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.

Grades 4 to 6
American 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.

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.

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. We believe all students will be better connected to each other and their classroom learning when we highlight the importance 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
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.

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 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 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.
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 classroom resource is focused on developing students’ understanding about 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 resource, 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 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, 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 classroom 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 center to get access to the resources listed in the Appendices.

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

Recommended Grade Level:
Grades 4 to 6

WE Learning Framework Skills:

Essential Questions:

► How can volunteering be impactful?
► Why volunteer?

Materials And Resources

- Computers or tablets with Internet access
- Appendix 1: Classroom Observation Forms
- Appendix 2: Vetting Organizations
- Blackline Master 1: Local Organizations
- Blackline Master 2: Volunteer Proposal
- Blackline Master 3: Action Plan
- Blackline Master 4: S.M.A.R.T Goals

Word Bank

<table>
<thead>
<tr>
<th>Help</th>
<th>Make it easier or possible for someone to do something by offering one's services or resources.</th>
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<tbody>
<tr>
<td>Volunteer</td>
<td>A person who freely offers to take part in an enterprise or undertake a task.</td>
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Source: Oxford Dictionaries
www.oxforddictionaries.com
Lesson 1:

Volunteering or Helping?

Suggested Time:
45 minutes

Learning Goals:
Students will:
• Understand the difference between helping and volunteering
• Recognize ways they currently help and volunteer in their communities

Investigate and Learn

1. Recommended Assessment For Learning: Prior to beginning the lesson, post two pieces of chart paper in the classroom with Help heading one and Volunteering heading the other. As students walk into the classroom, ask them to record their definitions of the words on the chart paper. Use Appendix 1: Classroom Observation Forms to record student discussion and observations about their prior knowledge.


3. After students have watched the videos, bring the chart paper to the front of the room. As a class, create a definition for the words “help” and “volunteer.”

4. Ask two students to complete a regular classroom job, such as bringing books to the teacher or handing out chart paper. As a class, create a list of jobs or tasks that students do every day in the classroom. Ask the class, were these students helping or volunteering in each of the jobs or tasks? Encourage students to justify their thinking process.

5. Recommended Assessment As Learning: In small groups, ask students to create a Venn diagram of the similarities and differences between helping and volunteering. Students should consider how the videos from the start of class demonstrated the differences and similarities between the two concepts.

6. In the same group, have students create a list of opportunities in which they can or have volunteered and helped. What was the thought process for categorizing the activities? While students are collaborating in their small groups, ask students, when you volunteer, are you still helping? Collect student responses and observations about student learning with Appendix 1: Classroom Observation Forms.

7. Recommended Assessment Of Learning: Ask students to write a reflection on their previous experiences of helping and volunteering. Encourage students to reflect on how their experience of volunteering was different to their experience of helping.

Extension: In small groups, ask students to create a short informative advertisement-styled video to teach other students in the school about the difference between helping and volunteering. In the videos, encourage students to model how a helping is different from the volunteer experience, but individuals are also helping while they volunteer. Students can record their video using a mobile device, tablet or video camera. These videos can be played in assemblies and across the school.

Educator’s Note: It is important that students understand the differences between the two concepts. Reflecting upon your own experiences, consider the following definitions. Help: Making it easier or possible for someone to do something by offering services or resources. Volunteer: A person who freely offers to take part in an initiative or undertake a task. An individual can help during the process of volunteering, but volunteering is an organized activity. Source: www.en.oxforddictionaries.com.
Lesson 2:

How I Can Volunteer

Suggested Time:
45 minutes

Learning Goals:
Students will:

• Identify ways they can volunteer in their school and local community

• Recognize how the act of volunteering can benefit both themselves and the individuals or organization they are assisting

1. Show students the picture book *Uncle Willie and the Soup Kitchen*, by DyAnne DiSalvo-Ryan (1991). Explain to students that this book shares the volunteer experience of a little boy. In pairs, ask students to predict what this volunteer experience could be, using the information in the title and on the front cover of the text. Share these predictions with the class.

2. Recommended Assessment For Learning: Distribute entry tickets to students. Ask students to write about one local organization that offers opportunities to volunteer. Students may confer with others if they are unsure. Have students consider whom this organization helps and why they are helping? What specific activity are they doing to help? Encourage students to draw from experiences or think about organizations they want to volunteer with.

