

# Volunteers Are Enterprising People

Year Level(s): 7-8

<p><b>Activity Objective:</b></p> <p>For students to identify, interview and thank volunteers in our community.</p>																	
<p><b>The Learning Context:</b></p> <p>To use the social inquiry process to find out about people in our community who are volunteers and therefore possess enterprising skills and attributes. This will reinforce that not all enterprising people are business people, volunteers use their initiative to work for the community.</p> <p>In the first part of the unit students will brainstorm a list of local people who volunteer their time and skills to the community. Individually they will then interview a local volunteer as well as people who benefit from the work that the volunteer does.</p> <p>The second part of the unit is to organise a Volunteers' Lunch for up to 200 local volunteers and present the volunteers with a thank you certificates, cards and a gift bag.</p>																	
<p><b>Curriculum Reference:</b></p> <p><b>Social sciences:</b>                      Level 3: Understand how groups make and implement rules and laws.                      Level 4: Understand how people participate individually and collectively in response to community challenges.</p> <p><b>Health:</b> Healthy Communities and Environments; Community Resources.                      Level 3: Participate in communal events and describe how such events enhance the well-being of the community.                      Level 4: Investigate and/or access a range of community resources that support well-being and evaluate the contribution made by each to the well-being of community members.</p> <p><b>English:</b>                      Language Features.                      Level 3: Uses a range of text conventions, including most grammatical conventions, appropriately and with increasing accuracy.                      Ideas.                      Level 4: Form and communicate ideas and information clearly, drawing on a range of sources.</p>																	
<p><b>Key competencies and enterprising attributes:</b></p> <table border="1"> <thead> <tr> <th>Competencies</th> <th>Enterprising Attributes</th> </tr> </thead> <tbody> <tr> <td>Relating to others</td> <td>1. Collecting, organising and analysing information</td> </tr> <tr> <td>Using language symbols and texts</td> <td>2. Generating and using creative ideas and processes</td> </tr> <tr> <td>Managing self</td> <td>3. Working with others and in teams</td> </tr> <tr> <td>Participating and contributing</td> <td>4. Communicating and receiving ideas and information</td> </tr> <tr> <td>Thinking</td> <td>5. Planning and Organising</td> </tr> <tr> <td></td> <td>6. Identifying, recruiting and managing resources</td> </tr> <tr> <td></td> <td>7. Identifying, solving and preventing problems</td> </tr> </tbody> </table>		Competencies	Enterprising Attributes	Relating to others	1. Collecting, organising and analysing information	Using language symbols and texts	2. Generating and using creative ideas and processes	Managing self	3. Working with others and in teams	Participating and contributing	4. Communicating and receiving ideas and information	Thinking	5. Planning and Organising		6. Identifying, recruiting and managing resources		7. Identifying, solving and preventing problems
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**Learning Outcomes:**

- Students list a range of people in their community who are volunteers giving valid reasons why they are special.
- Students write a profile on a volunteer in our community, detailing the work that the volunteer does and explaining how they are valued by other members of the community.
- Students can list the enterprising skills and qualities of a volunteer.

**Resource Requirements:**

- School Band
- School Hall
- 200 cups and saucers
- 200 plates
- trestles tables
- tablecloths
- flower arrangements
- caterers
- parking attendants
- microphone and staging
- an MC
- serving staff
- welcoming committee
- children who played piano as background music
- volunteers' bus
- invitations
- Media support
- thanks you cards
- gift bags for each of the volunteers.
- Financial: Donation from Real Property Centre, New World and the Mayoral account, Caterer worked for cost and students and their families catered as well.

# Teaching and Learning Sequence

## **Lesson One:**

What is Enterprise?

Brainstorm in groups. (revise roles within group structure)

Reporter- feeds back information to the teacher to record on whiteboard as a star diagram.

Watch DVD - 2 minute introduction into Education 4 Enterprise.

Go back to brainstorm, were we correct?

Copy revised star diagram into exercise books.

Hand out sheet on Aims of Enterprise Programme, read and discuss then students glue Aims into their exercise books.

Discuss where being enterprising can lead you in life. (From being a good communicator, improved self confidence, being creative and innovative to running an enterprise either community or business)

Game: Guess what enterprising person I am? (20 Questions)

## **Lesson Two:**

Watch DVD "Education for Enterprise" Case Studies" section.

In groups brainstorm: What skills do these people have?

Collate as star diagram on whiteboard.

Record in books.

## **Lesson Three / Four:**

How enterprising are you?

