

Program Name
Staff Responsible for Lesson

Columbus City Schools ABLE
Jamie Rhein

Date(s) Used	Spring Quarter 2011 (Over several days)
Civics Category	II. Civic Participation
Civics Objective	17. Community Resources - Volunteers
Time Frame to Complete Lesson	Several class periods
EFL(s)	4/5 (Could be modified for level 3/4)
Standard(s)	Writing, Reading, speaking and listening
Benchmark(s)	L 3.4; L 4.1; L 4.4; S 3.1; S 3.4; S 5.1; R 5.4; R 5.3; R 5.6; R 4.6; R. 4.2; R 3.6; W 3.6; W 3.3; W 4.1; W 4.3; W 5.3
Materials	Handout "What is Volunteering?" Handout "Volunteer Places in the Community"; Handout of image bank "How People Can Volunteer" (in color if possible-or have color copy on hand); Handout Places in the Community to Volunteer; Handout "Volunteer Organization"; poster board; colored markers, scissors, glue, magazines for cutting out pictures, brochures from various volunteer organizations in the community, dictionary, phone books and computers (if available).
Activities	<ol style="list-style-type: none">1. Teacher starts the lesson by asking "What is volunteering?" Write student responses on the board and write the definition of volunteering on the board from "What is Volunteering" worksheet.2. Conduct a class discussion to generate a list of the types of volunteering people can do in their community that students are aware of such as collecting canned goods for a food bank to giving blood to volunteering at a school. Teacher adds to list as well.

3. Pass out "What is Volunteering" worksheet. Go over definition of volunteering again.
4. Have students read vocabulary words on sheet. Ask students what the words mean. Tell the students the general meaning. If need be, look words up in the dictionary. Write definitions on the board for students to copy.
5. Have students take turns reading the "What is Volunteering" worksheet. Stop periodically to check for understanding and to highlight important information.
6. Ask students what they learned about volunteering from reading the sheet.
7. Discuss in class why they think people volunteer and talk about the benefits of volunteering.
8. List the benefits of volunteering with student input? Ask what does volunteering do? What are the benefits? (helps society, helps individuals, creates good feelings, particularly for the people who are volunteering, can lead to a job (many people who volunteer at an organization can get a job later if they are a great volunteer and get to know people, can help the volunteer learn job skills, can help an ESL learner learn English, can help someone from another culture become involved in an important part of American culture

9. Pass out image bank and break class into small group discussions. The groups are to look at the pictures in the image bank and talk about why each activity is important. Then each person in the group is to tell which type of activity he or she might enjoy doing or have had experience doing. Under each picture they are to label what the picture is showing.
10. Students move back into the larger class format. Teacher leads discussion about volunteering in the community and summarizes what each small group discussion found out about the types of volunteering they have done and what types of activities people would like to do.
11. Students write a paragraph about the importance of volunteering based on the discussions. They are to use examples presented in the class in their writing.
12. Pass out "Places in the Community to Volunteer" worksheet. Go over worksheet with students. Have students take turns reading the items. Give time for students to check off the activities they know about in their community and which ones they are interested in and which ones would be good to do with children.
13. Make a list on the board of the activities that are the most popular for classmates. Ask for a raise of hands by each activity or place to see which ones students would most like as a volunteer experience. Make tally marks on the board.

14. **Pass out Volunteer Organization Poster**
Students can be divided into small groups or pairs with each pair to research a volunteer place and possibilities in their community. Go over the instructions. If possible, have magazines and brochures on hand. Also have construction paper or poster board, paper to write on and markers. Give students a few days to gather information. Have them, in their groups; decide who will find out what information. If the classroom has computers, students can use class time to look up information. You can also provide phone books and show students how to find phone numbers of places so they can call.
15. Give students class time to work on their posters.
16. Students take turns presenting posters.
After each presentation, ask the class specific questions to find out what students learned and to reinforce material.
17. After the presentations, have students write a paragraph about what they learned about one of the volunteer locations and about volunteering at that place. The paragraph should be about another location, not the one they did.
18. Display the posters in the classroom if possible.
19. For an extension activity, have class pick a place where students would like to volunteer. As a class do a work party at a particular

	<p>location. Another possibility is to have students decide what they would like to collect as a class (canned food, mittens, books, etc) that the class can collect for one month and then donate.</p>
<p>Assessment/ Evidence</p>	<p>Student work on handouts, class presentations, group and class discussion involvement. Also, student paragraphs on volunteering.</p>
<p>Reflection</p>	<p>How much did students learn about volunteering? Did any of the students volunteer as a result of the lessons? Have students write about what they liked best about finding out about volunteering and how they feel it helped them understand themselves and where they live.</p>



What is Volunteering?



- *Definition: “In general terms, **volunteering** is the practice of people working on behalf of others or a particular cause without payment for their time and services.” (from Wikipedia)*

Vocabulary note: “Behalf” means for the benefit of. Think of behalf as a way to say “to help”

Volunteering in the United States

Vocabulary words: demographic, characteristics, fundraising, collecting, distributing, labor, coach, referee, social, community service

Who Volunteers?

