Volunteerism: A Growing Movement

A classroom resource for introducing effective volunteering and community mobilizing around local issues. This resource is a part of the WE Schools WE Volunteer Now campaign.

Grades 9 to 12
Canadian Edition
Dear Educator,

Welcome to the WE Movement. We are so glad you’ve joined us in our mission to inspire, educate and empower students to find their place in the world. Throughout the last two decades, educators have stood by us. With 16,000 schools and groups thriving in WE Schools, we are delivering impressive results in academic engagement, life skills and civic engagement. Through the WE Schools process of experiential service-learning, students engage in collaborative learning and independent reflection. As a result, your students will become more engaged in local and global issues.

Cineplex is one of Canada’s leading entertainment and media companies and the country’s largest motion picture exhibitor. WE Charity and Cineplex are working together to empower young Canadians to make a positive difference in their local communities and around the world. Cineplex has teamed up with the WE Schools program to create the WE Volunteer Now campaign, which encourages youth to take action to better their communities. Through Cineplex’s generosity, they will inspire and provide tangible skills to Canadian youth, so they are empowered through WE Schools to create social change and make a difference in the lives of others.

This classroom resource will help you bring discussions about the importance of creating purposeful volunteers and volunteering with an organization that aligns to your personal goals. This resource is designed to reach any student who has struggled to find a solution to a problem. We believe students will be better connected to each other and their classroom learning when we highlight the importance of developing passionate and effective volunteers who understand the purpose of donating their time and knowledge.

This is an exciting time to be an educator. Together, we have the power to reignite the fundamental purpose of education: moving students to want to learn, and preparing them with the life skills to better the world and forge their own paths to success.

Thank you for having the heart and the passion to bring the WE Schools Program into your class. We are honoured and encouraged to work with such a dedicated and enthusiastic group.

We are stronger together,

Craig and Marc Kielburger
Co-Founders, WE
Essential Question: What is experiential service-learning and how can I incorporate it into my classroom instruction with WE Schools curriculum resources?

WE Schools
WE Schools is a unique, step-by-step program that challenges young people to identify the local and global issues that spark their passion and empowers them with the tools to take action. Educators and students work together to learn about the world and to take action to create meaningful change. Delivered in 16,000 schools and groups across North America and the UK, the program provides educators and students with curriculum, educational resources and a full calendar of campaign ideas.

The Four Steps of WE Schools

1. Investigate and Learn
   Students explore topics related to a real-world challenge or opportunity.

2. Action Plan
   Students develop a plan to implement their service-learning project, including one local and one global action.

3. Take Action
   Students implement their action plan.

4. Report and Celebrate
   Students present the results of their service-learning initiatives.

What Is Experiential Learning?
Experiential service-learning is based on a structured academic foundation that goes beyond volunteering and community service. It’s a practice that engages teachers and students with their communities in a structured way and allows students to meet their learning objectives while addressing their community’s needs.

Setting Students Up For Success: In School, the Workplace and Life

WE Schools Introduction: WE.org/we-at-school/we-schools/

Living WE is about improving our lives and our world by reaching out to others. It involves focusing less on “me” and more on “we”—our communities, our country and our world.

Social Emotional Learning: The WE Learning Framework is grounded in social emotional learning principles, helping students develop the skills to manage their emotions, resolve conflicts and make responsible decisions.

Global Mindset: The ability to operate comfortably across borders, cultures and languages is invaluable. WE Schools programming promotes global mindedness and cultural competency amongst student populations during their formative years.

Active Citizenship: Students act on their growing knowledge by connecting with others in their communities, thereby generating interest, further research and engagement in local and national causes.

Reflection is a key component of our experiential service-learning model. Our reflection activities direct students’ attention to new interpretations of events and provide a lens through which service can be studied and interpreted.
Volunteerism—a Growing Movement Overview

Volunteerism in Canada has a long history of accomplishment. From neighbours helping the impoverished in tough times to communities honouring their veterans and elders, we continually step up to make our communities better places for us to live together. Volunteering brings together people who are passionate about a cause and connects them to independent initiatives and organizations that thrive on the drive, skill and commitment of volunteers.

