

A Matter Of Honour – Module on Volunteering

Methodological and didactic comments



Yaps
Raising
young people's
awareness on
preparedness and
self protection



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Project Partners



Federal Office of Civil Protection and Disaster Assistance



AUSTRIAN RED CROSS



UNIVERSITATEA
BABEȘ-BOLYAI

A Matter Of Honour – Module on Volunteering

General Information

<p>What subjects is this module suitable for?</p>	<ul style="list-style-type: none"> • English, • General Knowledge, • Civic Education, • Arts, • Cross-Disciplinary Subjects
<p>What age group is this module suitable for?</p>	<p>for the age group 7-10</p>
<p>What general skills are taught using this learning module?</p>	<ul style="list-style-type: none"> • Developing communication and reading skills • Analysing and assessing information, facts and situations • Working with texts and reading comprehension • Knowing and using reference works • Stimulating motor skills and creativity • Training the ability to concentrate • Developing and presenting texts independently • Clearly describing processes and feelings to others • Verbalising one's own emotions • Recording, documenting and assessing data • Acquiring mass-media related skills
<p>What thematic skills are taught using this learning module?</p>	<ul style="list-style-type: none"> • Becoming aware of volunteering activities • The capacity to explain in one's own words what the term "volunteering" means • Knowing and assessing the meaning and value of volunteering for society and for each individual in part • Knowing the various organisations where volunteers work • Reflecting on the motivation behind voluntary help • Becoming aware of the fact that anyone can be a "hero", regardless of their age • Reflecting upon one's voluntary commitment

Context

A culture of mutual help is important for a living and functional democracy; each and every one of us has the possibility to offer help, including children.

Based on worksheet “A matter of honour” pupils in the age group 7-10 are explained what being a volunteer means, why it is important for our society to be there for others and what organisations there are where they can sign up as volunteers. Focusing on the world we live in, on taking action, the great diversity of methods and learning through discovery are the main didactic principles used. Thus, pupils come into contact independently and actively with this topic by solving the tasks, reading the stories, looking at the images and playing the games. They acquire specialised knowledge, as well as social skills, decisionmaking skills, knowledge about methodology and the mass media. Moreover, the drawings stimulate the imagination and creativity of pupils, as well as their motor skills by colouring.

Methodological and didactic comments

The learning module is made up of various tasks that focus on voluntary work from various perspectives. Depending on the pupils' level of knowledge and the time at hand, tasks can be solved both individually and collectively.

Can you fill in the blanks?

General competences conveyed

- Working with texts and reading comprehension
- Analysing and assessing information, facts and situations

Starting from the opening story, where Max and Flocke, while taking a walk, get to meet volunteers who train rescue dogs, pupils find out what “volunteering” means by filling in the blanks in a text. At the same time, they receive information about the organisations where people can volunteer. Depending on the pupils' level of knowledge and the time at hand, tasks can be solved both individually and collectively, comparing the results in the classroom.

Master of the puzzle

General competences conveyed

- Working with texts and reading comprehension
- Stimulating motor skills and creativity

For this task pupils are asked to cut out the pieces and complete the puzzle. This way they gain an overview of the organisations where volunteers offer their help. Besides, they become familiar with their logos and names. Cutting out and putting cards in the correct order also trains motor skills.

Reporter among charitable organisations



General competences conveyed

- Independent work according to personal interests
- Recording, documenting and assessing data
- Knowing and using works of reference
- Discerning between important and unimportant information
- Independently developing and presenting texts
- Speaking and listening, training social skills and interactions with others

For this task, pupils will become reporters and research about the organisations around them where volunteering is possible and the activities they have. Pupils will write down the results of the research and present them in front of the class.

For this task, pupils can turn to the internet, telephone directories or the guidebook of local companies. They can also ask their friends, parents, siblings or grandparents, which further encourages the exchange of information on the topic. This is how members of the family and friends are reminded of the importance of volunteering.

True or false?



General competences conveyed

- Working with texts and reading comprehension
- Assessing information, circumstances and situations
- Clearly describing processes and feelings to others
- Verbalising one's own emotions

In order to become aware of and to reflect on the meaning of voluntary work, pupils are asked to assess various statements about the topic. The statements highlight the subjective and emotional side of why people become volunteers in the first place. In order to spark a debate in class, pupils are asked to highlight in green the statements they think are correct, and in red the ones they believe to be incorrect. There are also empty speech bubbles where pupils can write down other reasons why people become volunteers.

In the following partial task, too, where they take on the role of someone who needs help, pupils reflect upon the importance of volunteering. In this task pupils talk about their own experiences with volunteers: perhaps at some point they needed help themselves or witnessed an intervention. In order to stimulate exchanges between all the pupils in the class, it is recommended that this task be performed by the entire class.

Heroism



General competences conveyed

- Competences in the field of mass-media
- Stimulating motor skills and creativity
- Speaking, listening and training social competences in interactions with other people

For this task, pupils are asked to think who their heroes are. Starting from standard traits, pupils think about what characters in the mass media and what persons around them possess these characteristics. In the table drawn beforehand they put down the characteristics of their heroes as well those of real life heroes. Then they read them out loud to their classmates. This task teaches pupils that not only fictional people can be “heroes”, but real people around them and themselves can, too. This strengthens the sense of their own worth, as well as class cohesion. The exchange of ideas about mass media heroes and their characteristics helps pupils reflect on their qualitative and quantitative consumption of mass media, which improves their abilities related to the field. .

Tip:

The task can be carried out by the whole class, on the board or on a flipchart. The teacher will see that every student be called a real hero and be written down as such at least once.

There is also the possibility to invite an “everyday hero” to class. Pupils can come up with questions and even take an interview. The interview can be recorded on camera.

Flocke’s safety memory

This is a fixed module to be found in some teaching units. Twelve cards are available for this task. Pupils visualise once again important rules of behaviour for each topic discussed. What’s more, the exercise allows students to reflect while playing and strengthen their knowledge about volunteering. The ability to focus and memorise is also stimulated.

The safety memory game can be played at school or with the family, which encourages talks about the topic at home, as well.



Auxiliary learning modules

The following teaching units offer more in-depth thematic knowledge:

- Fire – Module on Fire Safety Education
- Bless you! – Module on the Topic of Influenza and Viruses
- Knife, Fork, Scissors, Light – Module on Household Risks
- Helpfulness – module on the correct behavior in an emergency
- Safety First – Module on the Topic of Safe Ways to School
- Fast as Lightning – Module on Storms
- Completely Soaked – Module on the Topic of Floods and Landslides
- Highly Dangerous – Module on Drought and Forest Fires
- Quaking – Module on the Topic of Earthquakes
- Supportive – Social Engagement in a Community
- A Matter of Honour – Module on Volunteering