Self evaluation of enterprising skills (ESP worksheet)

Bus Stop activity where class rotates around A4 sheets of paper, each paper has the name of a class member on it. Other students write positive words or sentences about what they think the individual student is good at or has skills of.

Students use self evaluation and bus stop sheets to create Cartridge T-shirts of individual skills that each student possesses. (Reinforcing self belief)

Establish success criteria before commencement.

## **Lesson Five:**

Share T-Shirts with class

What skills do we need in our enterprise toolkit?

Discuss enterprise attributes and Entrepreneurs Creed handout (ESP).

What skills would you like to work on or feel it's important for you to develop this year in Enterprise?

Write these up as goals for achievement in 2007

## **Lesson Six:**

The teacher reads a local newspaper article about a local volunteer who has made a significant contribution to community life.

The teacher and student brainstorm a list of other local people / organisations that volunteer their time to benefit our community.

Students select a volunteer who they would like to investigate more.

Students brainstorm a range of questions that they could ask in an interview.

Students type up in the computer room a questionnaire they can use to conduct their interview.

## **Lesson Seven:**

Role plays. Students in pairs, role-play a phone call to the organisation or to a specific volunteer to arrange an interview time. Teacher selects some of the pairs to show their role-play to the class.

Teacher goes through and discusses sheet "Face to Face and Telephone Interview Tips" Resource: World Vision-Water Wise.

Role play mock interview in pairs practicing their interview questions.

Students organise and conduct their interviews.

**Lesson Eight:**

Students write a volunteer profile summarizing the information from their interview. (Should be 1 side of an A4 and may include a photo)

These profiles are then collated and are published into book format.

This book can be sold at the Volunteers' Lunch.

**Lesson Nine:**

Brainstorm all the things that need to be completed in order to hold a volunteers lunch to thank all the amazing people who volunteer their time for the benefit of our community. The list will include:

catering, invitations, entertainment, resources and equipment needed, thank you cards, Certificates designed and printed, hall decoration, parking and transportation, MC and speeches, gift bags, important guests and media invitations.

Students are then placed into sub-committees and assigned responsibilities.

**Lesson Ten:**

Guest Speaker from a catering company. To speak about food hygiene and other considerations when catering for large groups. Keeping food warm, suggested menu, serving to guests etc.

**Lesson Eleven :**

Sub-Committees – tasks could include:

- **Fundraising:** Brainstorming ideas to fund the project. For example, they might write to the Mayor asking for support or write to businesses seeking sponsorship.
- **Catering:** decide on Menu. Write a letter to families asking what they could contribute to the lunch, with a return slip. Make lists of all food required for the menu and then write letters to food companies seeking sponsorship. Liaise with caterer for the production of the food. On the day of the Volunteers' Lunch, this group could help the caterers prepare the food.
- **Transportation and Parking:** This group could organise a bus to collect some of the volunteers that don't have transport. Extra parking could be sourced from school neighbours, and this group could organise walkie talkies and coloured vests to assist people with parking needs.
- **Guides:** These children organise the guiding of people from the car park to the hall.
- **Invitations and certificates:** these can be designed in the graphics class and sent out to all organisations previously brainstormed and also to all the volunteers that students have previously profiled.
- **Gift Bags:** This group co-ordinates gift bags for each of the volunteers that come to the lunch. They might contact businesses for sponsorship of the gift bags.
- **Resources and Equipment:** This group organises all equipment needed ( tables, chairs, plates, cups, water urns, table clothes, serving trays, platters, serving tongs etc) Most of this could be sourced from a hire centre.
- **Flowers:** This group organises the donation of flowers for decoration and centre pieces.
- **Entertainment:** A school band could perform for the event, and this group can be responsible for organisation of the MC and speeches.
- **Sponsorship Board:** A group of art loving students could paint a sponsorship board and write thank you letters to all businesses who sponsored the event.

**Reflective Questions:**

- How did the Volunteers' Lunch go? Was the lunch well catered? Was there enough parking for the volunteers who attended? Did many of the volunteers use the free bus provided? What comments about the lunch did the volunteers make to you when you talked with them?
- Was there any parts of the Volunteers' Lunch that could have worked better?

**Possible Assessment Activities:****Formative**

Brainstorm what volunteers do in our community and the volunteer organisations they might belong to.

**Summative**

The written profile on a volunteer in our community, detailing the work that the volunteer does and explaining how they are valued by other members of the community. This information has been gathered by interviewing the volunteer as well as people who benefit from the volunteer's work.