The Volunteerism: A Growing Movement classroom resource is focused on developing passionate and effective volunteers who understand the purpose of donating their time and knowledge. Students will find a cause they are passionate about, find an organization that aligns to their cause and take action to volunteer in this organization. After participating in this resource, students will be ready to take action with the WE Volunteer Now campaign.

Rationale

Cineplex is one of Canada’s leading entertainment and media companies and the country’s largest motion picture exhibitor. WE Charity and Cineplex are working together to empower young Canadians to make a positive difference in their local communities and around the world. Through Cineplex’s generosity, they will inspire and provide tangible skills to Canadian youth, so that they are empowered through WE Schools to create social change and make a difference in the lives of others. Cineplex is excited to work with today’s generation of change-makers. That’s why they teamed up with the WE Schools program to create the WE Volunteer Now campaign, which encourages youth to take action to better their communities.

Assessing the Learning

You know your students best—their learning styles and preferences, skill levels and knowledge. You are in the best position to anticipate the habits of mind that will make this classroom resource successful. We are mindful that students may be at different reading levels, including English Language Learners (ELL), and may have learning differences. In response, the Educator Notes throughout the resource make suggestions for differentiation along with extension and enrichment ideas that can be used.

Teaching strategies include collaborative group work, T-charts, graphic organizers, questions and discussion, action planning and reflection. Assessment strategies include observations, entry and exit slips, charts, written, verbal or recorded reflection, discussions and presentations. Assessment strategies include observation, entry and exit slips, charts, written, verbal or recorded reflection, discussions, and presentations.

This resource includes suggestions for a variety of books, videos and other resources designed to engage student interest and deepen understanding. Before beginning, visit your Teacher-Librarian, local library or school district resource centre to get access to the resources listed in the Appendices.

► Explore other resources and current campaign offerings at WE.org
Subject(s): Social Studies, Language

Recommended Grade Level:
Grades 9 to 12

WE Learning Framework Skills:

Essential Questions:
► How can volunteering be impactful?
► Why volunteer?

Word Bank

Volunteer—A person who freely offers to take part in an enterprise or undertake a task.

Organization—A organized group of people with a particular purpose.

Milestone—A significant stage or event in the development of something.

Source: Oxford Dictionaries www.en.oxforddictionaries.com

Materials and Resources

- Chart paper and markers
- Computers or tablets with Internet access
- Appendix 1: Provincial Curriculum Correlations
- Appendix 2: Classroom Observation Forms
- Blackline Master 1: Milestones in Canadian Volunteering
Lesson 1: Volunteerism in Canada

Suggested Time: 90 minutes

Learning Goals: Students will:

- Identify how effective volunteering occurs
- Learn about volunteering milestones in Canada
- Reflect on a cause they are interested in

Investigate and Learn

1. **Recommended Assessment For Learning:** Show the video “Volunteers: Leading Change-Anne Melanson-TEDxMSVU”, www.youtube.com/watch?v=hb06Rzjue3o&t=337s (16:00). In small groups, discuss and write the answers to the following questions:
   a. Why should you contribute your time and talent?
   b. How can you shape your volunteer experience to be beneficial for the organization and for your own growth?
   c. Why is it important to choose a charitable organization that aligns to your social justice passion?
   d. Why has volunteer activity declined over the past 10 years?
   e. Why do we need younger volunteers?

2. As a class, discuss how does an individual’s intrinsic motivation contributes to a highly impactful volunteer experience for the organization and person? How does volunteering selfishly benefit the organization?

3. In small groups, ask students to discuss and individually write a reflection about how being selfishly motivated during a previous volunteer experience created a positive and beneficial experience for themselves and the organization they are volunteering for? Why is an individual who is thinking about their own experience and aligning this experience to their goals, more likely to be a better volunteer?

4. Advise students that to understand how volunteerism has shaped the country they know today, they will be selecting and answering a few questions about a milestone in volunteerism. Ask students to find a partner to work with to complete the following activity.

5. Distribute **Blackline Master 1: Milestones in Canadian Volunteering** to pairs. Explain to students that all the milestones may not strictly be volunteer work, the milestones embody the philosophy of volunteerism and helped propel its spirit. Invite each pair to select one milestone from the list provided in the blackline master. Ensure that each pair selects a different milestone.

