



A2 Volunteer Challenge

Doing good feels good



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All Challenges of level A2 are also available in a printed version in German. You can find them at www.jugendstärken.at (Jugend stärken, volume 1 - 4).



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Empowering Youth with the Youth Start Entrepreneurial Challenges Programme

CORE ENTREPRENEURIAL EDUCATION

ENTREPRENEURIAL CULTURE

ENTREPRENEURIAL CIVIC EDUCATION

 IDEA CHALLENGE I can develop an idea.	 HERO CHALLENGE I can learn from role models.
 MY PERSONAL CHALLENGE I can solve personal challenges.	 LEMONADE STAND CHALLENGE I can sell things.
 REAL MARKET CHALLENGE I can develop a business plan for the market.	 START YOUR PROJECT CHALLENGE I can plan and implement my project with a team.

 EMPATHY CHALLENGE I can empathise with myself and with others.	 STORYTELLING CHALLENGE I can tell stories.	 BUDDY CHALLENGE I can support others in achieving their goals.
 PERSPECTIVES CHALLENGE I can understand I am part of my environment.	 TRASH VALUE CHALLENGE I can create something valuable out of garbage.	 OPEN DOOR CHALLENGE I can network with others.
 EXTREME CHALLENGE I can set and achieve difficult goals.	 BE A YES CHALLENGE I can say "yes" to myself and those around me.	 EXPERT CHALLENGE I can apply learning and communication techniques.

 MY COMMUNITY CHALLENGE I can do things for the community where I live.	 VOLUNTEER CHALLENGE I can engage in community service.	 DEBATE CHALLENGE I can develop and debate my opinion.
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The Youth Start Entrepreneurial Challenges Programme is based on the TRIO Model, which is a holistic definition of entrepreneurship that encompasses three areas:

- CORE ENTREPRENEURIAL EDUCATION** – Supports entrepreneurial qualification in a narrow sense: developing own ideas and implementing them creatively and in a well-structured way.
- ENTREPRENEURIAL CULTURE** – Personal development: self-initiative, self-confidence, teamwork, empowering oneself and others.
- ENTREPRENEURIAL CIVIC EDUCATION** – Enhancing social competences as citizens: assuming responsibility for oneself, others and the environment.

"Empowering Youth" is a holistic learning programme for lower secondary school students and promotes personal initiatives and entrepreneurial spirit. It is part of the "Youth Start Entrepreneurial Challenges" programme. All competence levels (A1 = primary level, A2 = lower secondary level, B1+B2 = upper secondary level) can be downloaded at www.youthstart.eu in English, German and other languages. The "Mind & Body" section provides short video clips with physical "activate & concentrate" exercises and the "Youth Start mindfulness programme".



Preface

Empowering Youth ...

... refers to the title, the goal and the content of a practice-oriented, holistic learning programme which was developed for **lower secondary school** students. Bigger and smaller “**challenges**” form the key element of the programme. They function as learning prompts in three key areas that play an important role in empowering young people:

- entrepreneurial thinking and acting,
- personal development and
- social commitment.

Each key area is assigned a different color to help differentiate between them.

A diagram of the entire programme is included at the beginning of this document.

Empowering Youth is part of the “**Youth Start Entrepreneurial Challenges**” Programme, which aims to foster personal initiative and the entrepreneurial spirit of young people. It was developed in Austria for both primary and secondary school students, and it has been translated into six languages.



The **A2 Volunteer Challenge** with its motto "Doing good feels good" directly addresses the teenagers and invites them to become active themselves and volunteer to commit themselves to help other people, animals or the environment.

The “Youth Start Entrepreneurial Challenges” Programme supports children in developing their potential.

This was proven by a scientific field study which was carried out from 2015 to 2018 in Austria, Slovenia, Portugal, and Luxembourg with about 30,000 children and teenagers.

The research results demonstrate that by working with the programme in lower secondary school, the adolescents’ self-esteem is improved, and teamwork, creativity, and networked and critical thinking are fostered.

