

Making a Difference

A Cross-Disciplinary Unit on Volunteering
for Grade 6



Making a Difference: A Cross-Disciplinary Unit on Volunteering for Grade 6.

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The logo for the Government of Canada, featuring the word "Canada" in a serif font with a stylized red maple leaf above the letter 'a'.

UNIT PLAN

Lesson 1: Volunteers in Our Community

The class discusses what they know about volunteering and volunteers in your school and community. Students develop a list of people who volunteer. Students work in pairs to interview a volunteer in the community, reflect on the interview, and make a poster to summarize it. This lesson includes an introductory class session, a major project to be completed out of class (the interview), and a follow-up session for presentations and discussion. If necessary, this lesson can be adapted to allow for a guest speaker to be interviewed by the whole class.

Lesson 2: It's Our Way

The class watches a 21-minute DVD on the tradition of helping out in aboriginal cultures. Working in small groups, students answer questions handed out ahead of time. The whole class discusses answers. Each student is given a quote from the DVD to read out loud. Follow up with discussion and/or reflection. "Helping to Build the Circle of Respect" is an extension activity that relates the four respectful relationships described in the Dene Kede curriculum to examples from the film.

Lesson 3: Northerners Volunteer!

Students read three short descriptions of volunteer projects in northern communities (Arviat "famine", social services organization, taking elders ice fishing). Working in small groups, they answer questions about the stories related to the motivations, benefits, and different ways of volunteering. Groups present their answers, which are summarized by the whole class. Class discussion extends the ideas to compare and contrast different ways of volunteering, and recognize the value of all. The lesson concludes with a reflection question.

Lesson 4: Hands Across the World

Students use the Internet to find examples of volunteer opportunities in the NWT, Canada, and two other countries. All results are displayed in class. Students choose two opportunities that interest them, and create "job ads" for the volunteer positions, focusing on skills needed and benefits of the work.

Lesson 5: How Can I Help?

This lesson involves choosing and completing a class project that can make a difference in your school or community. It is designed for three sessions to choose and plan the project, with reflection questions to follow up. It can be adapted to meet your needs. The class identifies possible projects, develops criteria for evaluating them, and short-lists promising projects. Each student makes a recommendation using the selected criteria, and presents the reasons for their choice. The whole class decides on a project, then works together to plan it. Students individually reflect on their contribution by choosing a task, and giving reasons for their choice. After completion of the project, students reflect on the experience.

Introduction

This learning unit is intended as a resource to help you teach about the importance of volunteering—helping out—in our communities. It is a set of lesson plans linked to relevant curriculum outcomes, primarily in Health, Social Studies and Dene Kede.

Lessons can be taught together as a unit, or integrated individually into other relevant units in your teaching program. They are designed to be flexible, and to help teach existing curriculum outcomes, not add new ones.

Objectives

As a whole, this unit has the following objectives:

- to encourage and assist students to be active helpers and volunteers at home, at school, and in the community;
- to develop an awareness of the nature of volunteering, and the role of volunteers, in northern communities;
- to promote an appreciation for the importance of volunteering as a way of sharing responsibility for healthy communities.

Integration with curriculum

The lessons presented here are especially relevant for integration with Health, Social Studies, English Language Arts, and Dene Kede. All lessons in this unit can be used for teaching the curriculum outcomes outlined below.

NWT School Health Program

All lessons in this unit address the Major Goals of the NWT School Health Program. In addition, all lessons address the *Grade 6 Unit on Mental and Emotional Wellbeing: Relationships (theme)*, in particular the major concept *People share a responsibility for helping each other*. This has the following objectives:

- Identify roles of volunteers in the community.
- Identify the importance of volunteers.
- Investigate ways of becoming involved as volunteers.

Dene Kede

Lessons in this unit fit most closely with the Specific Cultural Expectations related to relationships of respect with *The People* (page xxxvii), in particular:

- 1) Learn from and respect elders.
- 2) Understand the importance of group identity and group cooperation for survival.
- 3) Understand ways in which family and tribal camps traditionally worked together.

Relevant units include *Family, Grandparents, Men and Women*, and *Elders*.

Social Studies *Western Canadian Protocol for Collaboration in Basic Education (WNCP). 2002. The Common Curriculum Framework for Social Studies, Kindergarten to Grade 9.*

Grade 6 Social Studies looks at *People and Places in the World*. It seeks to increase awareness of global interdependence and an understanding of the impact of people's choices and decisions on the world around them.

Lessons 1, 2, and 5 in this unit focus primarily on the student's own community. However, the values and attitudes encouraged in these lessons should help students to appreciate interdependence, and the effects of their actions on others. These lessons could be extended or related to research projects or other lessons addressing global connections and interdependence. One aspect of Lesson 3 directly addresses global interdependence. Lesson 4 has the strongest focus on other parts of the world.

All lessons in this unit can be linked directly, or through extension, with the following Learning Outcomes.

