

Topic/ subject: *Volunteering*



Time: *1 hour 30 minutes (Approx.)*

AIM

- Understand the importance of volunteering in uniformed organisations
- Know the different types of voluntary work available
- Understand the skills required for voluntary work
- Be able to undertake voluntary work

LESSON OBJECTIVES

1. **EXPLAIN** why volunteering is important in uniformed organisations (Task 1)
2. **DESCRIBE** 3 benefits of volunteering for the uniformed organisation and 3 benefits of volunteering for the volunteer (Task 2)
3. **IDENTIFY** 4 volunteering roles within different organisations (Task 3)
4. **EXPLAIN** 3 skills required for voluntary work (Task 4)
5. **REVIEW** the involvement of a uniformed organisation in delivering adventurous activities (Task 4)
 ('What they provide' / 'Benefits to the participants/communities' and 'Benefits to the organisation').

RESOURCES TO BE USED

- Learner workbook (WB)
- Learning guide (LG)
- Post it notes
- Pens
- Whiteboard/Flip chart/additional paper: to record class discussions
- Learning objectives (x1) *
- Volunteering handout (1 per learner)*
- Word Value template (1 per table)
- Bingo template (1 per learner) *
- Bingo PPT (Print a copy out if you don't have access to IT during the lesson) *
- Pre-set questions (x1) *





TIMING



TOPIC



TEACHER ACTIVITIES



REMARKS/NOTES

TIMING	TOPIC	TEACHER ACTIVITIES	REMARKS/NOTES
4 - 5 minutes (maximum)	<p>STARTER EXERCISE</p> <p>How many words can you think of from the word 'volunteer?'</p> <p>See https://wordmaker.info/ for staff guidance</p> <p>+</p> <p>Learners can return to this task at any time throughout the lesson if they finish a task early</p>	<ul style="list-style-type: none"> Set the group a challenge as soon as they sit down in the classroom to make as many words as they can from the word 'volunteer' using the letters only once. (e.g. event/role/venue) Issue volunteering handout/worksheet where there is space to record answers. After a few moments hand out a word value template and ask the learners to work out the value of the words. Who has the highest value word? (e.g. Event = 12 points) 	<ul style="list-style-type: none"> Learners to work on task and record their answers on the handout. This can be completed individually or in pairs.
2 - 3 minutes	<p>Introduce the workbook (WB) and learning guide (LG)</p>	<ul style="list-style-type: none"> WB: Ask the learners to complete the front page (Name / Unit). CVQO Ref: This will be created when a learners is registered with CVQO. Complete this section if known. Using WB Pg. 2 explain referencing / command verbs / icons. 	<ul style="list-style-type: none"> Learner to sign the learner declaration (sign/date) 'after the lesson' when the workbook is fully completed. + Additional information is available LG Pgs. 3-7
2 - 3 minutes	<p>British values</p>	<ul style="list-style-type: none"> Explain British values to the learners (refer learner to the leaflet in the learner pack). In terms of what it means in the classroom: Do not copy another person's work. Do acknowledge quotes from printed sources. Do respect the views of others in the group. Manage any discussion. 	<ul style="list-style-type: none"> Democracy / The rule of law/Individual liberty / Mutual respect / Tolerance of difference faiths and beliefs. Learners may have covered this in school/college.



TIMING



TOPIC



TEACHER ACTIVITIES



REMARKS/NOTES

2 - 3 minutes

Learning objectives

- | | |
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| <ul style="list-style-type: none"> • Introduce unit and learning objectives. • You should display a copy of these (i.e. blue tack to the wall) and ‘tick’ them off as and when they are covered in the lesson. | <ul style="list-style-type: none"> • The unit consists of 4 written tasks and 1 practical activity. |
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TIMING



TOPIC



TEACHER ACTIVITIES



REMARKS/NOTES

20 minutes

What is volunteering?
Why is it important?

Complete assessed work.
U9 Task 1. AC1.1



EXTENSION TASK

If learners finish earlier than others they could make additional notes on a post it note titled: If my organisation didn't have volunteers then....

- Ask learners to define volunteering.
- Confirm the definition of volunteering. '...an activity that involves spending time, unpaid, doing something that assists others...'
- Ask the learners to list as many volunteering opportunities in relation to their organisation as they can.
- Manage a discussion as to why volunteers are so important in uniformed organisations.
- Following the group work/learning activity brief the learners to complete Pg.40 of WB independently. Remind the learners to **EXPLAIN** why it is important for uniformed organisations to have volunteers.
- Give learners 2 minutes to process their thoughts and to write a few notes down on a post it note. Tutor to manage a discussion and record learning points on a whiteboard/flip chart paper.
- There is space to write possible answers on the worksheet. Answers could include: CFAVS, padre, association etc.
- Encourage learners to think about their own organisation and what the volunteers do to help run it.



