

Volunteerism: A Growing Movement

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

Lesson Package for Grades 2 to 3
American Edition

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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 14,500 schools and groups thriving in WE Schools, we are delivering impressive results in academic engagement, life skills, civic engagement and impact on at-risk youth. 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.

The Allstate Corporation is one of the largest personal line insurers in the United States and is passionate about promoting "the good" within our communities, within our classrooms and within ourselves.

As a long-standing and key supporter of the WE Movement, The Allstate Foundation believes that when youth are empowered, they can change the world for the better and create healthier, stronger and safer communities. 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.

Our curriculum team created this package to help you bring discussions about online cruelty and the responsible use of technology to your classroom. This package is designed to reach any student who has struggled to find a solution to a problem. We believe all 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 honored and encouraged to work with such a dedicated and enthusiastic group.

We are stronger together,



Craig and Marc Kielburger
Co-Founders, WE



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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 14,500 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.

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.

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.



Setting Students Up for Success: In school, the workplace and in life.

WE Schools Introduction: [WE.org/we-at-school/we-schools/](https://www.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 conflict and make responsible decisions.

Global Mindset: The ability to operate comfortably across borders, cultures and languages is invaluable. WE Schools programing 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.

Our Learning Skills Legend



Argument formation



Information literacy



Leadership skills



Organization



Action planning



Research and writing



Critical thinking



Reflection

Volunteerism—A Growing Movement Overview

Volunteerism in America has a long history. From neighbors helping neighbors in tough times to communities honoring 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 initiatives and organizations that thrive on the drive, skill and commitment of volunteers.

The Volunteerism—A Growing Movement lesson package is focused on developing students' understanding of the difference between helping and volunteering, and how each volunteer experience contributes back to the community. Students will recognize that they have the capacity to contribute to their school communities to create a positive outcome. After participating in this package, students will be ready to take action in the WE Volunteer Now Campaign.

■ Rationale

As a long-standing and key supporter of WE's mission to making doing good doable, The Allstate Foundation believes that when youth are empowered they can change the world for the better and create healthier, stronger and safer communities. 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 lesson package 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, videos, picture books, T-charts, graphic organizers, questions and discussion, action planning, and reflection.

Assessment strategies include observation, entry and exit slips, charts, written, verbal or recorded reflection, discussions, presentations, and the composition of a persuasive essay.

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

► Explore other resources and current campaign offerings at WE.org

Volunteerism—A Growing Movement

Subject(s): Social Studies, English, Language Arts

Recommended Grade Level:

Grades 2 to 3

WE Learning Framework Skills:



Essential Questions:

- ▶ How is volunteering like helping?
- ▶ How can volunteering lead to positive change?

Word Bank

Help—make it easier or possible for someone to do something by offering one's services or resources.

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

Materials and Resources

- *The Berenstain Bears Lend a Helping Hand*, written by Stan and Jan Berenstain (First Time Books, 1998)
- *Franklin Helps Out*, written by Paulette Bourgeois (Kids Can Press, 2000)
- Bucket
- Water
- Sticky Notes
- Appendix 1: Classroom Observation Forms
- Blackline Master 1: Helping Hands
- Blackline Master 2: Helping and Volunteering
- Blackline Master 3: S.M.A.R.T Goals

Source: [Oxford Dictionaries](http://www.en.oxforddictionaries.com) www.en.oxforddictionaries.com

Lesson 1:

How Can I Help?



Suggested Time:

45 minutes

Learning Goals:

Students will:

- Recognize that helping can happen any way
- Realize the positive impact of helping

1. **Recommended Assessment For Learning:** On an entry slip, ask students to complete the sentence: I help _____ (a person) by _____. (For example, I can help mom by looking after my baby brother.)

2. Ask students, do you help someone every day? Who do you help? How does helping make you feel? Encourage students to think about how helping makes them feel and how it makes the person they are helping feel. Ask students, why do you continue to help people? Why is helping encouraged?

3. **Recommended Assessment As Learning:** Divide the class into groups of three to four. Distribute chart paper and markers. In the groups, discuss and fill in the following table about helping. Project the table on the front board for student reference. As students are discussing in their groups, observe and encourage students to think about personal examples of when they have helped a person in their family, school or local community and use these examples to complete the table. Use the classroom observation forms in **Appendix 1** to collate student responses and observations.

Who can I help?	Where do I help?
Dad	In the garden
Why do I help?	
To help him take out the weeds. This makes him happy.	

4. Share with students the video "[Franklin Helps Out,](https://www.youtube.com/watch?v=bWbFrXlaqXs)" www.youtube.com/watch?v=bWbFrXlaqXs (0:00–11:39) or read the book *Franklin Helps Out*, by Paulette Bourgeois (2000). Pause the video at 1:48 or stop reading at the question. Ask students: Why is Mr. Owl encouraging his students to help in their community? Ask students to think of some examples of how they can help in your community. Using the think-pair-share strategy, ask student to think about the question and discuss three examples of how they can help in their school or local community. Share these with the class.

