



Students collaborate to plan a “VOLUNTEER” experience in their community, using information that they gathered from “Know the Need” week.



The ability to watch this video on charity (<https://www.facebook.com/watch/?v=820876078296918>, 4:43 mins); Information from last week’s “School Suggestion Box” activity and/or other feedback you’ve gathered on school/community improvement, from last week’s activities or other sources (see Educator’s Note below); Posterboard, flipchart paper, whiteboard, or chalkboard; Markers, dry erase markers, and/or chalk.

Total Prep Time: 15 mins.

Educator’s Note: Before beginning this activity, collect all information from last week’s activities and all extension activities, like the “School Suggestion Box” comment cards. If you did not participate in last week’s activities, build in time to have a quick brainstorming session with students to discover some ways that the school and/or program can improve and how those improvements can happen.



As this is the second Monday of the month, please consider sharing or re-sharing the Monthly Kick-Off activity, and if appropriate, video at www.everymondaymatters.org. Additionally, a three-minute recap of the previous weeks may add extra context to this week and help connect the dots around the monthly theme.

4 C's	SOCIAL & EMOTIONAL LEARNING	SERVICE LEARNING
● Critical thinking	● Self-awareness	● Integrated learning
● Communication	● Self-management	● High quality service
● Collaboration	● Social-awareness	● Collaboration
● Creativity	● Relationship skills	● Student voice
	● Responsible decision-making	● Civic responsibility
		● Reflection
		● Evaluation

GOALS FOR THE WEEK

- Discover personal traits and strengths that contribute to making the lives of others better
- Identify various ways to serve in local and global causes, and put these ideas into action
- Recognize how to lift others through long-term solutions based on real need
- Understand how “VOLUNTEER YOUR TIME” is an important part of this month’s theme, “MONDAY GETS ENGAGED”



STUDENT ACTIVITY: **“THREE CHEERS FOR VOLUNTEERS!”**

1) SHARE THE NAME OF THIS ACTIVITY WITH STUDENTS: “THREE CHEERS FOR VOLUNTEERS!”

2) WATCH THIS VIDEO ON CHARITY WITH STUDENTS BEFORE ASKING THE WARM-UP QUESTIONS:

<https://www.facebook.com/watch/?v=820876078296918>, 4:43 mins

3) ASK 1-3 QUESTIONS FROM THE LIST BELOW TO WARM STUDENTS UP ON THE ACTIVITY’S FOCUS:

***NOTE:** *Choose questions appropriate to your students’ ages, grades, ability levels, and classroom goals. Students may share their answers in pairs, small groups, or as a large group.*

- **What are your thoughts on this video?**
 - What things do you agree or disagree with?
 - What kinds of things should we keep in mind as we consider “VOLUNTEERING”?
- **Why do you think people choose to “VOLUNTEER”?**
- **Do you think people can ever “VOLUNTEER” for the wrong reasons?**
 - Like what?
 - What are some potential outcomes of this type of service?
- **What are some unselfish reasons we can have for “VOLUNTEERING”?**
- **What are some specific ways we can support local infrastructures through our service?**
 - Note: Infrastructure is defined as the basic physical and organizational structures and facilities that are needed for society to operate, such as businesses, buildings, roads, power supplies, and the people who run them
- **What are some things that let you know a charitable organization is credible?**
- **How can you tell if you are meeting a long-term or a short-term need through “VOLUNTEERING”?**
 - Why is it important to focus more on long-term needs when we “VOLUNTEER”?
 - When might it be important to help with a short-term “VOLUNTEER” opportunity?
- **What kinds of needs did you discover last week that will help you to be a more effective “VOLUNTEER” in your community?**
- **What kinds of “VOLUNTEER” experiences interest and excite you?**
- **How might “ENGAGING” with others through “VOLUNTEERING” help you reach outside your comfort zone in order to grow?**
- **How will planning to serve others remind you how much WE MATTER?**

4) SET UP THE “THREE CHEERS FOR VOLUNTEERS!” ACTIVITY:

- **Explain:**
 - Our desire to “VOLUNTEER OUR TIME” can lead to really fulfilling and meaningful service toward others
 - As we “VOLUNTEER”, we get to make the most of our talents and strengths, and find ways to serve that we’re really passionate about
 - At the same time, we get to reach out of our comfort zones enough to grow and develop new talents
 - When we consider doing some type of “VOLUNTEER” work, whether globally or in our own communities, we should think about the need we’re filling
 - Some needs, like natural disasters and house fires, are short-term and need “VOLUNTEERS” right away
 - These types of “VOLUNTEER” experiences are necessary and valuable
 - More often, though, we should do our best to make sure that the work we do for others serves them in the long-run
 - One way to do this is to think, “Will the service I do today help someone sustain their own future?”
 - Today, we’ll use the information we collected last week about needs and use it to plan a “VOLUNTEER” experience in our neighborhood

- You'll make sure it's something you're interested in and can keep a commitment to do multiple times

• **Ask:**

- What are some ideas you have for your "VOLUNTEER" opportunity?

