

BOOST IT!

Create a comic strip about using a character strength while volunteering.

CHEERS FOR VOLUNTEERS

Domain: Positive Relationships

Modules: Kindness and Connections

Phases: 3-4

DEVELOPMENTAL OUTCOMES

→ Demonstrates a variety of ways to show love and kindness

LEARNING INTENTIONS

→ Identify ways volunteering strengthens communities and personal wellbeing

→ Explore different ways we can volunteer

ASSESSMENT OPPORTUNITIES

→ Contributions to the 'Volunteering Web' activity

→ 'Post-it Pile' responses

RESOURCES

→ Audiovisual equipment

→ Post-its

→ Video about volunteering

→ Pencils or pens for writing

→ A4 paper for writing/drawing plans (optional)

MINDFUL MOMENT

BRAIN BREAK

STRATEGIES AND QUESTIONS



Optional: Play "Get Together" by The Youngbloods as students enter the classroom or as part of a dance Brain Break lesson transition.

INTRODUCTION – WHERE THE LESSON IS GOING AND WHAT IS EXPECTED

Big questions: What are we learning about? Why?

Introduce the learning intentions and contextualise the lesson for your class.



Discuss what volunteering is, or watch this optional video: '[What is volunteering?](#)' (1:42).



'Think, Pair, Share': How does volunteering help both the volunteer and the community?

Discuss key takeaways from the video or discussion, and provide students with additional clarity and information, as needed.

ACTIVITY 1 – VOLUNTEERING WEB



On a large sheet of paper, write "Volunteering" in the centre. Students add ideas around it about who benefits (e.g., animals, elderly, environment) and how (e.g., food donations, community cleanups). Discuss connections.



Questions could include: How does volunteering in this way help others? In what ways are these initiatives connected?

Success criteria: Listen to others, take turns talking

ACTIVITY 2 – VOLUNTEER IDEA



In pairs, students brainstorm a simple volunteering act they could do (e.g., helping a neighbour, organising a school cleanup).

Students then share their ideas in small groups of with the whole class.

Success criteria: Listen to others, take turns talking, contribute relevant ideas

ACTIVITY 3 – PLANNING TO HELP



Students work individually, in pairs or as a small group to create a plan to volunteer to help someone at home or in the school community.

Ask each group how it feels to know they'll be able to help others.

Success criteria: Cooperate with others, listen to others, take turns talking

REFLECTION – RETHINKING AND REVISING

Big Ideas: What have I learnt about how I can volunteer at school or home?



Drawing inspiration from their plan, students write an "I can help by..." statement on a post-it note. The class then engages in a '**Post-it Piles**' reflection, sharing how they plan to help others, and grouping their ideas according to similar recipients, strategies, intentions or outcomes.



Ask students: When will you carry out your idea?

Success criteria: Listen to others, take turns talking, share your ideas about volunteering