LESSON OBJECTIVE 1 / TASK 1 **COMPLETE.**
TICK THE OBJECTIVE OFF.



TIMING



TOPIC



TEACHER ACTIVITIES



REMARKS/NOTES

20 minutes

The benefits of volunteering

Complete assessed work.
U9 Task 2. AC1.2

- Divide the group into small teams and ask the learners to work in pairs and turn to Pg. 86 LG to find 10 benefits of volunteering.
- Once they have been found ask the learners to split them into 2 categories as per the boxes underneath the word search. Are they a benefit to the 'organisation' or to the 'individual'? Manage a discussion to share thoughts and ideas.
- Ask each learner to choose a term (or 2 or 3 depending on the group size) and to 'describe' it. Who is it a benefit to and why? Can they give an example of it?
- Manage the group discussion.
- Following the group work/learning activity, brief the learners to complete Pgs. 41 and 42 of WB independently. Remind the learners to **DESCRIBE 3** benefits to the uniformed **ORGANISATION** and 3 benefits to the **VOLUNTEER**.

- Fundraising / skill / strength / teamwork / confidence / flexibility / belonging / enthusiasm / trust / expertise.
- Learners should be prepared to choose a number of terms from the word search and be prepared to present their view on the term.



LESSON OBJECTIVE 2 / TASK 2 **COMPLETE.**
TICK THE OBJECTIVE OFF.



TIMING



TOPIC



TEACHER ACTIVITIES



REMARKS/NOTES

20 minutes

Different types of volunteering

Complete assessed work.
U9 Task 3. AC2.1



EXTENSION TASK

*If learners finish earlier than others
ask them to complete the last
section on the handout.*

- Referring back to the handout. Ask the learners to list as many voluntary roles as possible within the Fire and Rescue Service, the British Army, the Ambulance Service and the Royal Air Force. Manage the feedback.
- Refer learners to case study Part 2: George Manning LG Pg. 88 for details on a voluntary role.
- Following the group work/learning activity, brief the learners to complete Pg. 43 of WB independently. Remind the learners to **IDENTIFY 1** voluntary role for the 4 organisations listed.

- Pg. 89 LG provides extra guidance.



LESSON OBJECTIVE 3 / TASK 3 **COMPLETE.**
TICK THE OBJECTIVE OFF.



TIMING



TOPIC



TEACHER ACTIVITIES



REMARKS/NOTES

20 minutes

Skills required for voluntary work

Complete assessed work.
U9 Task 4. AC3.1

- In pairs, ask the learners to complete the crossword on Pg. 92 LG and then think of an additional 4 skills required for volunteering.
- Manage a discussion and share the answers with them. Discuss the difference between hard and soft skills.
- Check their understanding; (If space permits) by allocating one side of the room 'hard skills' and the other 'soft skills'. Read 5 or 6 points out from Pg. 93 LG and ask the learners to move accordingly.
- Refer learners to case study Part 3: George Manning LG Pg. 91 for an example of skills required for a role.
- Following the group work/learning activity, brief the learners to complete Pg. 44 of WB independently. Remind the learners to **IDENTIFY 3** skills that **THEY** have used and **EXPLAIN** why they were required.

- *'Soft skills come from experience and hard skills are formally taught'.*
- Learners to take part in the learning exercise. If space or class numbers are an issue, learners could use their left hand in the air for 'hard skills' right hand in the air for 'soft skills'.
- **Soft:** reliability / communication / trust / education / enthusiasm / dedication / punctuality.
Hard: driving / use of tools / computer skills / administration / first-aid / cooking / sign language.



LESSON OBJECTIVE 4 COMPLETE.
TICK THE OBJECTIVE OFF.



TIMING



TOPIC



REMARKS/NOTES

N/A

Carry out voluntary work

- Learners need to have completed some form of voluntary work and demonstrated skills that are required for voluntary work. This will be recorded on Bader/Westminster and evidence this task.
- No additional work in the classroom is required.



LESSON OBJECTIVE 5 DISCUSSED WITH CLASS. MARK IT 'TO BE CONFIRMED'

 TIMING	 TOPIC	 TEACHER ACTIVITIES	 REMARKS/NOTES
4 - 5 minutes (maximum)	Recap exercise / review of learning	<ul style="list-style-type: none"> • Option 1: Split the group into small teams and ask pre-set questions. (Highest scoring team wins). <p>Or</p> <ul style="list-style-type: none"> • Option 2: Learners to play Bingo (as per the instruction on the PowerPoint Presentation). 	<ul style="list-style-type: none"> • Take part in the quiz activity as directed. <p>Or</p> <ul style="list-style-type: none"> • Take part in the activity as directed.
1 - 2 minutes		<ul style="list-style-type: none"> • Ask learners to check their work and to sign/ date the learner declaration on the front of the workbook. • Explain plans to cover other units in WB 2. 	



CONGRATULATIONS UNIT 9 COMPLETE.