5. **Recommended Assessment As Learning:** After the discussion, continue the video or reading. When you're finished ask students the following questions:

- a. What did Franklin and his friends do to help in the community?
- b. How did Franklin help his friends?
- c. Why is it important to help in the community?
- d. How did helping make Franklin and his friends feel?
- e. Thinking back to the previous lesson, what do you think Franklin's invisible bucket looked like after he helped?
- f. Why is helping in the community important?
- g. Why was the class learning about helping in their community?

Educator's Note: The instructional strategy of a tableau allows students to create a living picture, without talking, to capture and communicate the meaning of a concept. Students must understand the meaning of the concept or idea to communicate it using physical poses, gestures and facial expressions rather than words. This collaborative strategy is appealing to kinesthetic learners and allows students to be creative while showing their comprehension of the concept.

6. Divide the class into small groups. Inform students that they will be participating in a tableau. In their groups, have students discuss and choose one way to help in their school or local community. Ask groups to create a silent roleplay of their selected method of helping. Have the class watching the performance guess the method of helping, who is being helped and where the act is occurring.

7. **Recommended Assessment Of Learning:** After students have performed their helping action, ask students to draw the actions of helping and complete the following sentence underneath their drawing: I helped by _____. This was helpful because: _____.



Lesson 2:

Helping Hands



Suggested Time:

45 minutes

Learning Goals:

Students will:

- Identify ways to help in their school or local community

- 1. Recommended Assessment For Learning:** Take the class into the playground and have students form a circle. Inform students that there are many ways and opportunities to help someone. Ask students to look around the playground and school. Ask students: Can you think of a way to help someone in the playground and share it with the class? (E.g., my friend falls over and hurts their knee. I can take them to the school nurse.)
- 2.** Show students the video "[Berenstain Bears Lend a Helping Hand](https://www.youtube.com/watch?v=5knQ1HfV1gs)," www.youtube.com/watch?v=5knQ1HfV1gs (12:31) or read the book *Berenstain Bears Lend a Helping Hand* by Stan and Jan Berenstain (1998) while students are in the playground. Ask students, how did the bears help in their community? How did the bears feel when they helped people in their community? Why did the bears' parents encourage them to help people in their community before they played with their friends?
- 3. Recommended Assessment As Learning:** Return to the classroom. Divide students into groups of three and distribute chart paper and markers. Allocate each group to one area in their school (office, playground, classroom, restroom, canteen). Have each group of students create a list of ways they can help in their selected areas and to draw or write this list on the chart paper. After students have created their list of ways they will help people in the school community, have students share their lists with the class. Count how many ways students have listed and have students reflect on the many ways to help within your school community.
- 4.** Inform students that helping can be done in many places. Remind students about the video or story *Franklin Helps Out*. Where did Franklin and his classmates help out in their local community? How can you also help people in your local community?
- 5. Recommended Assessment Of Learning:** Using **Blackline Master 1: Helping Hands**, have students complete the following sentence: These helping hands helped _____ by _____. I felt _____ because _____. (Have students draw how they have helped a person in their family, school or local community.)

Lesson 3:

Helping and Volunteering



Suggested Time:

45 minutes

Learning Goals:

Students will:

- Recognize that the difference between helping and volunteering is the process of organization
- Identify how they can volunteer in their school or school community

1. **Recommended Assessment For Learning:** Divide students into groups of three. Distribute **Blackline Master 2: Helping or Volunteering**. In groups, have students discuss and classify the statements into the two categories. As students are completing the activity, observe and listen to student conversations and dialogue, and collect assessment data on student assumptions using **Appendix 1: Classroom Observation Forms**.

Educator's Note: If your students are not ready for this independent reading activity, it can be completed as a class with the teacher reading the statements.

2. Show students the video "Arthur S1 EP25 – D.W. Thinks Big and Arthur Cleans Up," www.youtube.com/watch?v=9mlznQgM814 (12:05–23:59). Ask students: was Arthur helping or volunteering? Using the think-pair-share strategy, have students discuss the difference between volunteering and helping. Share these thoughts with the class and justify why you think Arthur was volunteering or helping. Take a poll of the class: who believes Arthur was volunteering or helping?
3. Divide the class into small groups and distribute chart paper and markers. Remind students that in the previous lesson they went into the playground to think about ways they have helped people in the school community. Have students reflect back and think about which of those ideas are volunteer activities. In groups, ask students to create a mind-map about how they can volunteer in their school community. What activity can they organize a group of students to do to help together?