3. As a class, create a T-chart with the headings *Time* and *Knowledge*. Have students reflect on their responses to the previous activity. How did they volunteer? What did they do to help? Explain to students, when donating your time, you participate in any activity that assists the organization, and when contributing knowledge, you help by contributing a specific skill. Ask students to record a volunteering experience in either the Time or Knowledge columns of the T-chart. How did they contribute their time and/or knowledge to the organization?

<table>
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<tr>
<th>Time</th>
<th>Knowledge</th>
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<tr>
<td>Packing cans of food</td>
<td>Teaching or tutoring students</td>
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Educator’s Note: Before discussing local volunteer organizations and volunteer opportunities with students, we encourage you as the teacher to vet organizations you feel your students will be able to volunteer for and align their purpose for volunteering. Appendix 2: Vetting Organizations provides an outline of what to consider when organizing volunteer opportunities for your students.

4. As a class, collate the list of organizations that students discussed in the previous activity. Create a three-column table with the headers *Local Organization, Cause* and *Activity* (Blackline Master 1: Local Organizations). Explain to students that each organization with volunteers has a purpose or cause they are working toward. For example: WE Charity’s global cause is to equip families with the tools and skills they need to break the cycle of poverty. Volunteers contribute time and knowledge to support WE Villages in building sustainable communities. The table will provide students with a list of organizations, the purpose for volunteering and the specific activity individuals participate in while volunteering.

5. Recommended Assessment As Learning: Read the story *Uncle Willie and the Soup Kitchen* to the students. After the story is completed, ask students to reflect, discuss and write short answers to the following questions in small groups:
   a. Why did the boy want to volunteer?
   b. Who did the boy help? How did this make a difference for those he helped?
   c. Why was the boy uncomfortable around some people who came to the soup kitchen?
   d. What was the purpose of the organization the boy volunteered for?

6. Recommended Assessment Of Learning: Invite students to individually reflect on the experience the boy in the story had volunteering in the soup kitchen. Ask them to write a letter in the voice of the boy, to his Uncle Willie, about his experience of volunteering—describing how he felt before, during and after the experience. To demonstrate their understanding, students may think about the people they helped during a volunteering experience, how they felt while helping and if they fulfilled their purpose of volunteering, then use this experience to place themselves in the character’s persona. Ask students to consider why the boy wanted to volunteer.

Educator’s Note: Explore local soup kitchens or meal centers in your local area and add these to your list of organizations.
Lesson 3:
Researching a Volunteer Organization

Suggested Time:
45 minutes plus additional time for research

Learning Goals
Students will:
• Find a cause they are passionate about
• Research an organization they want to volunteer with
• Create a proposal to recommended an organization to their class

1. **Recommended Assessment For Learning:** Show students the quote: “Donate yourself, not money.” Share the video “Making a World of Difference,” [www.youtube.com/watch?v=6WzRtWb70Qs](https://www.youtube.com/watch?v=6WzRtWb70Qs) (2:40) with students. Ask students to discuss the quote from the video: “Donate yourself, not money.” What does that mean to you? How can you “donate yourself”? Invite students to share any experiences of when they have shared time and knowledge.

2. Remind students that there were many causes people spent time volunteering for mentioned in the video. What were some of these causes? Ask them if any of these causes resonated with them.

3. **Recommended Assessment As Learning:** As a class, revisit the Organization, Cause and Activity chart. Review the chart and add any additional causes. Distribute sticky notes to students. In pairs, ask students to discuss and write down their idea for how they can make a difference through volunteering and what cause they are passionate about. Share ideas with the class.

4. Ask students to discuss: Do you know of an organization that holds the same interest and purpose that you are passionate about? Is there an organization that believes in a similar idea and purpose to you? Continuing in pairs, ask students to select one organization from the list that is aligned to their cause.

Action Planning

5. **Recommended Assessment Of Learning:** Using Blackline Master 2: Volunteer Proposal, ask students to consider how their idea aligns to the cause and their selected organization. Using the blackline master, students should research the organization they will recommend to their classmates. Encourage students to consider the following questions:
   a. What is the organization’s purpose? How does it help people?
   b. Why do I want to devote my time and knowledge to this organization?
   c. What will I give to this organization and what do I hope to gain from the experience?

Students can research their selected organizations to gain a better understanding of how they can have a impactful volunteer experience.

6. Invite students to individually present their proposal and discuss why they chose this organization in a teacher-student conference.