The students do not only learn how to communicate empathically and how to treat themselves and others with care and respect; they additionally acquire basic economic qualifications that are vital for their future working life.

We wish everyone working with this programme many inspiring learning experiences!

Eva Jambor and Johannes Lindner, editors

www.youthstart.eu | www.jedeskindstärken.at | www.ifte.at

These symbols will guide you through the challenge. They have the following meaning:



Instructions for an exercise



Extra tip for you



Bonus task



Talk to someone about it



Think about it



More information can be found in the teacher guide







A2 Volunteer Challenge

Doing good feels good

Volunteering and social commitment are important elements of social cohesion. In the **A2 Volunteer Challenge** you learn about organisations and how you can volunteer and talk to people who do volunteer work. Decide where you want to volunteer!

Explanatory video: www.youthstartchallenges.eu/A2VolunteerEN

4 steps to the finish line:

-  **Step 1** - Exploring volunteer work **6**
-  **Step 2** - Conducting interviews on volunteer work **11**
-  **Step 3** - Becoming a volunteer yourself **14**
-  **Step 4** - Thinking things over **17**

Aim

I can contribute as a volunteer.





1.1. Where do "your hands" help?



Helping hands are often used as a symbol for volunteer work. This challenge, too, uses them for its icon. Write all the things you do for others, for society or for the environment into and around the hand.

This may be small things, such as: helping neighbours with the shopping, helping somebody study, helping with the housework, repairing something, donating money to charity, getting involved as the class representative, visiting people in the old people's home, collecting rubbish, taking care of an animal, ...



Create a colourful collage under the heading "Our helping hands" with the handprints showing your various volunteer activities.

1.2. Good reasons for good deeds ...

Why do people volunteer and do something for others without getting paid? Reasons may include ...

- pleasure in the activity
- the feeling of making a difference
- appreciation
- contact with other people
- wanting to gain experience
- making a good impression in the CV
- helping with the career choice
- ...



Which of the above mentioned reasons are important to you? Highlight them!

Can you think of any further reasons? Write them down. Compare the things that are important to you with the others.



1.3. The "Volunteer Glossary"

commitment free of charge
charity solidarity volunteer work association
social NGO non-profit volunteer service
human rights



Choose three words from the word cloud and find out what they mean. Use Wikipedia (e.g. <https://en.wikipedia.org/wiki/Volunteering> or https://en.wikipedia.org/wiki/Nongovernmental_organization) or a lexicon:

Enter the words and the matching definitions into the **Volunteer glossary**.

Volunteer Glossary

Volunteer services	mean voluntary, nonpaid activities that benefit society. Smaller volunteer services include participation as a parent representative at school or in kindergarten, participation in a parish council, in cultural associations or sports clubs and in relief organisations. Volunteer work on a larger scale includes activities for bluelight organisations, such as the fire brigade and the Red Cross, as well as mountain or water rescue services.



Compare your explanations. Make a poster showing the complete glossary and hang it up in class.



1.4. Lena from Fridays for Future – "That is how I contribute"!



Read through the interview. Highlight the reasons for why Lena volunteers.

When did you join Fridays for Future? How did you find out about it?

I first participated in a climate strike in March 2019. I went there with friends from school. Then I read about a meeting on Instagram, that was about a year ago. I asked a friend if she wanted to join me, and so we went there together. I immediately volunteered for the Social Media team, and I regularly go to meetings ever since.

Can you tell us what you do?

I organise climate strikes in my hometown. I take care of applying for the required permits and make sure we have everything we need, such as, a megaphone. Mostly I also take over the moderation part during the strikes. And I write press releases and do a lot of social media work, like writing Instagram postings.

Why did you choose to commit yourself to climate protection?

Because it is so important. I would like to get involved in other social issues, injustice and equal educational opportunities, for example. But unless we succeed in slowing down climate change, everything else is lost anyway. Besides, I've always been interested in nature conservation and animal welfare, and then I stopped eating meat.

