Example lesson-by-lesson plan

student volunteer program

This document has been produced by the Department for Education.

It is based on resources created by teachers from Ocean View College.

# Example lesson-by-lesson plan

| Week | Topic | Outline of lesson | Resources |
| --- | --- | --- | --- |
| 1 | Introduction to the program | Introduction: Teacher provides overview of the student volunteer program and sets expectations. For example, leading up to the volunteer week students will engage in numerous activities relating to volunteering.Activity: Students presented with volunteering options to choose from (participating host organisations).Conclusion: Selection of organisations is provided for students to sign up for, based on their interests. | Laptop  * Sign-up sheet |
| 2 | Volunteer organisation presentation | Volunteer organisation: presentation on the types of volunteering opportunities they offer. | Laptopprojector  * speakers |
| 3 | World café | Introduction: Teacher hosts a World café as a way to talk about what volunteering means.Activity: Students actively engage in conversations about volunteering. Ask questions and encourage students to share their ideas and thoughts. For example:  * How am I currently connected/involved in my community? * What is giving? What is volunteering? Is there a difference between the two? What are the positives of volunteering? * What am I passionate about? What do I care about?   **Conclusion**:Students develop a deeper understanding of volunteering, making links between their current role and future role in the community. | * Tables/chairs * Post-it wall pads * Writing implements * Bell |
| 4 | Prior knowledge | **Introduction**: Teacher speaks to the class about:   * What is volunteering? * Why volunteer? * Types of volunteering   **Activity**: Each student is given a daily reflection journal which includes pre/post volunteering activities.  **Conclusion**: Students begin to develop an understanding about the variety of volunteering opportunities and its benefits. | * Daily reflection journals |
| 4 | Volunteer organisation investigation | Introduction: Students research some of the volunteering organisations around their local community. **Activity**: Students write a report identifying groups in the local community and exploring their purpose.  **Conclusion**: Students share their analysis with the class. |  |
| 4 | Civics and citizenship: Where can I volunteer | **Introduction**: Teacher leads discussion on why people participate within communities and how students can actively participate and contribute.  **Activity**: Students download the [WeDo](https://www.volunteeringsa-nt.org.au/volunteers/wedo-app) app and search volunteer information and youth volunteering listings.  **Conclusion**: Students get an idea of where they might like to go and volunteer (extracurricular activity), express interest or apply directly with organisations, log and print a record of volunteer hours, gain points and redeem rewards. | * Mobile phones |
| 4 | Visual Arts: Persuade effectively | **Introduction**: Students present artwork demonstrating consideration of how the artwork is displayed to enhance the artist’s intention to an audience.  **Activity**: Students create a photographic image that will draw attention to the work of a volunteering organisation and try to influence other students to volunteer for that organisation.  **Conclusion**: After viewing each other’s image, students write a brief critique of the image they think best persuades other students to volunteer. | * Laptops/ computers * Cameras |
| 4 | Benefits of volunteering | **Introduction**: Students must convince their parents/ caregivers of the value of the student volunteer program.  **Activity**: Students design a brochure / webpage highlighting the benefits of volunteering.  **Conclusion**: Students to take home their promotional product for their parent/ caregiver to assess. | * Laptops/ computers * Parent assessment rubric |
| 5 | Inspiring volunteers | Introduction: Watch one of the following films:  * Pay it forward * Ryan’s well * The help * The blind side   **Activity**: Students work in groups, reflecting on:   * what was the problem? * what was the solution? * what was the outcome? * how the film made them feel?   **Conclusion**: Each group presents to the class their thoughts about the film. | * TV * Film * Popcorn * Bottled water |
| 6 | History: Good citizens | Introduction: Teacher leads discussion about what makes a good citizen then asks students to focus on volunteers.Activity: Students research information about volunteers whose service has been broadly recognised. Students develop a set of criteria and processes for recognising volunteers who work within the school. **Conclusion:** Teacher to assess each student’s selected volunteer nomination and how it aligns to the criteria. | * Laptops/ computers * Sample criteria for volunteer awards |
| 6 | Volunteer organisation | Students visit an organisation that engages volunteers | * Bus * Consent forms |
| 6 | Graduate qualities and capabilities | Introduction: Students make links between volunteering and their Graduate Qualities. **Activity**: Students self-assess Graduate Qualities, set SMART (specific, measurable, achievable, realistic, timely) goals and examine their mindset (growth vs fixed).  **Conclusion:** Students reflect on how they will aim to develop the qualities over their week of volunteering. | * Daily reflection journals |
| 7 | Build your purpose | 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. **Activity**: Students explore and reflect on how volunteering will benefit them and others to produce positive community and give individuals positive purpose.  **Conclusion**: Students will present an individual 500 word written response to the question: how does volunteering contribute to creating positive communities? |  |
| 7 | Capturing memories | Introduction: Students capture and document the volunteering experience on video. **Activity**: Students work in groups to complete a 3 minute video snapshot of their volunteering experience.  **Conclusion**: Students video to be used to introduce the volunteering program to other students. | * iPads |
| 8 | Volunteering activities | Introduction: Students leave school by bus to their nominated volunteer organisation to take part in 4 days volunteering.Activity: Students undertake identified suitable volunteering activities on site with host volunteering organisation. **Conclusion**: Each group participates in new experiences outside their comfort zone and normal routines.  **Homework**: Students write a daily reflection in their journal about the volunteering experience. | * Bus * Consent forms |
| 8 | Reflection day | Introduction: After volunteering, students share and reflect on what they accomplished and how their service made a difference. **Activity**: Students hand -in reflection journals and are given work time to participate in reflection/ appreciation activities. May include:   * team building games * making thank you cards and jigsaw puzzles * post volunteering survey * feedback on the program   **Conclusion**: Participating in activities acts as a reminder of the experience and is a great way to help them think through the experience, and keep them volunteering for life. | * Post-it notes * Writing implements * Cards * Jigsaw puzzles * Feedback sheets |