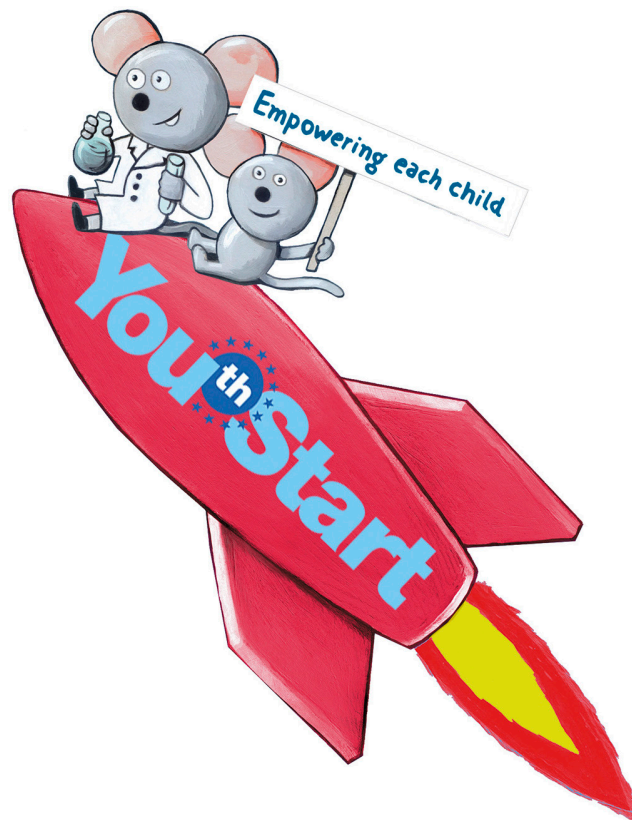




# A1 Volunteer Challenge

## Volunteering

### Student Manual



**Andrea Bisanz • Heidi Huber • Eva Jambor**

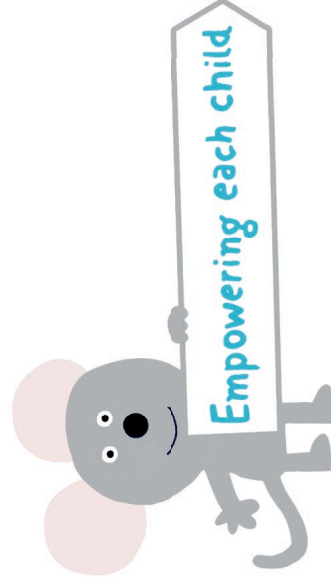
All challenges of level A1 are also available in a printed version in German. You can find them at [www.jedeskindstärken.at](http://www.jedeskindstärken.at) (Jedes Kind stärken, volume 1 - 4).



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## with the You<sup>th</sup> Start Entrepreneurial Challenges Programme

LET'S DEVELOP  
AND IMPLEMENT YOUR IDEAS!



DON'T BE AFRAID TO TRY NEW THINGS!  
ALSO ENCOURAGE OTHERS!

USE YOUR IDEAS  
TO HELP OTHER PEOPLE!



**IDEA CHALLENGE**  
Get your ideas moving forward!  
Let's create value!


☐ ☐


**HERO CHALLENGE**  
You're my role model


☐




**EMPATHY CHALLENGE**  
My feelings –  
Your feelings


☐


**STORYTELLING CHALLENGE**  
Creative storytelling


☐


**BUDDY CHALLENGE**  
Empower others!


☐



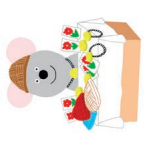
**MY COMMUNITY CHALLENGE**  
Solving problems together


☐


**MY PERSONAL CHALLENGE**  
What's it worth?


☐


**LEMONADE STAND CHALLENGE**  
Selling is fun


☐


**PERSPECTIVES CHALLENGE**  
Tracking 20 Euros


☐


**TRASH VALUE CHALLENGE**  
Recycling adds value


☐


**OPEN DOOR CHALLENGE**  
Discovering clues


☐


**DEBATE CHALLENGE**  
Let's talk to each other!


☐


**REAL MARKET CHALLENGE**  
Becoming a "junior manager"


☐


**START YOUR PROJECT CHALLENGE**  
I'm off to a flying start!


☐



**EXTREME CHALLENGE**  
Assessing oneself


☐


**BE A YES CHALLENGE**  
This is good for me


☐


**EXPERT CHALLENGE**  
Learning holistic learning


☐


**VOLUNTEER CHALLENGE**  
I can volunteer


☐


The You<sup>th</sup> Start Programme "Empowering each child" promotes the self-initiative and entrepreneurial spirit of children at the primary school level. All teaching materials are available at [www.youthstart.eu](http://www.youthstart.eu). A mindfulness programme with video clips is provided in the "Mind & Body" section.



