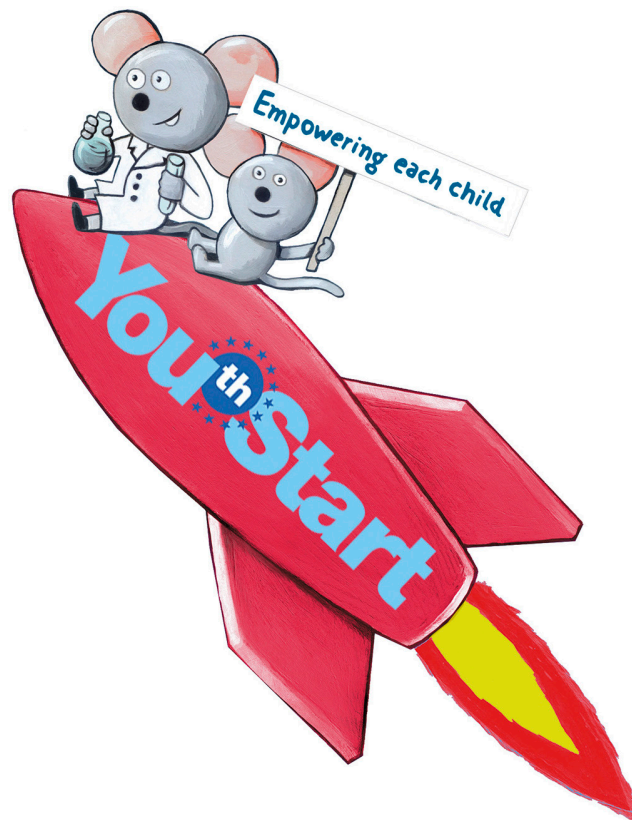




A1 Volunteer Challenge

Volunteering

Teacher Guide



Andrea Bisanz • Heidi Huber • Eva Jambor

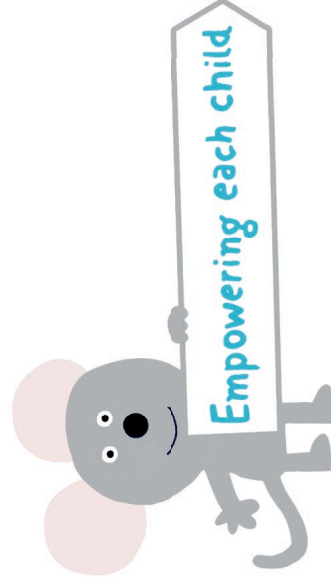
All challenges of level A1 are also available in a printed version in German. You can find them at www.jedeskindstärken.at (Jedes Kind stärken, volume 1 - 4).



Co-funded by the
Erasmus+ Programme
of the European Union

 Federal Ministry
Republic of Austria
Education, Science
and Research







with the Youth 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!


☐



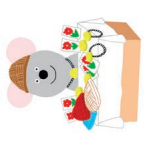
MY COMMUNITY CHALLENGE
Solving problems together


☐


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 Youth 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. 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.

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 "**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 **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 teacher guide at hand contains explanations of the exercises and further prompts for the children.

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 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 students in your class many inspiring learning experiences working on this challenge!

Eva Jambor and Johannes Lindner, editors

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

Content:



A1 Volunteer Challenge: Volunteering

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Unit planner	page 9
Template for interview guide and profile	page 10



A1 Volunteer Challenge

Volunteering

In the Volunteer Challenge, the children learn about volunteering and find out how they can help other people or contribute to protecting nature and the environment.

Explanatory video: www.youthstartchallenges.eu/A1VolunteerEN

4 steps to the finish line:



Learning about voluntary work

page 6



Volunteering stories

page 6



Taking responsibility

page 7



Thinking things over

page 8



Core competence for the challenge:

I can contribute as a volunteer.



Big idea behind the challenge

Voluntary work has become an indispensable part of our society, with many areas not being able to function without it. Volunteering, however, not only benefits society. Children and teenagers who volunteer also acquire new competences and develop new strengths.

In this challenge, the children will learn in which volunteer organisations children their age can already get involved.

In their neighbourhood, they will look for people who volunteer in an effort to make a difference to other people's lives, animals' lives or the environment. The children will interview these volunteers and ask them about their reasons for volunteering.

