**Teachers’ notes**

**Work Reasons for volunteering B1.2**

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| **Learning outcomes**Volunteers, Search, Application, Hands  By the end of the lesson students will have:   * discussed their feelings about volunteering * considered reasons why people volunteer * thought about the benefits of doing certain volunteering roles |

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| **Materials**  Student’s handout / PPT  All images taken from Pixabay.com |

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| **Time** | **Procedure** | **Materials** |
| **5 minutes** | * Display and clarify lesson objectives. | **PPT** |
| **15**  **minutes** | * Begin the lesson by asking students to come up with their own definition of ‘volunteering’. If they struggle, put a few words such as ‘unpaid activities’, ‘local community’, ‘give time’. Elicit ideas then display the definition on the handout/PPT. Elicit responses and find out how similar/different they are. Highlight the fact that volunteering is particularly for people you are not related to. Explore the fact that in many cultures, people already do a lot of things for people they are / are not related to. * Pair students/ create breakout rooms and ask students to look at the statements about volunteering and discuss which one is closest to their own feelings/thoughts about volunteering. Then tell them to think about what they already know about volunteering. Give them ideas of what they could think about e.g. why people volunteer, what sort of volunteer roles are available etc. Also encourage them to think about what they would like to know about volunteering. Conduct whole class feedback focusing in particular on why people volunteer. | **PPT**  **Activity 1** |
| **20 minutes** | * Explain that they are now going to read about 3 people’s different experiences of volunteering from a volunteering website. * Before they read, set the context by explaining that Arti is volunteering in a local community garden, Salim is working in a charity shop and Nouria is helping local school children to read. Before they read, ask them to think about what skills / knowledge each of the people will develop by volunteering and note their answers on the board. * Put them into small groups / create breakout rooms and tell them to read to see whether they were right. * In their groups, they should complete the table focusing on why the person initially volunteered and what they have gained from volunteering i.e. what skills / knowledge they have learnt and complete the table. * Conduct whole class feedback.   **[Suggested answers:**  **Arti**  Reasons: lonely  Gained: met people / made new friends / got fitter/ learnt new skills (growing things)  **Salim**  Reasons: to get some work experience  Gained: work experience e.g. retail, customer service, working in a team, data entry  **Nouria**  Reasons: to feel part of the local community/ do something good for the local community  Gained: feels good about herself, learnt how to teach reading] | **PPT**  **Activity 2 a** |
| **15**  **minutes** | * Keep the students in the same groups and ask them to think about additional reasons people might volunteer. Tell them to focus on reasons and what knowledge / skills they might develop. Conduct whole class feedback and note their suggestions on the board.   **[Suggested answers:**  have something to do  reduce stress  gain confidence in social situations  do something in the open air  learn about other people  learn about the community  increase confidence speaking English/ another language]   * Ask students to reflect on their top 3 reasons then put them into pairs / create breakout rooms compare their top 3 with a partner. | **PPT**  **Activity 2 b and c** |
| **5 minutes** | * Conduct a plenary and ask students to reflect on the questions and consider what they have learnt from the session. Also ask them whether there is anything else they would like to know.   N.B. This is the first of a series of lessons about volunteering. Subsequent lessons focus more on the skills gained from volunteering and different volunteering roles. | **PPT**  **Activity 3** |

**Work Reasons for volunteering**

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**Activity 1: Your feelings about volunteering**

Read the definition of volunteering. Is it close to your own?



a Tell your partner which of the statements about volunteering is closest to your own feelings about volunteering?

I’ve never thought about volunteering.

I’ve been thinking about doing some volunteering but I haven’t done anything about it yet.

I’m already doing / I know someone who is doing some volunteering

b Complete the table.

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| What we know about volunteering e.g. why people volunteer, volunteering roles etc. | What we want to know about volunteering |
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**Activity 2: Reasons for volunteering**

a Look at the entries from a website where people describe their reasons for volunteering. On the next page, work with a small group to make a list of the reasons they give for volunteering and what they have gained from volunteering. 

When I first moved here, I hardly knew anyone and felt pretty lonely. A friend suggested volunteering for the local community garden. I’ve met a lot of new people of all different ages and a few of them have become friends. The added bonus is that I get to do physical work in the garden and feel a lot fitter since I have started doing it. I’ve also learnt a lot about how to grow things. Arti

I’m still at school and I have no experience of paid work. When I start looking for work, I know I will be competing with thousands of other people just like me. I wanted to stand out from them so I started working in a local charity shop at the weekend. When I apply for jobs now, I can say I have experience of retail, customer service, working in a team, data entry and lots more. Salim

It’s important for me to feel part of the local community by doing something to help. I love reading and children so go into the local school and help children with reading. It’s a fantastic feeling to see a child starting to read for themselves and I’ve learnt a lot about how to teach reading. I feel good about myself because I’ve been able to help them and they feel great because rather than struggling with reading, they start to enjoy it! It’s a win-win situation. Nouria

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|  | Reasons for volunteering | What gained from volunteering |
| **Arti** |  |  |
| **Salim** |  |  |
| **Nouria** |  |  |

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| **Glossary**  **stand out from** - be different from other people  **win-win situation** - a situation that is good for everyone involved |

b Make a list of any other reasons you can think of for volunteering.



c Talk to your partner. What would your top 3 reasons for volunteering be? What would you like to gain from volunteering? 

**Activity 4: Reflection**

Have your feelings about volunteering changed since the beginning of the lesson.

What do you know now that you didn’t know before?

What would you still like to know about volunteering?

Would you consider looking for a volunteering role?

To what extent is it the role of family rather than volunteers do these roles in other cultures?

Is volunteering a good idea or should people be paid to do the roles volunteers do?