Educator's Note: As students are collaborating in their team, listen and observe student conversations. During the mind-mapping process, ask students why they chose this specific activity. Why do they think it is important? For struggling students, prompt students with volunteering activities.

For example:

- Our playground always has garbage lying around. How can we help remove the trash? We can organize a clean-up day or we can paint the trash cans to encourage students to throw the trash in the bins.
- The library always has many books on the wrong shelves and it makes it very hard to find the correct book. We can organize students on each day to help sort through the books and assist the librarian.

4. **Recommended Assessment As Learning:** Reflect on the video students watched earlier in the lesson.

Discuss:

- a. Why does Arthur's dad encourage him to clean up the park?
- b. Are his friends supportive of the idea at first? What makes them change their mind?
- c. What was the process of cleaning up the park?
- d. Why was this act volunteering?
- e. Why is it important to volunteer in your local community?

Educator's Note: If students have not identified the key difference between the concepts of volunteering and helping, inform students that the difference between the concepts is organization. Volunteering is thought of before it happens; helping is in the moment.

5. After students have completed the above activity, ask: what is the difference between helping and volunteering? From their prior knowledge and the activity students completed, are they able to identify the key difference between volunteering and helping?

6. **Recommended Assessment Of Learning:** Have each individual select one activity from their mind-map that they can organize their classmates to volunteer in. On an exit slip, have students complete the following sentences: My classmates and I will volunteer in _____. This will help the school by _____. This activity is important because _____.

Lesson 4:

We Volunteer Now



Suggested Time:

120 minutes +Take action phase

Learning Goals:

Students will:

- Explore ways to take action by volunteering in their school community
- Identify the impact of volunteering on the school community and for themselves

Educator's Note: This lesson is designed as the summative task and students are able to reflect on the success of their action once completed. Throughout the lesson package students have had the opportunity to learn about the differences between helping and volunteering, and why it is important to participate in these activities. This lesson gives students the opportunity to have a first-hand experience of volunteering in their school community and identify the impact this has on the school community and on themselves.

Action Plan

1. Divide students into the same small groups as the previous lesson and redistribute the exit slips. In groups, have students share their idea for volunteering in the school community and why they think this would be good for the school. How will it help? Have the groups select two activities that they think they would like to participate in to help in the school community.
2. Inform students that they will be participating in the WE Volunteer Now campaign, which aims to create volunteering opportunities for students to help and make a difference in their school and local communities. Ask students, why is it important to volunteer? Who will volunteering benefit? Why should each person volunteer?
3. As a class, create a list of the two activities students selected in their small groups. Have each student anonymously vote on the activity they would like to participate in. The activity with the most votes will be the volunteer activity all students participate in.
4. Discussion: how does the volunteer activity help members of their community? As a class, complete **Blackline Master 3: S.M.A.R.T Goals**. Have students identify how their activity assists members of their school community and ask students to consider how they will ensure that while they are participating in the activity they remember who they are trying to help.

5. As a class, create a realistic timeline with roles and responsibilities for each student to undertake. Each class member should be allocated a responsibility to ensure that the volunteer activity runs smoothly and that the outcome of the activity is met.

Responsibility:

- Find out how many students are needed to make the activity a success.
- Create a list of jobs that need to be completed while participating in the activity.
- Create a list of resources needed to complete the activity. Find resources already available in the school.
- Ensure you have permission from the school principal and management to conduct the activity.
- Find a time to complete the activity.
- Ensure that a Grade 2 or 3 student can physically do the activity.

Take Action

6. Before interaction on social media, review the classroom and school guidelines on using social media. Ensure that all actions are moderated. Students can interact through the school website or class blog or newsletter. Ensure that students are following the school, board or district social media policy.
7. Before interacting with members of the school and wider community, review classroom guidelines on etiquette and respect.
8. Ensure that students, through the assistance of a teacher, parents or helper, are actively participating and collecting data throughout the Take Action phase.

Report and Celebrate

9. Have students share their volunteer experience and the actions they took with students from other classes. Challenge students to think about how they can continue to create volunteer experiences to benefit their school community.
10. With teacher assistance, create a presentation with videos, photographs and anecdotes to show your school community the impact of the WE Volunteer Now campaign and how the volunteer experience assisted your school community. Post the presentation link on Twitter or Facebook with the hashtag #WEvolunteerNow.
11. Ask students to discuss how their action raised awareness in their school community about the importance of volunteering to help your school community. Distribute sticky notes to students and have each student write or draw one way they personally helped in the volunteer experience.

