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 7 to 8
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.

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.

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.

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.

Report and Celebrate
Students present the results of their service-learning initiatives.
Volunteerism—A Growing Movement Overview

Volunteerism in America has a long history. From neighbors helping the impoverished 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 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 package, students will be ready to take action with 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, 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, English Language Arts

Recommended Grade Level:
Grades 7 to 8

WE Learning Framework Skills:

Essential Questions:

► How can volunteering be impactful?
► Why volunteer?

Materials And Resources

- Chart paper and markers
- Computers or tablets with Internet access
- Appendix 1: Classroom Observation Forms
- Blackline Master 1: Milestones in American Volunteering

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.oxforddictionaries.com
Lesson 1:

Volunteerism in America

Suggested Time:
90 minutes

Learning Goals:
Students will:

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

Investigate and Learn

Educator’s Note: Before starting Lesson 1, explore the Extension and Enrichment activities throughout the resource to consider how to broaden and deepen students’ learning experiences.

1. Recommended Assessment For Learning: Show the video “Be Selfish. Volunteer! – Kevin White – TEDxColoradoSprings,” www.youtube.com/watch?v=V3L5oNQHy1g&t=9s (18:05). In small groups, discuss and write the answers to the following questions:
   a. Why should volunteering be a selfish deed? Why is a selfish volunteer better?
   b. What makes an effective volunteer?
   c. Why is it important to effectively allocate time and talent to a volunteer organization?
   d. Why should each person who volunteers align to the mission of the organization?
   e. How does intrinsic motivation improve the volunteer experience for the organization and the individual?
   f. Why is volunteering declining in the U.S.?
   g. What are the benefits of volunteering?

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

3. 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.

4. Distribute Blackline Master 1: Milestones in American 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. Ask each pair to select one milestone from the list provided in the blackline master. Ensure that each pair selects a different milestone.

5. 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?

6. 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 1, collate student assessment information from the presentations they have created. Consider taking photographs of the presentations as evidence of student learning.

7. 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 effectiveness 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 America?
   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?
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 for

1. **Recommended Assessment For Learning:** Show students the videos “Suds for Change – See Donovan Smith’s Story,” [www.youtube.com/watch?v=R0re9Pliz8Q (2:44)](https://www.youtube.com/watch?v=R0re9Pliz8Q) and “Taking a Stand Against Gun Violence – Mary-Pat Hector,” [www.youtube.com/watch?v=YMj6wOoFVEg (0:38)](https://www.youtube.com/watch?v=YMj6wOoFVEg). 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?

2. Explain to students they will be volunteering for a cause and/or organization of their choice. Students should select a cause they are passionate about so that 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.

3. To help students with their selection, ask them to answer the following “would you rather” questions. 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?
- Be a mentor or paint the interior of a building?
- Perform manual labor or work with information?
- Work independently or be part of a team?

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 labor, math skills, computer skills, organizational 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.
1. Divide students into small groups and provide each group with chart paper and markers. Ask students to divide their chart paper in two sections and label each section with the questions: **What are my reasons for volunteering?** and **What do I hope to gain from volunteering?** Invite groups to brainstorm their ideas and write these on their chart paper.

2. After students have completed their discussion, ask them to share their ideas with the class. Encourage students to consider the people they will meet, the skills they will develop and the new experiences they will have.

3. Share the video “Be Selfish. Volunteer! | Kevin White | TEDx Colorado Springs,” [www.youtube.com/watch?v=V3L5oN0Hygl](https://www.youtube.com/watch?v=V3L5oN0Hygl) (18:05). Ask students to reflect on the following questions as they watch the video and encourage them to record their responses.

   **Questions**
   - What makes an effective volunteer? When can a volunteer be considered “effective”?
   - Why is it important to volunteer your skills and knowledge?
   - Why is motivation key to an effective volunteer?
   - Why was Kevin White’s volunteer experience so successful? How did he measure success?
   - Why is volunteering declining in the United States?
   - How does volunteering affect the social, emotional, mental and physical well-being of the person who volunteers?
   - What benefits can you gain from volunteering?

4. Ask students to reflect on their responses from the earlier activity and then consider if the video changed their perspective on volunteering. Encourage students to think about how their own motivations for volunteering will lead to an effective volunteer experience, for themselves and for those they are helping.