These examples will serve as motivation for the children to get involved and prepare a voluntary activity together in class. In doing so, they will learn that each child can contribute to society and that even small contributions are valuable and appreciated.



Explanatory video for this challenge

www.youthstartchallenges.eu/A1VolunteerEN

Entrepreneurial Competences according to the reference framework

www.youthstart.eu/en/whyitmatters/ (Competence-oriented learning)

- I can observe my environment mindfully with all my senses.
- I can put my strengths to use to set motivational goals.
- I can pursue my goals with confidence and persistence.
- I can plan simple activities mindfully.
- I can fulfil my tasks on my own or in a team even when it gets tough.
- I can understand that I am part of my environment and take on the responsibility to fulfil my tasks.
- I can identify problems.
- I can work with others.
- I can recognise other people's feelings and needs, and I can deal with them mindfully and compassionately.
- I can take on tasks for the community I live in.

Assessment

The purpose of the questions at the end of the exercises is to make the children reflect on what they have learned.

Step 4: Thinking things over

The children use a self-assessment questionnaire to think about the competences they have acquired working on the challenge and to reflect on their own work.



Preparation for all steps

Hand out the student manual containing the exercises for the individual steps to all children.



Learning about voluntary work

E 1.1. Voluntary work

By reading the short texts, the children will learn of organisations where people can make a difference to other people's lives, to animals' lives or the environment on a voluntary basis without being paid to do so. Each text contains a suggestion about how primary school children can volunteer with these organisations.

Ask the children to form groups and research other volunteer organisations on the internet. Then ask them to present "their" organisations to the rest of the class.

Have the children compile all of the groups' results on a single poster and present them to other classes or their parents. This way, awareness for volunteer work can be raised in the entire school.



Volunteering stories

E 2.1. Volunteers at work

The two texts, which each introduce a volunteer, serve to improve the children's reading comprehension. Have the children work in pairs and ask each child to choose one of the two texts.

Before reading the texts, the children are given guiding questions. Ask the children to interview each other using these questions to get to know the two volunteers.

The children are also prompted to come up with their own questions. If the answers cannot be derived from the two texts, the children should use their imagination to come up with answers.

Finally, all of the questions are discussed in class. Did any of the children discover something different? If so, what did they find out? By comparing their answers as a class, the children will have a complete profile of the two volunteers.

E 2.2. Ask and learn more!

Many people do volunteer work. Who are they?

Together with the children, think back to when public life came to a standstill due to the coronavirus crisis. One of only five permitted reasons to leave one's house or flat was to help others. Do the children know anyone who provided help in their neighbourhood during the coronavirus crisis? Do they know any tutors, reading buddies or other volunteers?

Have each child find out if anyone in their neighbourhood does volunteer work and interview at least one volunteer. The children will then use a profile to present this volunteer to the rest of the class (see the copy template in the appendix).



Ask the children to prepare the questions for the interview guide together and number them appropriately. Each child should write down the questions for the interview guide by hand and leave space for the answers. A template for the guide is contained in the appendix.



After the interview, have the children present their interview partners using the profiles they prepared. Why do these people volunteer? Ask the children to gather and discuss the reasons.

Furthermore, ask the children who they want to know more about. The children can invite these people to their class, or you can organise a class trip to a volunteer organisation.



Taking responsibility

E 3.1. We are there for others

What voluntary activity could the entire class do together?



Examples: collecting litter in parks and woods, taking part in an initiative to help homeless people, visiting retirement homes and reading to the residents or performing something for them (e.g. the circus acts prepared in the **A1 Extreme Challenge***) ...



A checklist to be used for planning the voluntary activity is contained in the student manual. The children will learn how to prepare a work schedule and allocate responsibilities within a team in the **A1 Lemonade Stand Challenge****.

The entire school may also participate in the voluntary activity.

After the activity has been carried out, have the children reflect on it and discuss the following:

- What did the children learn doing the activity?
- What did they learn about themselves?
- About the people they tried to benefit with their activity?
- About the nature they tried to benefit?
- About the animals they tried to benefit?
- How did the children feel doing the activity?
- Which of the children's needs were met by helping other people, animals or the environment?
- Which needs of other people were they able to meet by carrying out this activity?



In the **A1 Empathy Challenge*****, the children will learn how to extensively analyse their own and other people's feelings as well as their own and other people's needs. By doing so, they will also learn to communicate with empathy.

