

# Value Activity 6

**Value** Moral and Civics Education

**Objective** To teach students the meaning and values of volunteering.

**Vocabulary** *animal welfare, elderly, sponsor, volunteering*

**Preparation** Make copies of Worksheet 6 (1 per student).

## Warm-up

### Hangman

Draw dashes on the board for the word V-O-L-U-N-T-E-E-R-I-N-G and have students guess the letters. Elicit the meaning by saying the names of organizations or charities they may be familiar with and asking what sort of work they carry out. Ask students if they know any people who volunteer and what their job involves.

## 1 Read and mark (✓) the opinions you agree with.

Tell students that some young people feel unsure about the idea of volunteering or have never even thought about it. Ask students how many of them have done volunteering work or would like to try it.

Hand out copies of Worksheet 6 (see *Preparation*). Have students read the opinions and mark the ones they agree with. Encourage volunteers to mention one of the opinions and to say why they agree with it.

## ♦ Complete the sentence.

Invite students to write their own definition of volunteering. Monitor and provide help where needed. Encourage volunteers to read their sentence to the class.

## 2 Write reasons for people to do volunteering.

Tell students that many young people volunteer and that there are a lot of reasons to do it. Have students look at the beginning of the list and allow them a few minutes to think of other reasons. Then elicit their ideas: *to make friends, to help someone, to learn new skills, to have an impact, to be part of a team, to keep busy, to share a skill* and so on.

## 3 Read and classify the activities according to the type of volunteer work.

Tell students that there are many ways they can help out in their community. Teach the words *animal welfare, helping the elderly* and *sponsor*. Have students look at the tasks and write them under the appropriate heading. Monitor and give help where

necessary. Invite students to share their ideas and have a show of hands to express which charity they would most like to help out with.

## Wrap-up

### Our Charities!

Divide the class into groups according to the activities they selected in *activity 3*. Have students draw up a to-do list between them, writing down what they can do to help their cause. Elicit some general examples as a class—*speak to teachers and parents about the issue, find out what organizations already exist in the community*.

Finally, have students read their lists to other groups. Encourage them to carry out their lists in real life.