What have you reached so far?

Personally, I was able to convince a lot of people to read up on the subject and go to the demonstrations even people who had always insisted: "No, I'm not interested. This is none of my business." And as a movement, we managed to get a lot of attention and make climate protection the number 1 topic of the Austrian parliamentary elections.

What were the highlights for you so far?

On the one hand, the global climate strike in Vienna in September 2019. You could feel such an incredible energy, there were so many people it was totally overwhelming. And then the networking with other volunteers.

I have made a lot of new friends.

What are the positive aspects of volunteering for you?

I get a lot of energy back, even though it is exhausting at times. And you learn so much. It's also a lot of fun because you can do what you are interested in. If you like to play around on your computer, for example, if you like to create graphic images, take photographs, tinker,... There is something to do for everyone so you can combine work with pleasure.

Has your commitment had an impact on your career aspirations?

I've always wanted to become a politician or work in an NGO. This desire has now become even more intense. What do you want to say to students who are not yet involved? Do it! Choose a topic that is important to you and get involved. You learn a lot, meet nice people, and it does a lot, you can achieve a great deal!



Lena, 14 years old, school student in Lower Austria



Has this encouraged you to get involved in Fridays for Future? Here you can find out about the next meetings in your region: <https://fridaysforfuture.org/action-map/map/> or www.fridaysforfuture.at/regionalgruppen (German only)

In step 2 you will learn how to conduct an interview with volunteers yourself.



1.5. So many possibilities to do good ...



Do you know people who are volunteers like Lena? What do they do and where? Write down each example on a small piece of paper.

Which of your examples fit the following areas? Match them to the examples below.

Supporting people (social issues)

German (Language) lessons for refugees

Working for justice

Hosting an information stand on anti-racism

Protecting animals

Helping out at an animal sanctuary

Committing yourself to the protection of the environment

Organising a demonstration for better climate protection



Which of these four areas are you most interested in? Why? Talk about it.



Collect the papers and present your examples to the others. Can you find examples that fit other areas? e.g. culture, sports, religion, ... Write all areas on a poster and match your examples to each of the areas.



1.6. Volunteer work for young people



Pair up with another student from your class who is interested in the same area:

people (social issues)

justice

animal welfare

environment

Find out together, which opportunities there are for young people to volunteer in that area.
Which organisations are there?

Useful **links** for the research:

- <https://www.dosomething.org/us/articles/community-service-project-ideas>
- <https://www.dosomething.org/us/articles/volunteering-ideas-to-help-the-environment>
- https://reliefweb.int/sites/reliefweb.int/files/resources/ar2019_facts_and_figures.pdf
- <https://blog.prepscholar.com/129-examples-of-community-service-projects>
- <https://media.ifrc.org/ifrc/what-we-do/red-cross-and-red-crescent-youth>
- https://europa.eu/youth/go-abroad/volunteering_en
- <https://www.youthpass.eu/en/>



Which options do you have to volunteer in your neighbourhood?



Which offers have you found? Write down the most interesting **research results**.

Name of the organisation: _____

Location: _____

Activities: _____

Pros: _____

Cons: _____

Name of the organisation: _____

Location: _____

Activities: _____

Pros: _____

Cons: _____



Present your results in front of the class. Collect all information in a **volunteer folder**. That way everyone can look for a suitable activity and add new examples to the folder.





An interview project will help you find out more about volunteers, their activities and their motivation. Get together in teams and choose a charitable organisation or NGO you are all interested in. Conduct an interview with a volunteer who works there.

2.1. Start an interview project!



In the A2 Start Your Project Challenge you learn about which steps are required to start a project together (download at http://www.youthstart.eu/en/challenges/how_do_you_start_a_project/).



Think about which tasks there are. Decide who is responsible for what and draw up a work plan. Structure the tasks in a logical order and add things that are missing.