6. **Recommended Assessment As Learning:** In their research and presentations, students should answer the following questions (display questions on the front board for student reference, some questions may need to be tailored to the milestone and not all questions may apply):
   a. Why is this a milestone (a significant action or event that marks a change or development)?
   b. What led to the development of the organization or milestone?
   c. What are the organizations’ headquarters or main geographic area of focus (e.g., city name, urban/rural or region)?
   d. What, if any, are the major highlights of the organization or milestone?
   e. Who was crucial to the founding or implementation (e.g., presidents, lawmakers, corporate leaders or everyday citizens)?
   f. What need was it addressing?
   g. Who got involved to start or grow the organization or milestone?
   h. What skills are necessary to volunteer for the organization or cause?
   i. What kind of impact has the organization made (i.e., how is it effective)?
   j. How has the movement grown since it began?

7. After students have researched the milestone, have them create a presentation to educate their peers about their selected milestone. Each presentation should be displayed in a gallery walk in which students can actively engage and learn about the various milestones. The presentation can be created on a poster, PowerPoint, Sway or Video. Using the classroom observation forms in **Appendix 2**, collate student assessment information from the presentations they have created. Consider taking photographs of the presentations as evidence of student learning.

8. **Recommended Assessment Of Learning:** Once the gallery walk has been completed, display the following questions on the front board and on an exit slip, ask students to select three questions and respond through short answer.
   a. Why is volunteerism important?
   b. What are the effects of volunteerism?
   c. Were there any trends that you noticed among the milestones presented (e.g., time period when many organizations began or times of greater need, types of volunteering)?
   d. What surprised you about volunteerism in Canada?
   e. What inspired you?
   f. What would you like to learn more about?
   g. Are there any organizations or causes that you would like to get involved with? If so, what are they?

**Extension:** Invite students to present their presentations to the wider school or local community to raise awareness about the impact of volunteering in Canada, and educate the community as to why contributing to volunteering activities is important in their communities. Have students select their method of presentation. They can have a gallery walk in a school hall or video their presentation to be played in school assemblies or on school social media.
Lesson 2:

Researching the Reason
Behind Volunteer Projects

Suggested Time:
90 minutes

Learning Goals:
Students will:

- Identify an organization that aligns to their personal passions or interest
- Find and research the organization they want to volunteer in

1. **Recommended Assessment For Learning:** Show students the videos, “Suds for change – See Donovan Smith’s Story” www.youtube.com/watch?v=R0re9PlIzQ8 (2:44) and “Taking a stand against gun violence – Mary-Pat Hector” www.youtube.com/watch?v=YMj6wOoFVEg (0:38).
   Ask students, why did the people in the videos want to volunteer and contribute their time and talent? On an entry slip, answer the question: if I were to volunteer, what am I interested in devoting my time and talent to? What am I passionate about? Why is it important for me to understand my passion, before I decide on a volunteer experience? Thinking back to the previous lesson, how does my intrinsic motivation for volunteering benefit the organization I am contributing my time and talent to?

2. Explain to students they will be volunteering for the cause and/or organization of their choice. Students should select a cause they are passionate about since they will feel more dedicated to the project. They may choose an organization or cause they learned about in the previous lesson, or select a new one they feel passionately about.

3. To help students with their selection, ask them to answer the following “would you rather” question. Instruct students to write down their selection for each question to narrow down their choices. The questions provided are not intended to direct students to choose one over the other, but rather to inspire them to find the cause most important to them by considering the available options.

   **Would you rather:**
   - Volunteer for a local, national or international cause?
   - Raise awareness or raise funds?
   - Work with an existing organization or carry out service for the betterment of the community (e.g., clean a park, plant tree)?
   - Volunteer your time (doing whatever is needed) or your skills (offering a specific skill you possess)?
   - Work with people or animals?

4. In pairs, ask student to take three minutes to write down a list for each of the three sections below to identify the different types of volunteer experiences. Students may be general or specific. Once the three minutes are up, have them find another pair to compare answers with.

   a. Demographic (type of people to work with): male/female, children, youth, seniors, general population, veterans, families or people who are differently abled.
   b. Category (issue to work on): health, environment, education, music, politics, animals or literacy.
   c. Skill or gift: time, manual labour, math skills, computer skills, organizing skills, mechanical skills, gardening skills.