**Recommended Assessment Of Learning:**
Using Blackline Master 2: Volunteer Proposal, ask students to consider how their idea aligns to the cause and their selected organization. Using the blackline master, students should research the organization they will recommend to their classmates. Encourage students to consider the following questions:

- What is the organization’s purpose? How does it help people?
- Why do I want to devote my time and knowledge to this organization?
- What will I give to this organization and what do I hope to gain from the experience?

Students can research their selected organizations to gain a better understanding of how they can have a impactful volunteer experience.

**Educator’s Note:** In Lesson 3, students had the opportunity to find a cause that they are passionate about and to research an organization that they can volunteer with that aligns to their cause. The following extension activity builds on this lesson by helping students explore how the experience of helping others support their own well-being as well. Students will explore the book *The Can Man* by Laura E. Williams (Lee & Low Books, 2010), which presents the story of a young man who decides to collect and redeem soft drinks cans but ends up giving away his money to help a local homeless man. (Source: [www.goodreads.com/book/show/7724334-the-can-man](https://www.goodreads.com/book/show/7724334-the-can-man))

- Provide each student with an entry ticket as they enter the classroom. Place the statement “When I help another person, I feel…” on the front board. Ask them to write or sketch their response on the entry ticket. Invite students to share their feelings about helping and write these feelings on the front board.

- Using the strategy think, pair and share, ask students to discuss the question, “Why should I help?” Encourage them to consider how helping can affect them as well as the people or organization they are giving their time and skills to. Invite students to share their responses with the class.
3. Explain to students that they will be reading and discussing the book *The Can Man*. Before sharing the story, place the following questions on the front board and encourage students to reflect on these questions while listening to the story.

Questions:

- How did Tim help Mr. Peters (the Can Man)?
- What caused Tim to change his mind about the money he earned from collecting cans?
- How do you think Tim felt after he helped Mr. Peters?
- How do you think Mr. Peters felt after he received the money Tim collected?
- Why did Tim place Mr. Peters’ needs above his own?
- What do you think Tim learned from this experience?

4. Read the story *The Can Man* by Laura E. Williams with students.

5. Divide students into small groups and distribute chart paper and markers to each group. In their groups, ask students to discuss and respond to the questions on the front board. As students are responding to the questions, move around the classroom to listen and observe student discussions. After all groups have answered the questions, discuss the responses as a class. Ask students to share what they think Tim gained from the experience. Encourage them to think about the knowledge he gained but also the social and emotional skills he developed.

6. Provide each group with another piece of chart paper. Ask students to draw a visual representation of the main character, Tim. Encourage students to consider how Tim felt or what he might have been thinking during the experience of volunteering and use words or pictures to record those feelings on the chart paper. Alternatively, use digital software to create the visual image.

7. Ask groups to think about Tim’s experience and how this experience of helping had a positive impact on him as well as Mr. Peters. Encourage students to think about the following questions from Tim’s perspective and respond to them on the chart paper.

Questions:

- How did I feel after helping Mr. Peters?
- What changed my mind about buying a skateboard for my birthday?
- Why did I place Mr. Peters’ needs before my own?
- What did I learn in the process of collecting cans?
- How did I feel, when I received my skateboard from Mr. Peter?
- How will I continue to help people in the future?

8. After students have completed their character study, encourage them to present it to the class. Ask students to reflect on the feelings they expressed earlier in the lesson. Were your feelings similar or different to Tim’s? If students were to participate in a volunteer experience, how do they think they would feel? What do they think they would learn?

**Educator’s Note:** Volunteer and service-learning experiences help to promote social, emotional, mental, and physical well-being and give children and youth opportunities to develop the competencies of:

- relationship skills
- responsible decision making
- social awareness
- self-management
- self-awareness

and positive human qualities of:

- empathy
- gratitude
- compassion
- resilience
- altruism

The work of organizations like CASEL and researchers like Dr. Kimberly Schonert-Reichl has shown that volunteering can improve, not only the physical health of children and youth, but their social, emotional, and mental health as well.

According to Dr. Mark Greenberg, “Service learning has so much potential to build social-emotional skills that can lead people to flourish and have better well-being across their lifespans”.

Explore the links below to learn more about the importance of well-being and how volunteering and service learning can support the well-being of all students.