Conduct the interview	Make contact with the interview partner	Presentation
Prepare guidelines for the interview	Carry out internet research on the organisation	

Work plan:

What has to be done?	By when?	Who is responsible?	✓



Check on a regular basis which tasks have been finished. Does anybody need any assistance? Is there an unexpected problem that you need to find a solution for together? Stick together as a team.

2.2. Choose an organisation and interview partner



Choose an organisation you are interested in. Research information on the internet, for example:



What is the organisation engaged in? What is their aim?



What tasks are carried out by volunteers?



Where is the organisation's nearest contact office?



Search the internet for infographics on social work. Prepare a visually engaging presentation of the most important information on your organisation and create "your" infographic. Hang them up in a gallery on the hallway or in the auditorium.



Who do you want to interview? Find a person who volunteers in your organisation (use personal contacts, if available, or contact information you found on the website).

Ask this person for an interview by writing a polite e-mail or calling on the telephone.

Your request should include the following information:

- who you are (incl. the name of your school)
- where you got the contact details
- what the reason for making contact is
- when and where the interview is to take place



The teacher guide provides further suggestions for your e-mail or telephone call.



2.3. Prepare guidelines for your interview

Before conducting the interview, think of questions you want to ask. These questions shall guide you through the interview while leaving you the necessary flexibility to ask additional questions whenever they arise.



Discuss in your team what you want to find out and formulate "open" questions you cannot simply answer with "yes" or "no". That way you will be able to find out more. Write down the questions legibly.

1. Why do you volunteer? What is your motivation?
2. Why did you choose this organisation?
3. What exactly do you do? Please describe your tasks.
4. Is it also possible to do what you do for a living?
5. What is positive for you about volunteering? Is there anything negative?
- 6., 7., 8., ...

2.4. Prepare for the interview ...

You can record the interview with your smartphone. You can download dictation apps for free. If you conduct the interview using a video conferencing tool, it is also possible to record the video.

Attention: You have to ask your interview partner if he/she agrees to the interview being recorded before starting the interview!



Rehearse the interview in a role play, using your interview guidelines.

- Do a test recording to check if everything works like it should.
- Then listen to the recording together: Did you speak loudly and clearly?
- What was especially pleasant for the interviewed person? What should the interviewer do differently during the real interview?



Follow these tips when preparing for the interview:

- Fully charge your recording device and take the charger with you.
- Check that there is enough memory for the recording.



2.5. Conduct your interview



What have you learned during the interview rehearsal? What do you especially want to pay attention to during the interview? Talk about it.



Read through the interview-checklist together. Is there anything you have not yet considered? Highlight it and try it out in advance if you are unsure.

Interview-checklist

- Greet your interview partner and introduce yourself. Be friendly and polite.
- Briefly talk about your project.
- When you start recording, mention the date and who you are interviewing.
- Listen intently and show interest.
- When you have reached the end of your guidelines, announce that that is your final question.
- After that you can ask: "Is there anything else you would like to say to us?"



Fill out the supplementary sheet for interviews immediately after you have finished the interview. You will find a template in the teacher guide.



Discuss in the team which answers you found most interesting and start writing down ideas for the presentation. Use the interview-checklist to see how well you did what.

2.6. Present your interview project



Prepare a 5-minute presentation that suits your team: poster, slide show, short video, podcast, photo collage, ...



You can play extracts from the interview recording for the presentation, show information material on the organisation or even invite the person you interviewed. If you want to, you can prepare a handout with the complete interview (like the interview with Lena from **exercise 1.4.**, step 1).

The presentation should include answers to the following questions:

- What is the organisation engaged in? Were you able to gather any interesting information? (Use your infographics!)
- Which values are created for others by volunteering? Which values are created for the volunteers themselves?
- Which answers from the interview did you find most interesting?
- What left an especially strong impression?



Listen attentively to the other presentations. Can you now list more "Good reasons for good deeds"? Complement the list in **exercise 1.2.** (step 1) with further reasons that were mentioned in the presentations. Talk in class about the motivations of the interviewed persons for volunteering.



