

Supportive – Social Engagement in a Community

Worksheets



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



The European
Commission provides
funding for the project.

Project Partners



Federal Office
of Civil Protection and
Disaster Assistance



AUSTRIAN RED CROSS



UNIVERSITATEA
BABEŞ-BOLYAI

Max and Flocke at the school festivity

Max has been waiting for this day eagerly for weeks on end: the school is holding a great festivity today. As Max enters the schoolyard with his dog Flocke, he is in for a surprise. He has never seen so many people gathered in one place: small children, pupils, parents and grandparents. Max takes a round of the schoolyard. There are games and stalls everywhere, and even an ambulance with three volunteers. It

smells of candy floss and sausages. There is music in the air. Everyone is laughing and having a good time. Max would like to try a bit of everything. Flocke wags his tail in excitement, all the more so when he spots the sausage stand and the wall for football practice. Suddenly, Flocke stops and turns and Max soon finds out why: in the middle of the schoolyard sits a girl. She is all alone and crying.





Go there or away?

You have certainly spotted the little girl who is crying in the picture. What do you think the reaction of the other children and adults is when they see her? Can you recognise the reactions in the picture? Write them down. Then, with your classmates, talk about the clues that helped you identify them.

I have identified the following reactions of children and adults:

Type of reaction	The person in the picture who has this reaction

Write a continuation to the story. Then read it out loud to your classmates.

How would you feel if you were in the same situation as the little girl? Discuss it with the whole class. Which of other people's reactions that you identified in the picture would make you feel better and which ones would upset you? Bring arguments. With your classmates think of why compassion and help are important.

Hint: you can surely think of situations when you were helped or when you helped someone else. Tell your classmates about these situations.





You can help anytime, anywhere

The school festivity has come to an end. Max and Flocke have been home for several hours now. However, Max can't get the little girl who was crying out of his head. "To help and to act in a social way is very important", he's thinking. "What does social mean, after all? And how is just helping different?" says Max to his mum. She replies: "You can help anytime and anywhere, even here, at home. Just look around." How can Max give a helping hand at home?

Who are the people who would benefit? Mark the possibilities on the picture. Compare your results with your desk mate. Motivate your choice.



Can you answer Max's question about what social means? Who benefits when we help and act in a social way? Why is it important to help and act socially when we live with others? Brainstorm with your classmates and jot down ideas.



Together, not on your own

Undoubtedly, community is important. However, every person sees a community differently and has different ideas as to why it is important for each member in part as well as for the whole.

With your desk mate try to answer the questions in the thinking bubbles. Then, with the whole class, put your ideas together and discuss them. What similarities and what differences can you find between your ideas?

What does a community mean?

What are the conditions that make a community work?

What does a community bring to its individual members?

Why is a community important and necessary?

What happens if there is a conflict?





Further activity: creative artists

A community can only function when all its members observe certain rules. This principle applies to everyday life and the interactions with other people. Make a poster. Write your rules on it, the ones you find important for being together in the classroom or in a community. Put the poster on a wall in your classroom or in your school.

Flocke's idea: It would make things even more interesting if you added images to your idea. For each rule think of a situation or reason that you can illustrate with a picture. All you need is a digital camera and your imagination. Your teacher will help you print the photos. Once printed, you can glue them next to the rules that you wrote on the poster.



Flocke's advice:

Community can be a lot of fun. Play the "Gordian knot" with your classmates. For this game you will need enough space for all the players to fit in the middle of the classroom. Stand close to each other, close your eyes, stretch out your arms and take hold of two hands at random.

Now open your eyes. Each one of you has to hold a classmate's hand and no hands must be left unheld. Now try to untangle this "Gordian knot" without letting go of your classmates' hands. A good coordination and discussions will get you through and help you form a circle.



Personal strenghts profile

Every person has strong points and so do you! Perhaps you are imaginative, patient or always ready to help others. Most people do not know what their strenghts are, but for their family and friends, that's what makes them

really special. In emergency situations, too, someone's strenghts can meet the needs of somebody else.



Flocke knows ...

If you are facing a problem, you are unhappy and don't know to whom you could talk about it, you can dial the emergency number for children.

0800 111 0 333 Childline

This is the telephone number you can call anytime and free of charge if you need to talk about your problems and get help.