5. Ask students to find a partner or small group of three to four students that they will select and complete a volunteer experience with. Encourage students to study their selections from the “would you rather” exercise and from the listing exercise. Ask them to select a demographic, category and skill they are most interested in applying to their volunteer experience. Based on their choices, direct students to think of a volunteer experience they would like to take on.

   **Educator’s Note:** The following research activity guides students to discover a volunteer organization they are interested in and that aligns to their personal passion. This Assessment As Learning will continue in the next lesson and the associated presentation will become the summative task.

6. **Recommended Assessment As Learning:** Once students have made their selection, ask them to research the need and the opportunity in addition to any background and logistical information they should know before volunteering for the cause or organization. Most research will likely be conducted online, but, where possible, students should contact an organization via phone call, email or with a personal visit to ensure they are able to volunteer with them. It is important that students fully understand why they are volunteering for their chosen organization or cause. Ensure that the organization’s mission, vision and values are aligned to the student’s personal cause. It is important that students fully understand why they are volunteering and be able to explain why there are volunteering for their chosen organization or cause. Students will use the information they gather to create a persuasive informational presentation in the next lesson.
**Enrichment:** Encourage students who have personal ties to certain volunteer organizations to take the time to research and understand the organization’s mission, vision, values and internal structure prior to volunteering to ensure that the organization’s cause aligns to their personal passion. Students who know individuals in the organization can ask to be taken into the organization’s headquarters or operational building to understand what happens on the ground and to assess if this organization has alignment. Ask students to write a short proposal to outline what they have learned from this face-to-face research opportunity and propose why this specific organization is the best fit for them as an individual to have a volunteer experience within. Ensure that students have parental supervision and permission prior to organizing a face-to-face meeting.
Lesson 3:

Volunteer Awareness and Recruitment Fair

Suggested Time:
120 minutes

Learning Goals:
Students will:

• Prepare a persuasive and information presentation about a volunteer organization
• Organize a volunteer awareness and recruitment fair

Action Planning

1. Explain to students that, using the information from the previous lesson, they will create a persuasive and informational presentation for a volunteer awareness and recruitment fair that they will put on for their school and/or local community. In the presentation, students should detail the cause they selected, the need for volunteerism in relation to that cause and an explanation of why someone should volunteer with them.

2. Ask the class to brainstorm a list of items their presentation should include. Write their suggestions on the front board. Items may include, but are not limited to, the following:
   - Information about the cause that explains why they should get involved.
   - Information about the community organization where they would be volunteering (if applicable), including what the organization does and why it does this work.
   - The mission or purpose of the volunteer work (e.g., create a better environment, help end the cycle of poverty, provide local children with a fun place to play).
   - Specific volunteer opportunities that are available (these should be similar to a job description so visitors know that skills and experience the position requires).
   - Engaging visuals that will help “sell” the cause and volunteer activity.
   - A hook that pulls the visitor in and shows them their role within the larger cause.

3. Provide students with time to conduct any additional research necessary to fill in the gaps from their earlier work and to begin organizing the information for the presentation. Select a day to hold the fair but have students bring in their booth/presentation materials at least a day before to ensure everything is ready.

   Educator’s Note: Encourage parents and guardians to volunteer and help out at the fair.

4. Encourage students to spread the word about the volunteer fair and invite family and friends. Ideas may include: social media posts, posters, flyers, school announcements, radio commercials, the school website and advertisements that run in the local and community newspaper. Ensure the date, time and location of the fair are clearly stated in addition to the purpose of the fair.

Take Action

5. On the day of the fair, have students set up their booths and presentations. Before opening the fair up to the public, circulate and ask students to run through their presentation information to work out any nerves they may have. During slow periods encourage students to visit other booths.