3.1. "Volunteer week" at your school

Share what you have found out about volunteer work with the whole school and organise an exhibition. Why not make it the kickoff for a volunteer week at your school?



Invite parents, students and teachers from the other classes and the director to a **Gallery Walk**. Each project team has a station where they present "their" organisation and "their" volunteer. The guests walk from station to station.

Here are a few ideas of what else you could prepare for the exhibition:

- Create a poster showing all "Good reasons for good deeds" to encourage other students from your school to become active themselves.

Good reasons for good deeds

Volunteer work for young people



- Prepare a poster (or a series of posters) to illustrate different opportunities for young people to volunteer. Use the information from your volunteer folder and the infographics of "your" organisations.
- Make a video on why people volunteer. The following video by Project 51 might serve as an inspiration:
-> What Does Volunteering Mean To You? (<https://www.youtube.com/watch?v=asbwvNyjRrA>)

What is most important:

Decide on how you want to volunteer and use the exhibition to look for others to join in.

Surely your research has given you enough ideas. Find more on the next pages.



The UN's 17 Sustainable Development Goals (SDGs) might serve as an inspiration for your personal social commitment – find out more in the **A2 My Community Challenge**
(download at http://www.youthstart.eu/en/challenges/the_17_sustainable_development_goals_and_how_to_contribute/).

The Forum Umweltbildung provides instructions (German only) on how to use SDG projects to increase your social handprint. Research "My social handprint" on the internet.

Present your project ideas at the exhibition, as a poster, collage, video, performance – in whatever way you can think of. What is important is that you become active yourselves and encourage others to join you!



3.2. A climate club for more climate protection

Do you want to contribute to the achievement of no. 13 "climate protection measures"? Start at your school - with a climate club! The club members get together on a regular basis and decide on what projects they want to contribute to. You will need:

- motivated students, teachers or parents who want to participate
- a time and place for your climate club meetings
- posters to call the attention of and invite other interested people



The teacher guide provides information on how to found a club as well as contact details to other climate clubs.



These are exemplary projects that have already been implemented by climate clubs. What are your ideas?

**Take part in a climate demonstration
and make posters**



**Invite climate experts to a speech
and round table**

Start a climate newspaper

**Develop an environmental seal of quality for the school
(Ökolog (German only), Climate Alliance, Ecolabel)**

**Design a climate board
for your school with the
latest information on the
climate crisis**

Make your school yard greener



Organise a trade-off for clothes

Organise a movie night with documentary films on climate topics

**Advocate for a more organic range
of products in the school cafeteria**



Collect ideas, write them down and decide together, which of the projects you want to implement.

1. Your common goal:

2. Write down what there is to do and who takes on responsibility for which tasks.

3. Make an appointment for a meeting to discuss what has been done, how you did and what more there is to do. Maybe someone has had another idea ...

4. Promote your climate protection campaign. You can use the school's website or Social Media channels.



3.3. Welcome to your new school – a buddy project

With a buddy project you can contribute to more social cohesion at your school and help students who are new at your school by sharing your experience.



The three story cards below will make it easier for you to imagine what challenges children starting at a new school are facing. Read through them and find out which problems the three students might have. Talk to others and tell them about your experiences as a new student.

Leonie is often afraid that she might be late for class. The new school building is so big, and she often gets lost. In primary school she knew her way around.



Stefan is very shy and does not dare to talk to others. He would like to have contact with the others in his class but taking the first step is hard for him.



Jakub has only recently moved here. In his home country he always had good grades, but since he still finds it difficult to speak the language, he cannot show what he can do. Even all the information he is given by the teachers stresses him out ...



Put yourself in the place of one of these students. What is he/she thinking? How does he/she feel? What does he/she see, hear and say?

- Write down your thoughts, e.g. in the form of a diary entry.
- Act as if you were that person. Make up theatre scenes for the story cards.



Practise walking "in the other person's shoes". Ask your teacher for the worksheet.