Appendix 1: Classroom Observation Forms

Classroom Observation Form 1

Lesson/Activity: _____

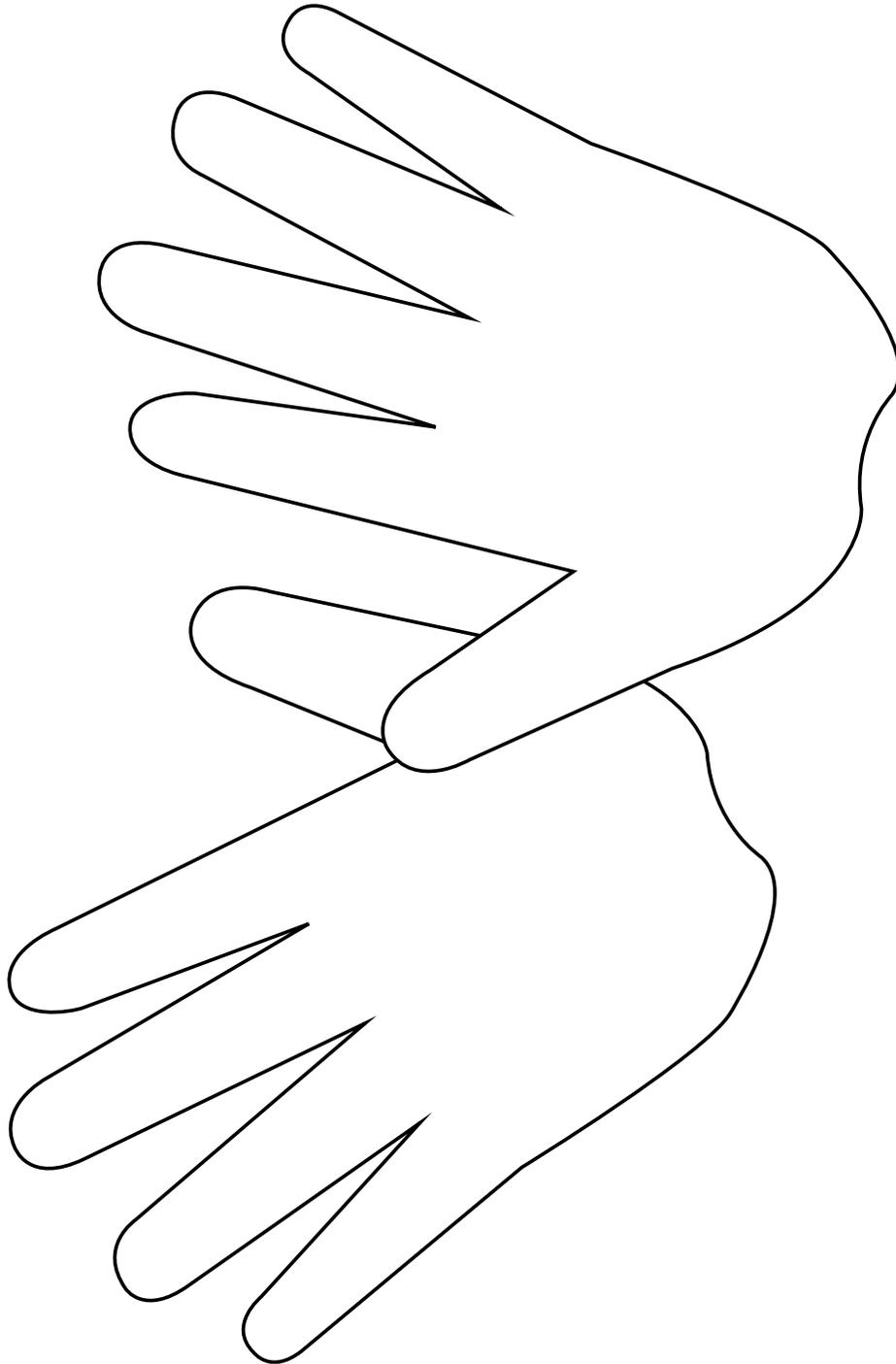
Appendix 1: Classroom Observation Forms

Classroom Observation Form 3

Lesson/Activity:

Observations	Questions/Concerns	Next Steps

Blackline Master 1: Helping Hands



Blackline Master 2: Helping or Volunteering

I carried all the books from the classroom to the library.

My friends and I picked up the garbage in the playground.

I filled up boxes with food for people who are hungry.

I listened to my friend when she was sad.

My class had a bake sale to raise money to help people.

My friends and I collected books to give to children who didn't have any to read.

I cleaned up my toys and room.

I packed up the reading corner in the classroom.

Every Thursday afternoon I practice math skills with children in Kindergarten.

I held an elderly lady's hand while she crossed the road.

I saw my dad struggling to open the door with all the groceries. I opened it for him.

Every Saturday morning, my mom and I spend time at the Retirement Village playing games with some of the elderly people.

Blackline Master 2: Helping or Volunteering

Volunteering	Helping

Blackline Master 3: S.M.A.R.T Goals

What am I raising awareness about? _____
What is my action? _____

Specific	Measurable
Agreed Upon	Realistic
Time Specific	