6. After the fair has taken place, check in with students to share their experiences. Use the following questions to guide the reflective conversation:
   - What was the most rewarding experience from the volunteer fair? Explain why it was so rewarding.
   - What was the most challenging part of the day?
   - Did you get anyone signing up to volunteer with you?
   - What could you do better next time?
   - What kind of connections did you make with people who visited your booth?
   - What skills did you use in preparing for and during the fair?
   - Did you learn anything from the visitors at your booth?
   - What is the most useful or helpful advice you could provide someone who is looking to start a volunteer project like the one you are completing?
   - Do you believe you are making a difference? Explain how?
**Extension:** Ask students to write a persuasive letter or oral presentation to the principal that discusses why their class should experience and complete a volunteer project in the organization they presented in the volunteer awareness and recruitment fair. In the letter, encourage students to communicate why they believe this organization will benefit and develop student’s skills and how students will be effective volunteers for this organization. Also discuss, how the organization’s purpose aligns to their own purpose or the schools.
Lesson 4:

WE Volunteer Now

Suggested Time:
120 minutes + Take action phase

Learning Goals:
Students will:
• Explore ways to take action in their local volunteer organizations

Action Planning

Educator’s Note: This lesson is a continuation of the Assessment of Learning from the previous lesson and is designed as the summative task for this resource. Students have had the opportunity to learn about the purpose and history of volunteering and research a volunteer organization they would donate their skills and time. Students have also created a presentation to raise awareness about the organization and recruited other individuals who would be interested in their volunteer project.

1. In groups of three to four, ask students to discuss the following questions to reflect on their learning:
   a. How can an individual be an effective volunteer?
   b. Why is it important to volunteer in your school and local community?
   c. How does volunteer assist in the development of your local community?
   d. Why is it important to research and learn about the organization you are contributing your time and skills to?

2. Introduce students to the WE Schools WE Volunteer Now campaign www.WE.org/wevolunteernow. Explain to students that this campaign is focused on developing effective volunteers who understand the purpose of giving their time and knowledge and realize the positive impact this act has on local communities. The goal of the campaign is to not only encourage effective volunteering, but to create a growing movement of volunteers.

3. Ask students to keep in mind all they have learned throughout the course of the lessons and ask them the following questions:
   a. What are the goals of the WE Volunteer Now campaign?
   b. Why is volunteering important?
   c. What impact can your participation in WE Volunteer Now have on your local, national or global communities?

4. In small groups, ask students to think about how they can continue to contribute to the WE Volunteer Now campaign. Encourage students to consider the impact of their volunteer awareness and recruitment fair. Was this fair an impactful experience for those who attended? Were they more likely to volunteer their time and skills to the suggested organizations?

5. Ask students to think and discuss additional actions they can participate in and discuss in their small groups.

Example Actions:
• Spend time each week in their school or local communities cleaning up the playgrounds, parks and bushland to ensure that your community is clean and welcoming.
• Rally a group to volunteer at the local homeless shelter to serve meals to your local community.
• Tutor students who are finding certain subjects challenging.
• Choose an organization from the volunteer awareness and recruitment fair each month and give your time and skills to the organization.

Report and Celebrate

6. Invite students to share their learning process and actions they took with students from the class or the wider school community to continue to raise awareness about the importance of volunteering. Challenge students to continue volunteering their time and skills to organizations and causes they are passionate about.

7. Create a PowerPoint or Sway presentation with video and pictures to show the world your impact with #WEvolunteerNow; include tricks and tips to help others be responsible users of social media. Post the link to your Sway or PowerPoint on Twitter and Facebook with the hashtag #WEvolunteerNow. The presentations can be displayed in the school library to run each week or shown to students during an assembly to raise further awareness about the action and the issue.

8. Ask students to create an accessible video, blog, or written or visual reflection, to understand the deeper impact of the Take Action phase and to consider how they can ensure their initiative has lasting impacts.

Reflection questions:
• How will we ensure that the initiatives we started will continue?
• How might we support the initiative to spread to other social media users?
• How will we continue to seek feedback from others about additional ways we can make change in our communities?
• How can we share our knowledge about the importance of volunteering in our local communities?
## Appendix 1: Provincial Curriculum Correlations

Curriculum correlations made possible by **NELSON**

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<th>Alberta</th>
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<tbody>
<tr>
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<td>Grade 11</td>
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<td>English Language Arts 20-1, 20-2</td>
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<tr>
<td>Grade 12</td>
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<td>English Language Arts 30-1, 30-2</td>
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- The *WE Volunteer Now* lesson package can help meet the aim of Alberta English Language Arts to have students understand and appreciate language and to use it confidently and competently for a variety of purposes, with a variety of audiences, and in a variety of situations for communication.