**Resources:**

- “Doing Good is Good For You: Volunteer Adolescents Enjoy Healthier Hearts” [https://news.ubc.ca/2013/02/25/doing-good-is-good-for-you-volunteer-adolescents-enjoy-healthier-hearts/](https://news.ubc.ca/2013/02/25/doing-good-is-good-for-you-volunteer-adolescents-enjoy-healthier-hearts/)
- “Another Reason to Volunteer” [https://greatergood.berkeley.edu/article/item/another_reason_to_volunteer](https://greatergood.berkeley.edu/article/item/another_reason_to_volunteer)
Lesson 4:

WE Volunteer Now

Suggested Time:
120 minutes + Take action phase

Learning Goals
Students will:

• Explore ways to take action with the WE Volunteer Now campaign
• Reflect on their volunteer experiences and the impact they have made

1. 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.

2. Using the proposal created in the previous lesson, ask students to develop a presentation to persuade their peers to choose their organization to volunteer for. Students can create a poster, PowerPoint, Prezi or Sway presentation. Encourage students to focus on:
   a. The organization’s mission, vision and values.
   b. The central cause the organization is focused on helping.
   c. What skills will I contribute to the organization?
   d. What will I gain from this volunteer experience?
   e. Does this experience contribute to my big idea to change the world?

3. Invite students to share their presentations with the class using a gallery walk. After all student presentations are completed, have the class vote for two organizations that interested and them where they would like to share their time and knowledge. Encourage students to select another classmate’s presentation rather than their own.

Educator’s Note: This lesson is designed to be a summative task for this lesson package. Students have had the opportunity to understand the purpose of volunteering and how they can be part of making a difference to people in their local community. In this lesson, students will take their learning about volunteer organizations and aim to spend time in these organizations being active volunteers.

4. As a class, discuss how students can contribute to the WE Volunteer Now campaign. As students have selected an organization to volunteer with, as a class brainstorm and create a list of actions and organize a time when students can volunteer for their selected organization. As a class, using Blackline Master 3: Action Plan, complete a plan of action to ensure that the volunteer process runs smoothly.

5. In small groups, allocate each student a role to ensure that their volunteer experience is implemented and is beneficial for themselves and the organization.
   a. Contact the organization to schedule a time (and place, if there are multiple locations) to volunteer.
   b. Organize transport and travel.
   c. Will there be any costs for volunteering? How will these costs be distributed?
   d. How will students know if they made a beneficial contribution?

6. Once the action and organization has been selected by the class, ask students to think about the goal for the action. How will this action be a beneficial experience? What are students expecting to gain from sharing their time and knowledge? How will this experience help the organization they are volunteering for?

Extension: Using Blackline Master 4: S.M.A.R.T Goals, set goals for the action and discuss how you will ensure each goal is met. How will you showcase your impact to your school community?

Take Action

7. Before interacting with members of the school and wider community, review classroom guidelines on etiquette and respect.

8. Ensure students are actively participating and meeting their created goals throughout the Take Action phase.

Educator’s Note: After students have voted, select one of the top two presentations to volunteer for, ensuring that students are able to effectively volunteer for that organization. At this point, teachers can make a discrete selection if the voted organizations are not willing or able to take students to volunteer.
Report and Celebrate

9. Ask students to create a video, blog or written visual reflection to understand the deeper impact of the Take Action phase and to consider how they can ensure their initiative has lasting impacts. Students should respond to two of the following reflection questions:

- How will we ensure that the initiatives we started will continue?
- How might we support the initiative to spread to other schools or communities?
- 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 and understand why we volunteer?
- Do schools have a duty or responsibility to teach students about the importance of volunteering?

10. Invite students to share the video, blog or reflection to the wider school or local community to demonstrate how students contributed to an organization and how this contribution aligned with their personal goal. Have students consider how their volunteer contribution can continue to make a difference in their community.

Educator's Note: Before beginning the enrichment activity, place four pieces of chart paper with the questions below around the classroom. Collect photos from the Take Action phase to use in the activities below.

1. Provide students with photos from their volunteer experience. These photos should have been collected during the Take Action phases as evidence of the experience. In their groups, ask them to identify how they felt while participating in the volunteer experience.

2. Remind students about the volunteer experience they participated in as a class and invite students to respond to questions below to share their experience.

3. Divide students into small groups and allocate one question to each group. Ask students to discuss and write and/or sketch their response on the chart paper. Have the groups rotate through each question and ensure they sufficient time to respond. As an alternative, consider doing this activity as a class and discuss each answer in pairs.

Questions:

- How did your volunteer experience help people in your school or local community?
- How did you feel while helping?
- What did you learn while helping people in your community?
- Would you help again? Has the experience encouraged you to volunteer again?