E 3.2. Do your part

The children have volunteered together and worked to make a difference to other people's lives, animals' lives or the environment.

* View the challenge at http://www.youthstart.eu/en/challenges/small_steps_to_achieving_a_big_goal/

** View the challenge at http://www.youthstart.eu/en/challenges/selling_is_fun_/

*** View the challenge at http://www.youthstart.eu/en/challenges/my_feelings_your_feelings_giraffe_language/



The activity carried out by the class required lengthy preparation.

The following list provides examples of small contributions that each child can make that do not require any preparation and can be carried out immediately:

- helping their grandma/grandpa learn how to make video calls,
- teaching younger children how to read by becoming a reading buddy,
- taking the neighbour's dog for a walk,
- watering the neighbour's plants or their own plants at home (!),
- helping their aunt/uncle in the garden,
- drawing a picture for a person they don't know living in a retirement home,
- offering to help a person with health problems cross the street or carry their shopping,
- on public transport, giving their seat to someone who needs it more than them,
- holding the door open for someone,
- providing food for birds in the winter,
- collecting litter,
- donating second-hand clothes or toys (in good condition!),
- donating books to a book-sharing box or to a children's home ...

Each child should come up with three ideas and put them into practice quickly: the first idea on the next day and the other two ideas in the next two weeks.

After two weeks, have the children write a short report about the experience that made them the happiest.

They can also choose to act out their best experience as a play.

Which of their strengths did the children apply implementing their mini activities? What are they thankful for? It is scientifically proven that doing something for someone else makes us feel grateful.



The children will learn more about positive psychology interventions (in connection with the topic “being grateful”, for example) in the **A1 Be A YES Challenge***.



Thinking things over

E 4.1. Questionnaire for “Volunteer Challenge” Detectives

Using the questionnaire, the children reflect once again on the entire challenge. Talk about what they have learned working on this challenge.

E 4.2. How well can you do that already?

By filling in the questionnaire, the children repeat what they have learned working on the challenge. They assess how well they can do certain things already. Prior to that, explain the meaning of the smileys.

* View the challenge at http://www.youthstart.eu/en/challenges/concentrate_on_what_is_good_for_you/

**TRIO Model for Entrepreneurship**

According to the TRIO Model, a holistic definition of entrepreneurship, the Volunteer Challenge belongs to the area of **Entrepreneurial Civic Education**, which is all about strengthening the social competence of citizens: assuming responsibility for oneself, others and the environment.

Time / Length of the challenge

Depending on the voluntary activity to be carried out by the entire class, at least 7 periods or perhaps even more should be scheduled.

Necessary background knowledge

None

Context within the “Youth Start Entrepreneurial Challenges” Programme

All individual challenges: www.youthstart.eu

The **A1 Volunteer Challenge** serves as an introduction to the higher-level **Volunteer Challenges**.

The content of this challenge is connected with the **A1 Be A YES Challenge – Concentrate on what is good for you!** (at http://www.youthstart.eu/en/challenges/concentrate_on_what_is_good_for_you/), the **A1 Empathy Challenge – My feelings – your feelings: Giraffe Language** (at http://www.youthstart.eu/en/challenges/my_feelings_your_feelings_giraffe_language/), the **A1 Extreme Challenge – Small steps to achieving a big goal** (at http://www.youthstart.eu/en/challenges/small_steps_to_achieving_a_big_goal/) and the **A1 Lemonade Stand Challenge – Selling is Fun** (at http://www.youthstart.eu/en/challenges/selling_is_fun/).



Interview guide:

1. What's your name? _____
2. How old are you? _____
3. What organisation do you volunteer with? _____

4. How many hours per week do you work there? _____
5. How long have you been volunteering for? _____
6. Please describe what you do in detail. _____

7. Why do you volunteer? _____

8. What has been your best experience so far? _____

9. Is there anything else you'd like to tell me? _____

Profile:

Name _____

Age _____

Volunteers at _____

How many hours per week? _____

How long have they been volunteering for? _____

Task/s _____

Reasons for volunteering _____

Best experience _____

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 (*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 “Youth 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 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 “Youth Start mindfulness programme”.

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The Youth 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.



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The implementation of the programme **Empowering each child** at primary schools in the region of Salzburg is supported by the **provincial government of Salzburg**.