- The *WE Volunteer Now* lesson package addresses the Alberta English Language Arts curriculum to highlight viewing and representing skills and broaden the definition of context to purpose, audience and situation.

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<tr>
<th><strong>Social Studies (2015)</strong></th>
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<tr>
<td>Grade 9</td>
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<tr>
<td>Canada: Opportunities and Challenges</td>
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<td>Perspectives on Globalization, 10.1</td>
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<tr>
<td>Perspectives on Ideology, 30.1</td>
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<td>Understandings of Ideologies, 30.2</td>
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- The *WE Volunteer Now* lesson package can help meet the rationale of Alberta Social Studies to help students develop the attitudes, skills and knowledge that will enable them to become engaged, active, informed, and responsible citizens.

- The *WE Volunteer Now* lesson package specifically helps students develop their sense of self and community, encouraging them to affirm their place as citizens in an inclusive, democratic society.
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<th>Atlantic Canada</th>
<th>English Language Arts</th>
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<td>Prince Edward Island</td>
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<td>Grade 9</td>
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<td>English ENG431A</td>
<td>English/Communications COM801A</td>
<td>Global Geography</td>
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<td>Grade 11</td>
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The WE Volunteer Now lesson package addresses the Atlantic Canada English Language Arts curriculum and is shaped by a vision of enabling and encouraging students to become reflective, articulate, literate individuals who use language successfully for learning and communicating in personal and public contexts.

The WE Volunteer Now lesson package addresses essential learnings of the Atlantic Canada Language Arts curriculum specifically to:

- Explore, reflect on and express their own ideas, learnings, perceptions and feelings.
- Present information and instructions clearly, logically, concisely and accurately for a variety of audiences.
- Integrate in both leadership and support roles in a range of situations.
- Listen critically to analyze and evaluate concepts, ideas, and information.

The WE Volunteer Now lesson package addresses the Atlantic Canada Social Studies curriculum vision to enable and encourage students to examine issues, respond critically and creatively, and make informed decisions as individuals and as citizens of Canada and an increasingly interdependent world.

The WE Volunteer Now lesson package addresses Essential Learnings of the Atlantic Canada Social Studies Curriculum, specifically to:

- Reflect critically on ethical issues.
- Determine the principles and actions of just, pluralistic, and democratic societies.
- Present information and instructions clearly, logically, concisely, and accurately for a variety of audiences.
- Access, process, evaluate and share information.
- Ask questions, observe relationships, make inferences and draw conclusions.
- Work and study purposefully both independently and in groups.
- Solve problems individually and collaboratively.
- Locate, evaluate, adapt, create and share information using a variety of sources and technologies.
# Appendix 1: Provincial Curriculum Correlations