Doing a brainstorming session, think about how you can help as a buddy. Every idea is wanted, all ideas are allowed! The more ideas you have, the better it is for the students starting at your school.

Get together and choose one or more ideas to implement - for example within the framework of a buddy project with a first class. Use the *Design Thinking* method!



Learn about how to empathise with others using the Design Thinking method in the **A2 Idea Challenge** (download at http://www.youthstart.eu/en/challenges/finding_solutions_with_the_design_thinking_method/). You develop ideas, create a prototype and get feedback. www.flipchallenge.at provides an E-Learning tool (Entrepreneurship Challenge) (German only).



4.1. Questionnaire for the Volunteer Challenge

You have researched what volunteer work means and where young people can volunteer. You have dealt with an organisation more intensively and interviewed a volunteer. You presented your research results to others and listed good reasons for good deeds.

1. What are the most important reasons for you to become a volunteer?	
2. Why does every contribution count when it comes to volunteer work?	
3. Which kind of volunteer work impresses you most?	
4. Which area would interest you most to volunteer in?	
5. Which volunteer could serve as a role model for you? Why?	
6. What touched you most about the interviews with the volunteers?	
7. When and where do you want to volunteer?	



Talk to others about your answers.



4.2. How well can you do that already?



Carefully read the sentences below and think about how well you can do these things.
Mark the area under the symbol that fits best.

Here is what the four symbols mean:



I can do that in most cases.



I can do that in some cases.



I can rarely do that.



I need a lot more practice for that.

I can explain technical terms relating to volunteer work.				
I can give examples for volunteer work activities.				
I can name organisations in which young people can volunteer.				
I can research targeted information on the internet and summarise the results.				
I can take on responsibility for tasks in a team project and get them done by an agreed date.				
I can politely contact unknown persons to arrange an appointment.				
I can prepare guidelines for an interview.				
I can conduct an interview.				
I know about opportunities to volunteer in my environment, for example at my school.				
I have developed concrete ideas of how I would like to volunteer.				
I contribute to benefiting my environment.				



4.3. Implementing a social project in a few steps ...

You have learned about volunteer organisations and talked to people who have set an example for others. There are so many ways how you can volunteer and make a positive contribution. Will you become active yourself?



Go back to **exercise 1** of this challenge (**Where do "your hands" help?**) and think about how they could help even more. Think about a personal social project you would like to implement. Pursue your goal step by step.



Tell others about your project. Explain to them why you volunteer, what you do for others and why you feel good doing good.

Perhaps someone wants to join you in contributing?

Further links (in English):

<https://www.ongood.ngo/info/resources/25-must-follow-ngos-in-europe>

<https://www.weareteachers.com/best-volunteer-opportunities-for-kids/>

<https://toolkit.volunteermatters.org.uk/>

<https://www.dosomething.org/us/articles/community-service-project-ideas>

<https://www.dosomething.org/us/articles/volunteering-ideas-to-help-the-environment>

<https://www.localwise.com/a/295-do-a-world-of-good-15-best-places-to-volunteer>

https://reliefweb.int/sites/reliefweb.int/files/resources/ar2019_facts_and_figures.pdf

<https://blog.prepscholar.com/129-examples-of-community-service-projects> <https://media.ifrc.org/ifrc/what-we-do/red-cross-and-red-crescent-youth>

https://europa.eu/youth/go-abroad/volunteering_en

<https://www.youthpass.eu/en/>

<https://volunteersweek.org/>

Further links (in German):

www.freiwilligenweb.at

<https://www.freiwilligenweb.at/freiwilliges-engagement/international/>

www.jugendportal.at

www.logo.at/ehrenamt-beteiligung#

<https://wien.youngcaritas.at/actionpool/>

<https://www.jugendrotkreuz.at/>

www.aktivwerden.at

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The “**Mind & Body**” section provides short video clips with physical “activate & concentrate” exercises and the *Youth Start mindfulness programme*.



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