According to the Bureau of Labor Statistics from 2010, 62.8 million people in the United States volunteered for an organization at least once between September 2009 and September 2010.

Women volunteer at a higher rate than men across all age groups, educational levels, and other major demographic characteristics.

By age, 35-to-44 year olds were the most likely to volunteer (32.2 percent).
Persons in their early twenties were the least likely to volunteer (18.4 percent)

Total Annual Hours Spent Volunteering

Volunteers of both sexes spent a median of 52 hours on volunteer activities during the period from September 2009 to September 2010.

Median annual hours spent on volunteer activities ranged from a high of 96 hours for volunteers age 65 and over to a low of 40 hours for those 16 to 34 years old.

Where do People Volunteer?

The organization for which the volunteer worked the most hours during the year--was most frequently religious (33.8 percent of all volunteers), followed by educational or youth service related (26.5 percent).

Another 13.6 percent of volunteers performed activities mainly for social or community service organizations.

*Information from Economic News Release- “Volunteering in United States” at United States Department of Labor Bureau of Labor Statistics Website page <http://www.bls.gov/news.release/volun.nr0.htm>

What do People do as Volunteers?

The main activity volunteers performed for their main organization was most frequently fundraising (10.9 percent); collecting, preparing, distributing, or serving food (9.9 percent); or tutoring or teaching (9.8 percent).

Men and women tended to engage in different main activities.

Men who volunteered were most likely to engage in general labor (11.5 percent); coach, referee, or supervise sports teams (10.2 percent); or fundraise (9.3 percent).

Female volunteers were most likely to fundraise (12.1 percent); tutor or teach (11.5 percent); or collect, prepare, distribute, or serve food (11.4 percent).

Questions about Volunteering

Write a sentence to answer each question based on the information in the text.

- How many people in the U.S. volunteered from September 2009 to September 2010?

- Who volunteers the most? (provide two details)

- Where is the place that people volunteer the most?

- What is the volunteer activity that the most people do?

- What are three other volunteer activities?



Places in the Community to Volunteer



1. Put a check by which of these places you know about that are in your city or town.
2. Write “very interested” “interested” “a little bit interested” and “not interested” in the blanks next to each to show your interest level in each activity.
3. Underline the ones that would be good to do with your children.

Meals on Wheels – Deliver meals to elderly people _____

Red Cross Blood Drive – Donate blood _____

Animal Shelter – Take care of animals _____

Tree Planting Organization – Plant trees to help the environment _____

Zoo - _____

Museum (giving tours, giving information) _____

Historical Society (typically a house museum. Keeps records of town history) _____

School (elementary, middle and high school) _____

Nursing Home (visiting elderly people and helping out) _____

Community Gardens (Planting garden and taking care of it.) _____

Homeless Shelter (stocking shelves and serving food) _____

Hospital (delivering flowers, giving information, running errands)- _____

Church, Mosque, Synagogue(greeting visitors, serving on committees etc.,teaching) _____

City or Town Parks – (weeding gardens, picking up trash) _____

Festivals- (various activities) _____

Library- (shelving books, story time, giving information) _____

Other (any other idea you know about) _____

Volunteer Organization Poster

Pick a volunteer activity your group is interested in finding out about.

Conduct a Google search by typing in the name of your volunteer activity (i.e. volunteer in a hospital) and the name of your city or town and the name of your state to see what organizations come up as possibilities. Or go to the website Volunteer Match

<http://www.volunteermatch.org> to see what volunteer activities appear in your community. You can also look in a phone book in the yellow pages under the type of activity you want to do. “Nursing homes” “Food bank” etc.

Find out the following by visiting the organization in person, calling the organization on the phone or searching the organization’s website.

1. Name of the organization_____
2. Address of the organization_____
3. Phone number of the organization_____
4. Who is the contact person for volunteers?_____
5. What does the organization do? What is the purpose of the organization?_____
6. Does the organization help people, the environment, animals or . . ? If something else, what?

7. What can volunteers do for the organization?

8. What is the time commitment? How many hours per week or per month? How long is a typical volunteer experience? A couple of hours? A day?



How to Make Poster

- Cut out images and words from magazines to represent your organization where people can volunteer.
- Include a brochure if you can get one.
- Write up information about your organization to include on the poster.
- Arrange text and images into a poster. Use markers to make your poster attractive
- Present your poster to the class

If you can, volunteer for the organization, take a picture or more of the experience, and write a paragraph about the experience to include on the poster

How People Can Volunteer?

Write under each picture where people are volunteering or what they are doing as a volunteer.

Use word bank for ideas.



WORD BANK

- | | |
|-------------------|-------------|
| Give blood | Deliver |
| meals | |
| Canned food drive | Hospital |
| School | Plant trees |
| Animal shelter | Build |
| houses | |