**Teachers’ notes**

**Work The Right Volunteering Role** **B1.3**

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| Face, Head, Icon, Woman, Man, Person**Learning outcomes**By the end of the lesson students will have: * discussed the experience, skills and personal qualities needed in different volunteering roles
* assessed their own experience, skills and personal qualities
* practised being interviewed for a volunteering role
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| **Materials**Student handout / PPTAll images taken from www.pixabay.com |

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| **Time** | **Procedure** | **Materials** |
| **5 minutes** | * Display and clarify lesson objectives.
 | **PPT** |
| **25****minutes** | * Brainstorm what sort of volunteering roles they think are available either countries where they come from or where they are now. Explain that they are going to look at 3 advertisements for volunteering roles and decide what sort of people they might suit. Before they do the activity, explore the difference between ‘being physically fit’ and ‘doing physical work’. Also explain what a criminal background check is. Draw students’ attention to the glossary and suggest that if they come across some vocabulary they don’t know, they can check it. If you have time, spend time focussing on each of the lexical items. Suggest that initially they do the activity on their own.
* Put students into small groups /create breakout rooms and tell them to compare their answers. There are no right or wrong answers, but encourage them to justify their responses. Conduct whole class feedback.
* Set the context by telling the students that they are going to read about Nadiya who wants to apply for one of the roles but is not sure which one. Explain that they need to focus on her experience, skills and personal qualities. Focus on the difference between these by matching them with what she says.

**[Suggested answers (there might be some overlap):***experience* – working with different types of people / training (assuming she has some experience of this)*skills* – knows how to train people / able to motivate people*personal qualities* – physically fit]* Put them back into their small groups/ create breakout rooms and tell them to decide which role would be best for her justifying their response. Conduct whole class feedback. Again there is no correct answer; it’s more important that they are able to have a discussion.
 | **PPT****Activity 1****a, b & c** |
| **10 minutes** | * Highlight the language Nadiya uses in her comments (i.e. the emboldened expressions e.g. I enjoy …, I have experience of … etc. Draw the students’ attention to the useful language box and focus on use, form and pronunciation and in particular which form of the verb to use. Explain that they are going to use the language to talk about their own experience and skills. Suggest that they can use the language in the shape or their own ideas to complete the sentences about themselves. If you have time, you could spend a little time brainstorming other ideas.
* Once they have finished the sentences about themselves, tell them to look at the three roles in Activity 1a and decide which one they would like to apply for. Once they have decided, tell them to make a note of the skills, experience and personal qualities they have that would help them in the role. If necessary, they might need to invent these things!
 | **PPT****Activity 2****a & b**  |
| **15****minutes** | * Tell students they are going to interview each other for one of the roles. Draw their attention to the questions and drill these focusing on potential responses. Also talk briefly about the importance of thinking of questions to ask the interviewer when you go for an interview.
* Put students into pairs and tell them to take it in turns to interview each other. Monitor as they are talking and make a note of any good / not so good examples of language. Conduct whole class feedback not only on the content of their discussions but on the language they have used. Once they have finished the activity, you could suggest that they give each other feedback on how they did focusing on the quality of the answers and body language.
 | **PPT****Activity 2****c** |
| **5 minutes** | * Conduct a plenary and ask students to reflect on how ready they feel to apply for a volunteering role and what preparation they could do in readiness.

N.B. This is the first of a series of lessons about volunteering. the first lessons focused on why people volunteer and the skills gained from volunteering in addition to different volunteering roles. | **PPT****Activity 3** |

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**Activity 1: Volunteering advertisements**

****a Read the 3 advertisements for volunteers then decide which role would suit somebody who …

* enjoys working with young people?
* is very organised?
* is physically fit?
* has experience of customer service?

**Sales Assistant in Red Cross Charity Shop**

This role involves organising the bags of donations from the public, keeping computer records of donations and sales, keeping records of sales and serving customers.

* is sociable?
* enjoys doing physical work?
* is computer literate?
* is good at motivating other people?

**Community Gardener**

Have you got experience of growing things? In order to teach young people about food, we want to create a community fruit and vegetable garden on the edge of the town.

**Sports Coach**

We are looking for people to run an after-school basketball club for teenagers.

You must have a current criminal background check.

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| **Glossary****computer literate** - able to use computers confidently**a donation** - money or things usually given to a charity**a sports coach** - a person who helps people to get better at sports**customer service** - dealing with customers in a polite and helpful way in a business or shop**to run** - to organise**physical work** - hard work using your hands and body e.g. lifting heavy objects, gardening  |

b Compare your answers in small groups.

c Choose the best volunteering role for Nadiya. Think about her experience, skills and personal qualities. Tell your partner why you think it is the best role for her.

 “I really want to do some volunteering but I’m not sure which of the roles would suit me best. I **have experience of** working with different types of people and **enjoy working** with groups. I think **I’m good at** motiving people. I **enjoy** training people and seeing them improve. I’**m physically fit** and **can** work long hourswhich I think is important.”

**Activity 2: Your skills and experience**

a Use the ideas in the shape (or your own ideas) to finish the sentences about you.

talk to people

work with money

work in a shop

sporty

friendly

organised

training

work with different types of people

be with children

work outside

grow things

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| **Language Box: Talking about your skills and experience** |
| I am good at + -ing *e.g. I am good at talking to people*I am + adjective*e.g. I am very organised*I can + bare infinitive*e.g. I can drive* | I have experience of + ing*e.g. I have experience of working outside*I enjoy + ing *e.g. I enjoy working outside* |

I am good at \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

I am \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

I can \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

I have experience of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

I enjoy \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

b Think about which of the volunteering roles you like to apply for? Why? What skills, experience or personal qualities do you have that would make you suitable for the role?

c Work with a partner. Take it in turns to interview each other for one of the volunteering roles. You can use some of the questions below. Before you do your interview, think about how you are going to answer the questions. Also think of any questions you can ask the about the role.

Why do you think you would be good for the role?

What help can you give us?

How much time do you have for volunteering each week?

What experience do you have of …?

Can you ..?

Are you good at …?

Do you enjoy …?

**Activity 3: Reflection**

Is your partner ready to be interviewed for a volunteering role?

How would you prepare to be interviewed for a volunteering role?