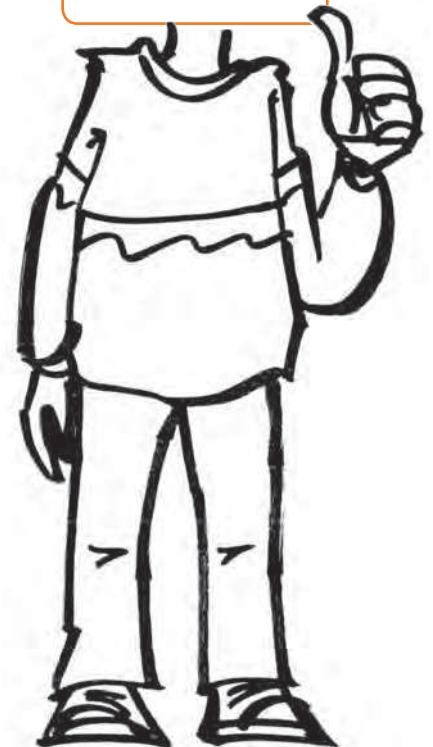
Your strengths

1. Brave, helpful, funny? What are your strong points and what are your classmates' strong points? Put the chairs in a circle. Each one of you will be seated in the middle once. Tell the person in the middle what you like about him/her. Start your sentence like this: "What I like about you is ...".
2. After each round, tell the others what it felt like being in the middle of the circle.
3. Why is it important to know our strengths? Discuss it in the classroom.

Personal strengths profile of

Name: _____

Attach a photo of yourself here if you want.





Fill in the blanks

Max wants to volunteer helping. But how can he do it? In order to find out, he interviews the nurse he saw in the ambulance at the school festivity. She tells Max the story of how she became a volunteer and what possibilities there are for Max to become a volunteer himself. On his way back home, however, Max notices some blanks in his text. Can you help him fill them in? Insert the words below in the right places. Careful! You may use each word only once.

children, interests, ambulance, association, volunteer, sports club, children's and youth organisation, organisation, parents, youth protection law, volunteer

“Five years ago I had an accident and I received help from an _____. One of the nurses was a _____.

Later I decided to _____ and help others. There are many possibilities and places where we can give a helping hand: for instance, as a caretaker in a retirement home, a trainer at a _____, as aide at a soup kitchen or a donor of clothes. _____

are also allowed to and can help. Many organisations have their own _____ where children can sign up as

volunteers as early as the age of six. Find out

if in your area there is a _____ or a _____ where children

can get involved socially in an honorary manner. Your _____ can also

help you in your search. Think in advance what _____ you and what you are able to do. Bear in mind that all activities and work that children do are regulated by _____.

It specifies what activities children can carry out, what age they have to be to do it and for how long they can do it.





Social reporter

Find out what organisations there are in your town where people can volunteer. Ask your parents, your siblings, your neighbours and friends. Put down the information you have found. Write down the name and address of these organisations. Also write down what volunteers do in those organisations. Present the results of your research in front of your class. Could you picture yourself as a volunteer in one of those organisations? Motivate your decision.



Flocke's word game

This is the second part of the word game. You can play this game with your friends or siblings. You might even play it with your parents

one day and see how well they can rewrite a word.

Flocke says:
"Have fun!"



This is how it works:

1. Print out the cards on thick paper or glue them on cardboard.
2. Cut out the cards.
3. Get into two groups.
4. Shuffle the cards. Deal half of the cards to group no. 1 and the other half to group no.2. Take a look at the first card.
5. Try to explain to the other players on your team the term written on the upper part of the card. Your team will have to guess the word and name it.
6. Careful: you cannot use the words underneath the term that has to be guessed.
7. For fairplay, a member of the other team can have a look and check.
8. You have one minute to explain as many terms as possible.
9. Now it's group no. 2's turn to start with a card.
10. The winner is whoever guesses the most terms by the end of the game.



Help	Volunteer firefighters
<ul style="list-style-type: none"> • to support • homework • household 	<ul style="list-style-type: none"> • fire • helmet • ooogah-ooogah
Community	Strengths
<ul style="list-style-type: none"> • together • group • collaboration 	<ul style="list-style-type: none"> • force • talent • muscle
Social	Compassion
<ul style="list-style-type: none"> • to help • together • caring 	<ul style="list-style-type: none"> • injury • to help • to comfort
To save	Emergency number for fires and accidents
<ul style="list-style-type: none"> • person who gives help • ambulance • Fire brigade 	<ul style="list-style-type: none"> • problems • emergency • 112
Courage	Injured
<ul style="list-style-type: none"> • fear • brave • hero 	<ul style="list-style-type: none"> • accident • ambulance • help
Accident	Support
<ul style="list-style-type: none"> • traffic • vehicle • erou 	<ul style="list-style-type: none"> • help • volunteering • work