



Year 5

Humanities  
and Social  
Sciences  
(HASS)  
Outline

# Civics and citizenship

## Volunteering WA

In this unit of work, students explore why people work in groups to achieve their aims and functions, and exercise influence. Volunteers who work in community groups, such as those in rural fire services, emergency services and youth groups are examples of such groups.

Curriculum	Learning activities	Task	Resources
<p><i>This content is applicable to the unit of work as a whole.</i></p> <p><b>Civics and citizenship</b></p> <p><b>Roles, responsibilities and participation</b></p> <p>Why people work in groups to achieve their aims and functions, and exercise influence, such as volunteers who work in community groups (e.g. rural fire services, emergency services, youth groups).</p> <p><b>Questioning and researching</b></p> <p>Identify current understandings, consider possible misconceptions and identify personal views on a topic (e.g. KWL chart, concept map).</p> <p>Locate and collect information and/or data from a range of appropriate primary sources and secondary sources (e.g.</p>	<p><b>Before you commence:</b></p> <p>Find a local volunteer who can participate in a class interview incursion at a future date.</p> <p>Find a news report, image or other information on a local example of an event or group that requires volunteers e.g. a sports/community event, a natural disaster, a local charity organisation etc. and share with the class.</p> <p>Compile a collection of posters re volunteering. These can be found from volunteering organisations online.</p> <p><b>Lesson One (1 hour)</b></p> <p>Share news report, image or other information on a local community group with the class.</p> <p>In small groups, students create a definition for volunteer and volunteering and discuss why people might volunteer. Share and compare as a class.</p> <p>Display the volunteering posters found online. As a class, discuss the kinds of volunteering that is being represented in the posters.</p> <p>Have students create a list of 3-5 local organisations that include volunteers.</p>	<p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>Brainstorm and conduct research to compile a list of local community groups.</li> <li>Development of questions for interview of a local volunteer.</li> <li>Note-taking during interview of local volunteer.</li> <li>Letter proposal to principal for an opportunity to volunteer or to hold a fundraiser to raise money/resources for a local community group.</li> </ul>	<p><i>Question wheel (enlarge to A3)</i></p> <p><i>Note-taking graphic organiser (enlarge to A3)</i></p> <p><i>Letter writing conventions and template</i></p>

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<p>museums, media, library catalogues, interviews, internet).</p> <p>Record selected information and/or data using a variety of methods (e.g. use graphic organisers, paraphrase, summarise).</p> <p><b>Evaluating</b></p> <p>Draw and justify conclusions, and give explanations, based on the information and/or data in texts, tables, graphs and maps (e.g. identify patterns, infer relationships).</p> <p><b>General Capabilities</b> Literacy Numeracy Critical and creative thinking Intercultural understanding Information and communication technology (ICT) capability Personal and social capability Ethical understanding</p>	<p><b>Lesson Two (1 hour)</b> As a class, students share their lists and compile a class list of local volunteer organisations. If necessary this may include further small group research via the local library, council, newspaper, the Internet, family/neighbours/community members.</p> <p>Have students consider how the media and social media might be utilised to aid a volunteer group e.g. raising money for victims of major bushfires.</p> <p>Conduct a think/pair/share with students – How might the types of community groups change depending on where you live? e.g. rural, towns, cities in WA, different states, different countries.</p> <p><b>Lesson Three (1 hour)</b> Distribute <i>Question wheel</i> sheet Students compile a list of questions using their <i>Question wheel</i> sheet to ask the volunteer who participate in the class incursion – Who, What, When, Why, How questions? Explain that their aim is to discover as much as they can about the community group and about volunteering.</p> <p>As a class select the 10 most useful interview questions and interviewers to ask the questions of the visitor.</p> <p>It is a good idea to practise note-taking</p>		

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	<p>techniques before the incursion.</p> <p><b>Lesson Four (1 hour)</b></p> <p><b>Incursion</b> Following an introductory talk by the volunteer guest from a local community group, selected students interview them using the pre-chosen questions.</p> <p>Each student takes notes during the interview using the <i>Note-taking graphic organiser</i> OR with the guest speaker's permission, record/film the presentation and have students take notes afterwards.</p> <p><b>Lesson Five (1 hour)</b> Students re-read their notes and complete the 3-2-1 notes section on their <i>Note-taking graphic organiser</i>. Share and discuss as a class on completion.</p> <p><b>Lesson Six (1 hour)</b> In small groups, students brainstorm volunteering opportunities and fundraising ideas and decide on one to propose to the school principal.</p> <p>Distribute <i>Letter writing conventions</i> sheet and review conventions as a class. Have students</p>		

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	<p>complete the two practice letters.</p> <p><b>Lesson Seven – Eight (1-2 hours)</b> Students write a letter to the school principal proposing that they either volunteer with a local community group or hold a fundraiser to raise money/resources for a local community group.</p>		