Challenges with a **yellow icon** instruct the children in entrepreneurial thinking and acting. **Pink** stands for personal development: these challenges focus on empathy, teamwork and self-confidence. **Green icons** indicate that social competences are trained: the children learn to assume responsibility for themselves, others and the environment.

## Information for parents

**Empowering each child** refers to the title, the goal and the content of a practise-oriented, holistic learning programme which was developed for **primary school children**. Bigger and smaller **challenges** form the key element of the programme. They function as learning prompts from three key areas that play an important role in empowering our children:

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

Each key area is assigned a different colour to help differentiate between them. A diagram of the entire programme is included on the previous page.

**Empowering each child** is part of the "**You<sup>th</sup> 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 **A1 Volunteer Challenge ("Volunteering")** prompts the children to make a voluntary contribution to society and, on their own and together in class, help other people, animals or the environment. Even small contributions are valuable!

**The "You<sup>th</sup> 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 primary school, the children's self-esteem is improved and teamwork, creativity and lateral thinking are fostered. The children learn empathic communication and how to be sensitive to their own and others' needs, and they improve their vocabulary.

We wish all the children many inspiring learning experiences working on this challenge!

**Eva Jambor and Johannes Lindner, editors**

[www.youthstart.eu](http://www.youthstart.eu) | [www.jedeskindstärken.at](http://www.jedeskindstärken.at) | [www.ifte.at](http://www.ifte.at)



# A1 Volunteer Challenge

## Volunteering

A **Volunteer** is a person who spends their free time doing something they care about without being paid to do so. A **Challenge** is something that is not easy to do. In the **Volunteer Challenge**, you will learn about volunteering and find out how you can help other people or contribute to protecting nature and the environment.

Explanatory video: [www.youthstartchallenges.eu/A1VolunteerEN](http://www.youthstartchallenges.eu/A1VolunteerEN)

### 4 steps to the finish line:



Learning about voluntary work

page 5



Volunteering stories

page 7



Taking responsibility

page 10



Thinking things over

page 12



*I can contribute as a volunteer.*



## 1. Voluntary work



In the organisations described below people provide voluntary support in their free time without being paid to do so. For other people working at these organisations this is their job. Read the descriptions and match the pictures to the corresponding text.

The men and women of the **volunteer fire brigade** not only extinguish fires. They also rescue victims of serious car accidents who are trapped inside their cars. After natural disasters, they clear the streets of trees and branches. In case of floods, they build dikes or pump water from flooded houses.

In some countries, such as Austria, children **from the age of 8** can join the volunteer fire brigade.

**Greenpeace** is an environmental organisation whose members take peaceful action all around the world to protect people, animals and plants. Its goal is to prevent environmental damage and to get people to be environmentally friendly.

There are many ways that children can support Greenpeace, for example by organising **fundraising events** – like a lemonade stand, a cake sale or a flea market – asking a **speaker to visit your school** or **campaigning online**.

Some organisations take care of the elderly and sick as well as people with disabilities. Volunteers visit these people to chat, play, go for a walk or help them with daily errands.

Volunteers can also provide valuable support to other organisations, such as Caritas Internationalis.

Children can also “donate” their time, for example, by **visiting elderly people** in retirement homes and reading to them or playing with them..







Sick or injured people are usually taken to hospital by an ambulance. Volunteers often help in such cases – for example volunteers of organisations such as the **Red Cross**. The sector in which the volunteers assist is called the health and social care sector.

The Red Cross Youth also has kids' groups, which even primary school children can join.

**Other organisations** offer various volunteering opportunities too. For instance, adults can help children and teenagers study or repair their bicycles. They can also support refugees by giving them language lessons.

There are also various ways for **children** to **volunteer** for these organisations.

Caritas Internationalis also relies on the support of volunteers, who, for example, help provide people living on the street with food. The volunteers bring the ingredients needed for the meals, prepare them and serve them to the homeless.