4. Discuss each group’s responses as a class and ask students to consider how they felt while participating in volunteering and what they learned from the experience. Challenge students to think about the knowledge they gained but also the social and emotional skills they developed.

5. Individually, ask students to select one of their favorite photos from the volunteer experience and ask them to consider the following questions: How do I feel after volunteering? Will I volunteer again? Why? If students feel comfortable, encourage them to share their responses.

6. Explain to students that they have had the opportunity to help people in their community and can encourage other students to also volunteer. In the same small groups as the previous activity, encourage students to create a presentation to demonstrate to students in their school the positive impact volunteering had on them and on people in their community. Students can create an oral presentation that is recorded or performed in person, a poster display or a post that can be shared on the school website or on social media. Encourage students to discuss what they did during the volunteer activity, who they helped, how they felt during the activity, what they learned, and if they will continue to volunteer.

7. After students have completed their presentations, provide them with the opportunity to share them with the school and also with the community.
## Appendix 1: Classroom Observation Forms

### Classroom Observation Form 1

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## Appendix 1: Classroom Observation Forms

### Classroom Observation Form 2

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<tr>
<th>Student Names</th>
<th>Learning Outcomes</th>
<th>Lesson/Activity:</th>
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Appendix 1: Classroom Observation Forms

Classroom Observation Form 3

<table>
<thead>
<tr>
<th>Observations</th>
<th>Questions/Concerns</th>
<th>Next Steps</th>
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<tbody>
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</table>
Once students have identified the issues they are most passionate about and have a strong understanding of the types of actions they would like to take on behalf of that issue, a possible next step for you as an educator might be to identify an organization that your students could work with or support. Deciding on an organization is a critical part of the service-learning experience, and one that can present a variety of challenges. The process of identifying and collaborating with outside organizations is another opportunity for students and educators to develop skills and focus in on the purpose of their volunteering.

Below are suggested questions a WE Schools group could ask when researching, identifying and creating a set of criteria for their ideal organization. This list is not exhaustive, but start the conversation between you, your students and the possible organizations that your students may work with during their service-learning campaign.

The Organization
- What are the organization’s goals?
- What populations or stakeholders does the organization serve?
- Do the organization’s culture and values align with the work my students are seeking to do?
- Have other student groups volunteered with this organization in the past?

The Service
- What types of service does the agency seek from its volunteers?
- Is the service one-off in nature, or is the service opportunity for the students on-going?
- Will my students receive or need training to volunteer?
- Does the type of service the organization requires match my student’s skill set?

The Logistics
- How accessible is the organization?
  - Where is the organization located in relation to my students?
  - Are the times they accept volunteers times when my students can serve?
  - Can the organization accommodate accessibility issues that my students may have?
- Does the organization have a minimum or maximum number of volunteers they can accommodate?
- Does the organization require liability waivers or permission slips?
# Blackline Master 1: Local Organizations

<table>
<thead>
<tr>
<th>Local Organization</th>
<th>Cause</th>
<th>Activity</th>
</tr>
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<tbody>
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</table>
### Blackline Master 2: Volunteer Proposal

<table>
<thead>
<tr>
<th>Student name</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization</td>
<td>Organization's mission, vision, values:</td>
</tr>
</tbody>
</table>

**Why did you choose this organization?**

________________________
________________________
________________________
________________________
________________________
________________________

**Who will you help?**

________________________
________________________
________________________
________________________
________________________
________________________

**What skills will you learn?**

________________________
________________________
________________________
________________________
________________________
________________________

**What skills will you learn?**

________________________
________________________
________________________
________________________
________________________
________________________
# Blackline Master 3: Action Plan

**Organization:**  
**Location/Address:**  
**Contact person and information:**

<table>
<thead>
<tr>
<th>Organization Project Lead</th>
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<table>
<thead>
<tr>
<th>Cause (organization):</th>
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**Student actions and activities during volunteer experience:**

- 
- 
- 
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- 
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- 
- 
- 

**Planning checklist and budget**

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
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<tbody>
<tr>
<td>Transport</td>
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<tr>
<td>Food</td>
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<tr>
<td>Prepared items</td>
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</tbody>
</table>
Blackline Master 4: S.M.A.R.T Goals

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

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<thead>
<tr>
<th>Specific</th>
<th>Measurable</th>
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<table>
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<tr>
<th>Agreed Upon</th>
<th>Relevant</th>
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<table>
<thead>
<tr>
<th>Time Specific</th>
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