5. Create a graffiti wall in the classroom and display the following prompts: How does volunteering support others? What can I gain from volunteering?

   **Educator’s Note:** A graffiti wall is a shared writing space where students are encouraged to write questions or comments to express their thoughts.

6. Provide each student with a marker and encourage students to respond to both the question by writing or sketching their answer. Encourage students to reflect on their own purpose and motivations for participating in the volunteer experience, ask students to think about the expectations they have for the experience and what do they hope to gain. How do they think they will feel once they complete the experience? What do they think they will learn? Encourage them to think about the knowledge he gained but also the social and emotional skills he developed.

7. Individually, ask students to write or record a short reflection about what they hope to gain from their volunteer experience and what they are looking to achieve. Encourage students to consider how the experience might change the way they think, feel or act.

   **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
   - 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


• “Social Emotional Learning and Inclusion in Schools” education.oxfordre.com/view/10.1093/acrefore/9780190264093.001.0001/acrefore-9780190264093-e-146?print=pdf
Lesson 3:

Volunteer Awareness and Recruitment Fair

Suggested Time:
120 minutes

Learning Goals:
Students will:
- Prepare a persuasive and informative 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, which 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.

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.

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 as a guide for 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?

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

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 volunteering 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](http://www.WE.org/wevolunteernow). 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?

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

4. 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.
- Tutor students who are finding certain subjects challenging.
- Each month, choose an organization from the volunteer awareness and recruitment fair and give them your time and skills.

**Report and Celebrate**

5. 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 to volunteer their time and skills to organizations and causes they are passionate about.

6. 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.
1. Divide students into small groups and provide each student with two sticky notes. Invite students to reflect on their volunteer experience and to write down their responses to each question on one of the sticky notes.
   - What were you hoping to contribute through your volunteer experience?
   - Do you feel you made a positive impact through your volunteer experience? Why or why not?

2. In their groups, encourage students to share their personal contributions and how they felt about their volunteer experience. Ask them to consider if this experience is something they would participate in again.

3. Explain to students that they will be creating a journal to reflect on their volunteer experience.

4. Share the video “The Value of Self-Reflection | James Schmidt | TEDxUniversityofGlasgow,” [www.youtube.com/watch?v=G1bgdwC_m-Y](https://www.youtube.com/watch?v=G1bgdwC_m-Y) (11:31). As a class discuss why the process of reflection is important, especially for the experience of volunteering. Why is it important to consider your own personal motivations before, during and after the experience? What can we learn through volunteering? How can volunteering change the way we think, feel and act? As an alternative to the video, ask older students from the school or a teacher to share their own personal volunteer experience and their reflections from that experience.

5. Encourage students to choose a format for their reflection journal that they feel most comfortable with. However, students should structure their journal so they can share their thoughts and feelings before, during and after the volunteer experience. Students can consider dividing their journal into three sections or segments.

   Students can choose to:
   - Create a paper-based journal or use word processing software
   - Record a video journal using a tablet or video recording device
   - Record an audio journal using a mobile phone or recording device
   - Create a dialogue journal where a teacher, adult or peer can respond to the writers’ thoughts

6. Encourage students to consider what they learned during the volunteer experience. How did they feel before, during and after the experience? Will the experience impact their actions in the future? Invite students to use the following prompts to begin their writing or thought process.

<table>
<thead>
<tr>
<th>Before</th>
<th>During</th>
<th>After</th>
</tr>
</thead>
<tbody>
<tr>
<td>• What is my purpose for volunteering?</td>
<td>• How am I helping people while volunteering?</td>
<td>• What did I contribute to my community through this volunteer experience?</td>
</tr>
<tr>
<td>• What motivates me to take time to help others?</td>
<td>• What knowledge am I learning from this experience?</td>
<td>• How do I feel about this experience?</td>
</tr>
<tr>
<td>• Why did I choose this organization to volunteer for?</td>
<td>• What social or emotional skills am I gaining?</td>
<td>• Would I volunteer in the same way again? If not, what would I do differently?</td>
</tr>
<tr>
<td>• What knowledge will I gain from this experience?</td>
<td>• Is this organization aligned with my purpose?</td>
<td>• Did this organization align to my personal purpose?</td>
</tr>
<tr>
<td>• What social or emotional skills will I develop?</td>
<td>• Do I feel like I am making a difference?</td>
<td>• What did I learn or gain from the experience?</td>
</tr>
<tr>
<td>• Why do I think I will learn from this experience?</td>
<td>• How am I growing or changing through this experience?</td>
<td>• Could I have gained more?</td>
</tr>
<tr>
<td>• Why is this important for me to do at this time?</td>
<td></td>
<td>• How has this experience changed my perspective?</td>
</tr>
</tbody>
</table>

