

BOOST IT!

Write a proposal for a new volunteer group at your school.

DO GOOD, FEEL GOOD

Domain: Positive Relationships

Modules: Kindness and Connections

Phases: 5-7

DEVELOPMENTAL OUTCOMES

→ Expresses pro-social behaviour in face-to-face and digital interactions

LEARNING INTENTIONS

→ Explore how volunteering builds resilience and positive emotions

→ Understand the personal and community benefits of volunteering

ASSESSMENT OPPORTUNITIES

→ 'So What? Now What?' reflections on personal strengths

RESOURCES

→ Audiovisual equipment

→ A4 paper

→ 'Why Being Kind Can Help You Feel Good' article (provided)

→ Pens

MINDFUL MOMENT

BRAIN BREAK

STRATEGIES AND QUESTIONS



Optional: Play "Hang On Help Is On the Way" by Little River Band as students enter the classroom.

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: '[Teen Volunteers on Volunteering](#)' (1:28).



'Think, Pair, Share': How does volunteering help both the giver and the receiver?

ACTIVITY 1 – BEING KIND BOOSTER



Students read the provided article as a class, or in pairs. Provide students with additional clarity and information, as needed.



Students form pairs, choose two of the questions under the article to discuss, then form groups of four and share their reflections.

Success criteria: Read carefully, listen to others, take turns talking, make helpful contributions

ACTIVITY 2 – VOLUNTEERING YOUR STRENGTHS

Students '**Brainstorm**' character strengths (e.g., kindness, teamwork) that align with different types of volunteering.



Students form small groups and develop a diagram that connects strengths with real-world volunteer opportunities.



Questions could include: How does the main character help others? How do they feel after helping?

Success criteria: Listen to others, take turns talking, make helpful contributions

ACTIVITY 3 – WHAT IF...



In small groups, students respond to the following: "What if your school started a volunteer project? What could it be? How would you contribute in a way that used your strengths?"

Student share responses with another small group or with the whole class.

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

REFLECTION – RETHINKING AND REVISING

Big Ideas: What have I learnt about what volunteering is and how it helps people?



Students engage in a written or verbal '**So What? Now What?**' reflection, to discuss how volunteering connects to our personal strengths and how this will impact their future actions, or what they will now do with this new knowledge.



Success criteria: Listen to others, take turns talking, share your ideas about strengths and helping others



WHY BEING KIND CAN HELP YOU FEEL GOOD

A recent study looked at whether doing kind things for others could improve teenagers' wellbeing. Ninety-seven teenagers were asked to do one of three things: carry out kind acts for others (like helping a friend or volunteering), do kind things for themselves (like listening to music), or just keep a diary of daily activities. They did this three times a week for four weeks.

The results showed that being kind to others can boost mood, reduce stress, and help people feel happier—but mostly for those who already enjoy helping others (these people are called altruistic). The more naturally generous someone was, the more they gained from doing kind acts. These students even donated more money to charity after the study!

So what can we learn? Volunteering or being kind to others can be great for your wellbeing—especially if you pay attention to how it makes you feel and how others respond. If you're not used to helping others, that's OK! You might just need to try it a few times and reflect on how it affects you.



With National Volunteer Week coming up (19–25 May), it's a great time to try something kind—whether that's helping someone at school, joining a project, or supporting a cause you care about. Kindness can make the world better and help you feel good too.

QUESTIONS

1. *Why do you think being kind to others might have a stronger impact on wellbeing than being kind to yourself? Can you think of situations where this might or might not be true?*
2. *How might schools or communities design volunteering opportunities that are meaningful for both altruistic and less altruistic young people?*
3. *The study found that kindness improved wellbeing most for people who were already altruistic. What might this mean for students who don't naturally enjoy helping others? How could they still benefit from doing kind acts?*
4. *What are some ways we could measure whether kindness activities in school are improving students' wellbeing, sense of connection, or willingness to give?*