5) START THE "THREE CHEERS FOR VOLUNTEERS!" ACTIVITY:

• **Note: Before beginning this activity, collect all information from last week's activities and all extension activities, like the "School Suggestion Box" comment cards**

- If you did not participate in last week's activities, take a few moments to have a quick brainstorming session with students and talk about some ways that the school and/or program can improve and how those improvements can happen

• **Read out loud to students some of the comments given by those in your neighborhood, and go over any other feedback or information you've collected about how the school or program can improve**

• **Draw a brainstorm web on a posterboard, white board, or chalkboard**

• **As a group, categorize these comments into main sections and place them on your brainstorm web**

• **Then, let students brainstorm some ideas of "VOLUNTEER" experiences they'd like to do in your area, based on the feedback they've gotten**

- For example, if comment cards or community feedback focuses on trash that has gathered by the side of the road, students can brainstorm ways to "VOLUNTEER" and address that trash, including a trash pick-up day that they do or a day that they organize for their community to all pick up trash

• **Then, go through each of the ideas that you have come up with as a group and have students vote on the activity that they'd like to do as a group**

• **Allow up to 10 minutes for students to review feedback, come up with "VOLUNTEER" ideas, and decide on the "VOLUNTEER" activity together**

• **Spend any remaining time (or time throughout the week) working together to plan when, where, and how students will "VOLUNTEER" with the activity that they've chosen**

- Involve any chaperones or families as both helpful and desired to ensure the "VOLUNTEER" activity happens

6) AFTER THE ACTIVITY, ASK 1-3 OF THE FOLLOWING QUESTIONS TO HELP STUDENTS REFLECT ON WHAT THEY'VE ACCOMPLISHED AND HOW THEY CAN TAKE THIS FORWARD:

***NOTE:** *Choose questions appropriate to your students' ages, grades, ability levels, and classroom goals. Students may share their answers in pairs, small groups, or as a large group.*

• **What "VOLUNTEER" opportunity did you find to help out with today?**

• **What are some of the reasons you decided on this particular location or activity?**

• **How will you stay motivated while you are "VOLUNTEERING"?**

• **Why do you think "VOLUNTEERS" are needed?**

- Do you think you are needed?

- In what ways?

• **When you are actually at your "VOLUNTEER" site, how can you be helpful and successful?**

• **How does attitude play into a "VOLUNTEER" experience?**

• **How can "ENGAGING" with others make your "VOLUNTEER" experience a positive one, both for you and for those you serve?**

• **What traits, talents, and strengths do you personally have that will make you a joy to "VOLUNTEER" with?**

• **How did understanding the needs of others help you to plan your "VOLUNTEER" opportunity?**

• **What are some specific ideas you have for "ENGAGING" with those at your "VOLUNTEER" site?**

• **How does this activity help you show others that they MATTER?**

- 7) **THANK STUDENTS FOR PARTICIPATING IN THE “THREE CHEERS FOR VOLUNTEERS!” ACTIVITY. REMIND THEM THAT ALTHOUGH TODAY WAS LARGELY ABOUT PLANNING, THEY ARE TO DO ALL IN THEIR POWER TO FOLLOW THROUGH WITH THE PLANS THEY MADE WITH THEIR “VOLUNTEER” EXPERIENCE AND/OR ORGANIZATION. REMIND THEM THAT THEY ARE RELIABLE AND CAPABLE, AND THAT THEY CAN BE SUCCESSFUL IN THEIR EXPERIENCE WITH “VOLUNTEERING”.**
- 8) **WORK WITH STUDENTS TO FOLLOW THROUGH ON THEIR “VOLUNTEER” EXPERIENCE AND SUPPORT THEM AS THEY PLAN AND “VOLUNTEER” TOGETHER. CHALLENGE THEM TO “ENGAGE” POSITIVELY AS MUCH AS THEY CAN DURING THEIR EXPERIENCE AND TO BE OPEN TO LEARNING THROUGH “VOLUNTEERING.”**
- 9) **CONTINUE EXPLORING HOW TO “VOLUNTEER YOUR TIME” BY LEADING ONE OR MORE OF THE FOLLOWING EXTENSION IDEAS.**



EXTENSION IDEAS:

DO ONE OR MORE OF THESE EXTENSION IDEAS TO BRING THE LESSON FROM 15 MINUTES TO 30 MINUTES OR MORE.

- 1) **Collaborate for Service:** After deciding on the “VOLUNTEER” activity, have students do some research into organizations that they can “VOLUNTEER” with to accomplish their goals. Students can make phone calls to local organizations to gather information on what organization they can “VOLUNTEER” with. Before making phone calls, let students practice together what they might say and ask, including asking for information on what they will need to be successful with “VOLUNTEER” experiences, such as dress codes, names of staff they’ll be working with, addresses, hours of operation, etc.
- 2) **Volunteer More than Once:** If students are interested in “VOLUNTEERING” in more than one way, organize multiple “VOLUNTEER” experiences based on the feedback from the community.
- 3) **Alphabet Volunteering:** As a group, go through the alphabet and see if you can come up with sustainable and impactful ways to be a great “VOLUNTEER”, one for each letter.
- 4) **Reflect on Volunteering:** Do a debriefing with students after they have “VOLUNTEERED” and see how their experience went, whether or not they met the needs they found, if they any struggles or frustrations, what they really enjoyed, and what they would do to make it an even more successful experience the next time they go.
- 5) **Thank-You Cards:** Let students make thank you cards for each place they “VOLUNTEER” with, or to otherwise give thanks for the opportunity to help in these organizations.

“VOLUNTEERS DON’T GET PAID, NOT BECAUSE THEY ARE WORTHLESS, BUT BECAUSE THEY ARE PRICELESS.”
- SHERRY ANDERSON