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<tr>
<th>British Columbia</th>
<th>Manitoba</th>
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| **English Language Arts (2016)**  
Grade 9  
English Language Arts 9  
Grade 10  
Composition 10  
New Media 10  
Grade 11  
Composition 10  
New Media 11  
Grade 12  
English 12 | **English Language Arts**  
Grade 9  
Senior 1 English Language Arts  
Grade 10  
Senior 2 English Language Arts  
Grade 11  
Senior 3 English Language Arts  
Grade 12  
Senior 4 English Language Arts  
Senior 4 English Language Arts: Language and Technical Communication |
| The **WE Volunteer Now** lesson package addresses the British Columbia English Language Arts curriculum rationale to have students gain a repertoire of communication skills, including the ability to interact, on a local and global level, with information from a variety of sources and in multiple modes.  
The **WE Volunteer Now** lesson package addresses the British Columbia English Language Arts curriculum goal of having students use language to design and share information interpersonally, interculturally and globally. | The **WE Volunteer Now** lesson package addresses the outcomes of the Manitoba English Language Arts curriculum to emphasize the importance of language in forming interpersonal relationships, understanding social situations, extending experience, reflecting on thought and action, and contributing to a democratic society.  
The **WE Volunteer Now** lesson package addresses some of the general learning outcomes of the Manitoba English Language Arts curriculum where students listen, speak, read, write, view and represent to enhance the clarity and artistry of communication; and listen, speak, read, write, view and represent to celebrate and build community. |
| **Social Studies (2017)**  
Grade 10  
Social Studies 10  
Grade 11  
Political Studies 11  
Grade 12  
Social Justice 12 | **Social Studies (2010)**  
Grade 9  
Social Studies: Canada in the Contemporary World  
Grade 12  
Global Issues: Citizenship and Sustainability |
| The **WE Volunteer Now** lesson package can help address the British Columbia Social Studies Curriculum goal, specifically to develop the competencies needed for participation in a democratic society: considering multiple perspectives, respecting different values and points of view, gathering and critically analyzing information, making informed decisions, and effectively communicating their views.  
The **WE Volunteer Now** lesson package also helps to prepare students to participate in society as responsible citizens. | The **WE Volunteer Now** lesson package addresses the vision of the Manitoba Social Studies curriculum to encourage students to participate actively as citizens and members of communities and to make informed and ethical choices when faced with the challenges of living in a pluralistic democratic society.  
The **WE Volunteer Now** lesson package addresses specific goals of the Manitoba Social Studies curriculum, including:  
- Develop a commitment to social justice and quality of life for all the world’s peoples.  
- Respect the world’s peoples and cultures through a commitment to human rights, equity and the dignity of all persons. |
## Appendix 1: Provincial Curriculum Correlations

Curriculum correlations made possible by NELSON

### Ontario

**English (2007)**
- Grade 9
  - English, Academic (ENG1D)
  - English, Applied (ENG1P)
- Grade 10
  - English, Academic (ENG2D)
  - English, Applied (ENG2P)
- Grade 11
  - English, University Preparation (ENG3U)
  - English, College Preparation (ENG3C)
  - English, Workplace Preparation (ENG3E)
- Grade 12
  - English, University Preparation (ENG4U)
  - English, College Preparation (ENG4C)
  - English, Workplace Preparation (ENG4E)


**Social Sciences and Humanities (2013)**
- Grade 10
  - Civics and Citizenship, Open (CHV2O)
- Grade 11
  - Politics in Action: Making Change, Open (CPC3O)
  - Equity, Diversity, and Social Justice, Workplace Preparation (HSE3E)
- Grade 12
  - World Issues: A Geographic Analysis, University Prep. (CGW4U)
  - World Issues: A Geographic Analysis, College Prep (CGW4C)
  - Canadian and International Politics, University Preparation (CPW4U)
  - Equity and Social Justice: From Theory to Practice, University/ College Preparation (HSE4M)

The WE Volunteer Now lesson package can help address the importance of literacy and language in the Ontario English curriculum, where students become aware of the many purposes for which language is used and the diverse forms it can take to serve particular purposes and audiences.

The WE Volunteer Now lesson package particularly supports the principles of the Ontario English curriculum that students use language to interact and connect with individuals and communities, for personal growth and for active participation as world citizens.

The WE Volunteer Now lesson package can help address the goals for Canadian and World Studies in the Ontario curriculum, specifically:
- Develop skills and personal attributes that are needed for discipline-specific inquiry and that can be transferred to other areas in life.
- Use appropriate technology as a tool to help them gather and analyze information, solve problems, and communicate.

The WE Volunteer Now lesson package can help address the ideas underlying the Social Sciences and Humanities in the Ontario curriculum where students explore how theories and concepts can influence social action, and how such action can affect the well-being of individuals, families and communities throughout the world.