In Austria, for example, each federal province provides support to homeless people. Children can also help by donating clothes.



In groups of three or four, look for other volunteer organisations on the internet. Write a short text about the organisation, choose a picture to go with it and use them both to create a poster. Then present the organisation to your classmates.

**Médecins Sans Frontières, SOS Children's Villages, WWF – World Wide Fund For Nature, Amnesty International, reading buddies, scouts, ...**



Use all your works to create a large poster and present it to other classes or your parents.



## 2.1. Volunteers at work



Below you will learn about two volunteers. Working in pairs, decide who will read the first text and who will read the second one. After reading your text, try to answer the following questions:

- Who has written your text?
- Who is your text about?
- What exactly does this person do?
- Who does the person support through their work?
- Why does the person enjoy doing their work?
- What does the person experience while volunteering?
- What strengths does the person use in their work?

### Text 1

#### **My mum is a coach at a sports club.**

My mum is an enthusiastic basketball player. She has been playing in a club since she was eleven years old. "Of course, we all have to strive to give our best at each game. But it's the team spirit that's drawn me the most to this sport. We all stand up for each other", my mum always tells people when asked why she likes this particular sport.

When my mum was 20 years old, she also trained to become a coach and has since volunteered at the club. In the beginning, she coached teenagers between the ages of 10 and 14. My mum loves spending time with children and it was her biggest wish to form a children's team at the club. The team was eventually formed and has been around for several years now. My mum currently coaches a group of girls and boys between the ages of 8 and 10. All children can join the team, even those who have never played basketball before.

Being a coach, it's especially important for my mum that all the children in her group like to move and enjoy playing the game. She sees to it that each child finds their place on the team and likes to be part of it. Of course, the children fight every now and then. If that happens, my mum makes sure that everyone makes up before going home from training.

For the children on the team to feel like a true community, my mum organises a mini festival every year. The children's teams of various clubs and their coaches meet at a sports hall the same day professional basketball competitions take place there. The young basketball players can then watch their role models in action, meet them and spend the day together.

Many coaches working at the club are volunteers. Without them, it wouldn't be possible for children and teenagers to try a number of different sports after school.

*Told by Aylin, 9 years old*



## Text 2

**My brother helped breed sea turtles in Costa Rica.**

My brother always wanted to participate in a volunteer programme abroad after finishing school. He's been interested in endangered species for as long as I can remember. He's fascinated by anything that has to do with nature. This is why, for once, he wanted to personally get involved with nature conservation. My parents and my brother had already been searching for a long time when they discovered a project in the Pacific Ocean that involved breeding sea turtles. Daniel travelled to Costa Rica and helped save the turtles from extinction.

In Costa Rica, Daniel had many responsibilities. He and other volunteers from all around the world guarded the beaches in the evening and at night. This is how they protected the eggs from predators. They also collected eggs that were lying in dangerous places and took them to safe breeding grounds. There, the baby sea turtles could safely hatch.



The babies were then raised in a breeding station until they were big enough to be let free. They must be of a certain size to make sure that they aren't easily eaten by other animals. Together with other volunteers my brother took the babies to a safe beach and made sure that all the turtles got into the water. "It felt amazing when the little turtles swam out into the ocean one after another", Daniel told us looking very happy. Beside working with animals, he also had to do other tasks that weren't as interesting. The volunteers cleaned sections of the beaches, helped with cooking or cleaned their accommodation. But working in a group, even those tasks were quite fun. Beside work, there was also time for trips to other parts of the country.

Daniel learned a lot about turtles and other animals. He's very happy and proud that he was able to make a difference with his work and make a valuable contribution to the environment. His English has improved, and he also got to experience a foreign country. He also made many new friends in Costa Rica. He told me that he's sure he'll benefit from these experiences his entire life. It sounds interesting – maybe I'll do it one day too ...

*Told by Jakob, 10 years old*



Interview each other about the texts you have chosen. Afterwards, discuss the questions above. Maybe you will find out something you have not thought about yet.



Is there anything else you would like to know about the people described? Think of other questions and put yourself in their shoes: what could their answers be?





## 2.2. Ask and learn more!

Many people do volunteer work and in their free time support a cause that is important to them. For example, they take sick people to hospital, visit elderly people in retirement homes or prepare meals for homeless people. Some help injured animals or protect the environment.

