-style-type: none"> Understanding money <i>Students use number facts to calculate the costs</i>
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<p>Year 5 CIVICS AND CITIZENSHIP Volunteering In Groups (4): It's all face value</p> <p><i>Students develop their understanding of volunteering by considering stereotypes they have encountered in their research. They investigate their own generalisations and stereotypes regarding various volunteer organisations.</i></p>	<p>Intercultural understanding Reflecting on intercultural experiences and taking responsibility</p>	<p>Intercultural understanding Reflecting on intercultural experiences and taking responsibility</p> <ul style="list-style-type: none"> Challenge stereotypes and prejudices <p><i>Students critically consider and re-evaluate stereotypes about volunteer organisations, eg that Meals on Wheels is volunteer work for elderly women.</i></p>
<p>Year 6 HISTORY Good citizens volunteer</p> <p><i>Students look at how individual volunteers contribute to society and how their actions are demonstrative of good citizenship. They develop a set of criteria and processes for recognising volunteers who work within the school by examining information about volunteers whose service has been broadly recognised.</i></p>	<p>Critical and creative thinking Analysing and assessing possibilities against criteria for judgement.</p> <p>Generating - create possibilities, consider alternatives and put ideas into action</p>	<p>Critical and creative thinking Identify, process and evaluate information</p> <ul style="list-style-type: none"> Identify and clarify information and ideas Organise and process information <p><i>Students compare information about volunteers who have received recognition for their work. They use this to generalise a set of criteria and compare this to the award criteria used by other different organisations.</i></p> <p>Create possibilities, consider alternatives and put ideas into action</p> <ul style="list-style-type: none"> Imagine possibilities and connect ideas <p><i>Students creatively generate possible selection criteria for giving awards to school volunteers.</i></p>
<p>Year 7 HEALTH and PE Interacting for health and wellbeing</p> <p><i>After researching local associations, organisations and opportunities, students (with support) contact the group/association secretary or team manager offering their services for a particular role and ask whether there are prerequisites such as qualifications or training.</i></p> <p><i>Students reflect on their volunteering experience and submit a report for the newsletter of the group they volunteered with, about their volunteering experience.</i></p>	<p>Personal and social capability Self-awareness Self-management Social awareness Social management</p>	<p>Personal and social capability Self-awareness</p> <ul style="list-style-type: none"> Examine their feelings throughout the entire process (from applying to writing the reflection) and how their emotions influenced what they did during their volunteering experience. Reflect on the personal skills and abilities they already had or developed through the experience based on feedback from peers and teachers. <p>Self-management</p> <ul style="list-style-type: none"> Explain and analyse the strategies they used to help regulate their emotions during the experience. <p>Social awareness</p> <ul style="list-style-type: none"> Students compare the values and attitudes of the sporting organisation to their own points of view <p>Social management</p> <ul style="list-style-type: none"> They explain how they used problem-solving, how they made best use of resources and any other strategies to ensure they completed their volunteering experience. They assess whether, how, and how well, they contributed to the group cohesion of the group with whom they volunteered.

<p>Year 8 GEOGRAPHY Migration and its effect on Australia</p> <p><i>Students carry out research to learn about forced migrations to Australia (refugees) and the rise of volunteer organisations that have assisted them.</i></p>	<p>Critical and creative thinking</p> <p>Analysing and assessing possibilities against criteria for judgement.</p>	<p>Critical and creative thinking Identify, process and evaluate information</p> <ul style="list-style-type: none"> Identify and clarify information and ideas Organise and process information <p><i>Research and present information about an organisation that supports refugees, selecting and using relevant information from a range of valid sources.</i></p> <p>Going further <i>There is opportunity to add to the lesson, to help students build and/or evidence other General Capabilities.</i></p> <p>Intercultural understanding <i>If, for example, the oral presentation included perspectives (from the media and other sources) about:</i></p> <ul style="list-style-type: none"> Feelings and motivations of refugees Feelings and motivations of volunteers Stereotypes and prejudices <p><i>Then, students would be building and evidencing empathy with a range of groups and individuals through analysis of information from primary and secondary sources, reflecting critically about the accuracy of representation of situations and migrant issues viewed in texts.</i></p> <p>Ethical Understanding <i>If, for example, the oral presentation included perspectives about:</i></p> <ul style="list-style-type: none"> the duties of responsible citizens looking at challenging ethical dilemmas from the different points of view of those affected or by or concerned about migration, <p><i>then students would be thinking about how volunteering offers opportunities for them to contribute as responsible citizens, and to see that their personal beliefs in regard to ethical dilemmas should be drawn from consideration of different viewpoints.</i></p>
<p>Year 9 SCIENCE Landcare</p> <p><i>Students work with a local Landcare group, (or other environmental organisation) to undertake work on a local project, such as tree planting along a waterway.</i></p>	<p>Personal and Social Capability Social awareness</p>	<p>Personal and Social Capability Social awareness</p> <ul style="list-style-type: none"> Contribute to civil society <p><i>Students analyse the roles and responsibilities of volunteers in different roles and consider how this contributes to the effectiveness of community work.</i></p>

<p>Year 10 WORK STUDIES Entrepreneurial behaviours</p> <p><i>Students utilise entrepreneurial behaviours to address an identified challenge or opportunity. They decide on a product to produce and sell to other students within the school community, creating and implementing a detailed plan of action, and reflecting on the outcome.</i></p>	<p>Personal and Social Capability Social awareness Social management</p> <p>Critical and creative thinking</p> <p>Inquiring: Identify, process and evaluate information</p> <p>Generating: Create possibilities, consider alternatives and put ideas into action</p> <p>Reflecting: metacognition and transfer knowledge</p> <p>Analysing: Interpret concepts and problems Draw conclusions and provide reasons Evaluate actions and outcomes</p>	<p>Personal and Social Capability Social awareness Contribute to civil society <i>Students evaluate how effectively they carried out the role they were responsible for, in the planning and implementing of the volunteering project.</i> Social management Develop leadership skills <i>Students devise and enact a detailed plan of action, applying effective problem solving and team building strategies for successful self-management. They work together to ensure everyone completes their assigned task and meets deadlines.</i></p> <p>Critical and creative thinking Entrepreneurial behaviours is a unit that is rich in opportunities for students to develop and evidence all elements of the critical and creative thinking capability.</p> <p>Some examples of Critical and creative thinking capabilities that could be developed in this lesson plan are:</p> <p>Inquiring, identifying, explaining and organising information and ideas <i>Students work out an operations plan for defining roles, making the product, setting deadlines, choosing a location, getting permissions, allocating tasks, marketing and managing finance.</i></p> <p>Create possibilities, consider alternatives and put ideas into action <i>Students generate and compare possible products, experimenting with a range of options to identify the most suitable solution.</i></p> <p>Reflecting - metacognition and transfer knowledge <i>Students identify elements of entrepreneurship, and consider how collaboration affected them emotionally</i></p> <p>Interpret concepts and problems; draw conclusions, provide reasons and evaluate actions and outcomes <i>Students evaluate the success of the enterprise, eg in terms of in raising money, whether an alternative would have been more effective and how team work might be improved.</i> A higher level of cognition could be achieved through asking more of the students, eg critical analysis, analysing and synthesising complex information and ideas, setting their own criteria for evaluation etc</p>
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