7. After students have had time to reflect and respond in their journals, encourage them to share their thoughts with their peers and their school community if they are comfortable to do so. Challenge students to use their experiences to encourage others to become volunteers. Encourage them to think about what they learned from the experience. How can they take their learning into future volunteer actions? How did this experience support their own well-being? Is this an experience that they would repeat? How will this experience impact their day-to-day life? Alternatively, students can document their experience and reflections through social media platforms or a classroom blog to share and encourage others to volunteer.

**Educator’s Note:** In Lesson 4, students had the opportunity to plan and take part in a volunteer experience. This enrichment activity will encourage them to reflect on their volunteer experience to explore what they learned from the experience and to consider how the volunteer experience changed the way they think, feel or act.

**Educator’s Note:** If students have already completed their volunteer experience, encourage them to reflect on how they felt before and during the experience and what they feel they gained.
Appendix 1: Classroom Observation Forms

Classroom Observation Form 1

Lesson/Activity:
# Appendix 1: Classroom Observation Forms

## Classroom Observation Form 2

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Names</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Lesson/Activity:
# Appendix 1: Classroom Observation Forms

Classroom Observation Form 3

<table>
<thead>
<tr>
<th>Lesson/Activity:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Observations</th>
<th>Questions/Concerns</th>
<th>Next Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
• 1736: Benjamin Franklin formed the Philadelphia volunteer fire brigade
• 1861–1865: Ladies’ aid societies are created to make bandages, uniforms, tents, etc., for the Civil War
• 1881: Clara Barton organized the American Red Cross
• 1887: First United Way organization is founded in Denver, CO
• 1896: Ballington and Maud Booth found Volunteers of America
• 1902: Ernest Coulter organized a children’s initiative, which became Big Brothers Big Sisters of America in 1977
• 1902: Foundations of 4-H clubs are laid
• 1910: Rotary Club is founded
• 1910: National Urban League is founded
• 1916: Kiwanis and Lions clubs are founded
• 1918: The American Association for Community Organizations (predecessor to the National United Way) is founded
• 1922: International Rescue Committee is created
• 1930s: The Great Depression creates need for soup kitchens and bread lines
• 1933: President Roosevelt establishes the Civilian Conservation Corps
• 1941: Office of Civilian Defense is formed to organize civilian support for World War II efforts
• 1952: The Allstate Foundation is established
• 1961: President Kennedy creates the Peace Corps
• 1964: War on Poverty legislation leads to the creation of Volunteers in Service to America (VISTA), the Job Corps, College Work Study Program and the Neighborhood Youth Corps
• 1969: President Nixon promotes volunteerism through the Office of Voluntary Action
• 1970s: Nurse-Family Partnership founded by David Olds while he was working in an inner-city daycare center
• 1971: Greenpeace is founded
• 1974: President Nixon promotes National Volunteer Week, which is still celebrated today
• 1974: Shamrock Shakes sold at Philadelphia McDonald’s locations help fund the first Ronald McDonald House
• 1976: Facing History and Ourselves is created.
• 1976: Habitat for Humanity International is formed by Millard and Linda Fuller
• 1987: New York Cares launches City Cares
Blackline Master 1: 
Milestones in American Volunteering

• 1989: Teach for America is founded to find high-performing college grads to teach in high-need urban and rural schools
• 1990: Points of Light Foundation is founded
• 1990: A one-block pilot for the Harlem Children Zone begins—the program is later promoted by President Obama
• 1991: The first Fisher House opens as temporary residence for families in major military centers
• 1993: President Clinton creates AmeriCorps
• 1995: Craig Kielburger founds Free The Children
• 1997: The Bill and Melinda Gates Foundation is created with the guiding belief that every life has equal value
• 2006: To Write Love on Her Arms begins to help people struggling with depression, addiction, self-injury and suicide
• 2013: United Nations Youth Volunteers Programme launched
• 2014: The ALS Ice Bucket Challenge spreads through social media and raises millions of dollars in funds for research