The WE Volunteer Now lesson package particularly supports the development of an understanding of how to influence change within the diverse communities to which they belong, and of how individuals and groups can participate in action that promotes change.
# Appendix 1: Provincial Curriculum Correlations

Curriculum correlations made possible by **NELSON**

<table>
<thead>
<tr>
<th>Saskatchewan</th>
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<tbody>
<tr>
<td><strong>English Language Arts</strong></td>
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<tr>
<td>Grade 9 English Language Arts</td>
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<td>Grade 10 English Language Arts</td>
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<td>Grade 11 English Language Arts 20</td>
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<td>Grade 12 English Language Arts 30</td>
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| **Social Science** | The *WE Volunteer Now* lesson package addresses the aim of the Saskatchewan Social Sciences curriculum, for students who have a sense of themselves as active participants and citizens in an inclusive, culturally diverse, interdependent world. The *WE Volunteer Now* lesson package addresses the goal of the Saskatchewan Social Sciences curriculum, to examine various worldviews about the use and distribution of resources and wealth in relation to the needs of individuals, communities, nations and the natural environment, and contribute to sustainable development. |
| Grade 9 Social Studies 9 | |
| Grade 10 Social Studies 10 | |
| Grade 11 Social Studies 20, World Issues | |
| Grade 12 Social Studies 30, Canadian Studies | |
Appendix 2: Classroom Observation Forms

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<tr>
<th>Classroom Observation Form 1</th>
<th>Lesson/Activity:</th>
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## Appendix 2: Classroom Observation Forms

### Classroom Observation Form 2

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Lesson/Activity:</th>
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<tbody>
<tr>
<td>Student Names</td>
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Appendix 2: Classroom Observation Forms
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<tr>
<th>Lesson/Activity:</th>
<th>Observations</th>
<th>Questions/Concerns</th>
<th>Next Steps</th>
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</table>
Blackline Master 1:
Milestones in Canadian Volunteering

• 1600: As pioneers first arrived on the continent from Europe, the Indigenous people living here helped them adapt to the harsh conditions that the settlers encountered

• 1638: The Hôtel Dieu was opened in Quebec by an order of nursing nuns. They provided relief for many people, including those who fell ill with plague

• 1688: La Maison de Providence was created to provide a home and an education for young girls who came from poor families in Montreal

• 1688: The first Canadian volunteer agency was founded in New France, known as Bureau des Pauvres

• 1820: The Poor Man’s Friend Society was introduced in Halifax, providing assistance to those who were unemployed, sick or differently abled

• 1846: With beginnings in France, the Society of Saint Vincent de Paul was introduced in Canada

• 1851: The first North American YMCA opened in Montreal

• 1870: Agnes Blizzard founded the first Canadian YWCA in Saint John, New Brunswick

• 1883: The first Canadian branch of St. John Ambulance began in Quebec City to teach first-aid

• 1891: The Children’s Aid society of Toronto was founded by J.J. Kelso

• 1896: The Canadian Red Cross Society was established

• 1900: The Imperial Order Daughters of the Empire was founded to promote volunteerism and providing assistance to others

• 1912: The Canadian Girl Guides Association was formed to encourage young girls to become active within their communities and prepare them for the world

• 1912: The first Big Sister Agency was established

• 1913: The first Big Brother program began

• 1914: The Canadian Red Cross was the leading volunteer organization for wartime efforts

• 1914: Scouts Canada was established, encouraging young boys to become active members of their community

• 1917: The United Way Foundation of Canada began, helping communities both locally and nationally

• 1948: AIESEC (Association Internationale des Étudiants en Sciences Économiques et Commerciales) expanded to Canada promoting student contributions to society

• 1971: Greenpeace is founded

• 1974: Ron Joyce, Co-founder of Tim Horton’s, established the Tim Horton Children’s Foundation.
Blackline Master 1: Milestones in Canadian Volunteering

- 1981: The first Ronald McDonald House was built
- 1983: Nigel Brown and Robb Lucy brought the Make-A-Wish Foundation to Canada
- 1985: Habitat for Humanity is established and builds its first Habitat home in Winkler, Manitoba
- 1995: Craig Kielburger founded Free The Children
- 2008: First National Volunteer Week celebrated and organized by Volunteer Canada
- 2012: Prime Minister Stephen Harper awards 17 people with the first Prime Minister Volunteer Award
- 2013: The Breakfast Clubs of Canada program began in Ontario
- 2013: Wal-Mart Canada begins the Children’s Miracle Network campaign
- 2014: The ALS Ice Bucket Challenge spreads through social media and raises millions of dollars in funds for research