Do you want to know more about these people?

What would you like to ask them?



Collect questions and prepare an interview guide together in class.

- Think about the order of the questions.
- Write them down.
- Leave space below the questions for the answers!



Do you know any reading buddies in schools? People who are helping their neighbours during the coronavirus crisis? Tutors? Other volunteers? Interview one of these people.

Use the interview guide and write down the answers using keywords.



At the end of the interview, ask the person if they want to tell you something else they think is important.



Create a profile\* of that person and present it to your class.

Listen carefully when other children present their interview partner. Write down why the interviewed person does volunteer work:

People volunteer because ...

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Who do you want to know more about? Write down questions and invite one of the people interviewed to your class. You can also visit a volunteer institution and ask questions.

\* The teacher guide includes a template for an interview guide and a profile.



### 3.1. We are there for others



Now it's your turn! In your area, what can your class do to try to make a difference to people's lives, animals' lives or the environment? Write down your ideas and choose the one you like best.

our voluntary activity

We are going to



Plan a voluntary activity together and use the following checklist to help you:

#### Checklist for our voluntary activity:

- What information do we still need?
- What do we have to take with us?
- Do we have to learn something before we can do it?
- Does it involve different tasks? If so, who will take on which task?
- When do we want to start the activity?
- Do we have to ask or inform somebody beforehand?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



After the activity has taken place, discuss the following questions:

- What did you like best?
- How did you feel doing the activity together?
- Were you able to carry out the activity as planned?
- How did people react to your project?
- What would you do differently next time?
- What did you learn working on the activity?





### 3.2. Do your part



How can **you** volunteer in day-to-day life? Think about how you can do your part in a way that involves little preparation. Write down three ideas and discuss them at home or at school.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



Choose one idea to put into practice tomorrow. Put the others into practice in the next two weeks. Once you have put them into practice, write a short report about the experience that made you the happiest.

Answer the following questions in your report:

- Who did you help?
- What exactly did you do?
- Why did you choose that specific activity?
- How did you feel doing it?
- How did people react to it?



Tell others of your best experience. What makes it so special?

You can also act it out as a play (alone, in pairs, using language or as a pantomime ...).  
Did others experience something similar?



Which of your strengths did you apply? What are you thankful for?

These are the strengths I applied:	This is what I am thankful for:
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____



## 4.1. Questionnaire for “Volunteer Challenge” Detectives

You have learned a lot about volunteering and volunteered yourself.

1. What has impressed you the most?

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2. What has surprised you?

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3. What do you think is the best thing about volunteering?

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4. Is there anything you imagined differently? What was it?

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5. Who or what will you volunteer for in the future?

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6. What will you put into practice tomorrow?

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Discuss your answers at home or at school.



## 4.2. How well can you do that already?



You have interviewed volunteers, carried out a voluntary activity together with your class and volunteered yourself. Think about how well you can do the things in the list below and colour the field under the symbol that fits the best.

Here is what the four symbols mean:



I am very good at that.



I can do that a little bit.  
If I practice, I will get better.



I am good at that.



I need a lot more practice for that.



I can name organisations that work with volunteers.				
I can research volunteer organisations on the internet and find out what they do.				
I can describe the different types of work volunteers carry out.				
I can come up with questions for preparing an interview guide.				
I can conduct an interview.				
I can create a profile of a person I interviewed.				
I can empathise with others.				
I can plan something together with other children.				
I volunteer my time for the benefit of people, animals or the environment.				



All Challenges of level A1 are also available in a printed version in German. You can download them for free or order them at [www.jedeskindstärken.at](http://www.jedeskindstärken.at) (*Jedes Kind stärken*, volume 1 - 4).





„**Empowering each child**“ is a holistic learning programme for children at primary school level.

It is part of the “You<sup>th</sup> Start Entrepreneurial Challenges” Programme. All **competence levels (from A1 = primary level to B2 = secondary level II)** can be downloaded for free at [www.youthstart.eu](http://www.youthstart.eu) in **German, English** and, in some cases, in five other languages.

The “**Mind & Body**” section provides short video clips with physical “activate & concentrate” exercises and the “You<sup>th</sup> Start mindfulness programme”.

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The You<sup>th</sup> Start Team would love to hear from you: if you want to network with national partners and learn more about their offers or support the implementation of the project please write to [office@ifte.at](mailto:office@ifte.at).



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