Citizenship Learning Outcomes

- 6-V-C-002 appreciate citizenship in the context of global interdependence
- 6-V-C-003 respect the rights and needs of others within the context of global interdependence
- 6-V-C-004 support fairness, justice, and equality in their choices and actions

Identity Learning Outcomes

- 6-V-I-006 demonstrate willingness to broaden their perspectives and experiences beyond the familiar
- 6-K-I-007 identify community groups and networks that may support their personal choices and identities
- 6-K-I-007A identify groups and networks within the Aboriginal community that may support their personal choices and identities

Culture and Community

- 6-V-CC-009 appreciate that beliefs and values are influenced by culture and place

Global Connections

- 6-V-G-017 appreciate the presence and diversity of indigenous peoples
- 6-V-G-018 demonstrate interest in worldviews and ways of life of different people
- 6-K-G-025 demonstrate awareness of global interdependence
- 6-K-G-030 describe the role of key international agencies in protecting human welfare, e.g. *World Vision*

Power and Authority

- 6-V-P-020 demonstrate concern for people who are affected by injustice or abuses of power
- 6-K-P-032 demonstrate awareness that the distribution of power and privilege varies throughout the world

Skills and Processes

Social Participation

- 6-S-001 cooperatively organize the sharing of tasks in groups
- 6-S-002 assume a variety of roles and responsibilities in groups
- 6-S-003 participate in building consensus by proposing strategies or options to solve problems

Creative and Critical Thinking

6-S-010 establish a purpose and a plan for inquiry

6-S-017 evaluate the advantages and disadvantages of solutions to a problem

6-S-019 evaluate personal assumptions based on new information and ideas

Communication

6-S-005 listen to others in order to understand their perspectives

6-S-006 use language that is respectful of human diversity

6-S-007 present information and ideas using oral, visual, material, print, or electronic media

Managing Ideas and Information

6-S-020 access and select information using oral, visual, material, print, or electronic sources and tools e.g., *traditional and non-traditional information research*.

English Language Arts *Western Canadian Protocol for Collaboration in Basic Education. (1998). The Common Curriculum Framework for English Language Arts, Kindergarten to Grade 12.*

All of the lessons in this unit can link, directly and through extension, with the ELA curriculum for Grade 6. Lessons fit most closely with the following Learning Outcomes.

General Outcome 1: Students will listen, speak, read, write, view, and represent to explore thoughts, ideas, feelings, and experiences.

1.1 Discover and Explore (express ideas; consider others' ideas)

1.2 Clarify and Extend (develop understanding; explain opinions; extend understanding)

General Outcome 2: Students will listen, speak, read, write, view, and represent to comprehend and respond personally and critically to oral, print, and other media texts.

2.1 Use Strategies and Cues (prior knowledge)

2.2 Respond to Texts (experience various texts, e.g. short story, folktale, news story; connect self, texts and culture)

General Outcome 3: Students will listen, speak, read, write, view, and represent to manage ideas and information.

3.1 Plan and Focus (use personal knowledge; create and follow a plan)

3.2 Select and Process (identify personal and peer knowledge; make sense of information)

3.3 Organize, Record, and Evaluate Information

General Outcome 4: Students will listen, speak, read, write, view, and represent to enhance the clarity and artistry of communication.

4.3 Attend to Conventions (grammar and usage; spelling; capitalization and punctuation)

4.4 Present and Share (share ideas and information; effective oral and visual communication; attentive listening and viewing)

General Outcome 5: Students will listen, speak, read, write, view, and represent to celebrate and build community.

5.1 Encourage, Support, and Work with Others (cooperate with others; work in groups; use language to show respect)

Some background information on volunteering

Volunteering is choosing to help out without expecting anything in return. Volunteers give of their time freely, sharing their energy, skills and talents, exercising good citizenship, and taking responsibility to make their community a better place.

Volunteers play an important role in our communities. “Helping out” is the basis of the volunteer ethic in the NWT. Helping out is a shared tradition of northerners, regardless of their cultural background. Traditionally, everyone shared responsibility for the wellbeing of the community by contributing their skills and talents where they were needed. Helping out was essential for survival. Although the nature of volunteering might be changing, volunteers still benefit our communities in many ways. People help out informally, on their own, or formally with groups and agencies. However people choose to help out, volunteers improve our lives socially, culturally, economically, and spiritually.

As well as contributing to healthy communities, volunteering also provides many benefits to the volunteer, and can enhance an individual's mental, physical, emotional, and spiritual health. Volunteering can bridge the distances between people of different ages, abilities, genders, and cultures.

Encouraging children and youth to help out or volunteer ensures that we will have volunteers in the future, and that our communities will be vibrant and healthy places. It also helps young people to define their own identity as they meet and talk with various people in their community.

Lesson One

VOLUNTEERS IN OUR COMMUNITY

Overview

The class discusses what they know about volunteering and volunteers in your school and community. Students develop a list of people who volunteer. Students work in pairs to interview a volunteer in the community, reflect on the interview, and make a poster to summarize it. This lesson includes an introductory class session, a major project to be completed out of class (the interview), and a follow-up session for presentations and discussion. If necessary, this lesson can be adapted to allow for a guest speaker to be interviewed by the whole class.

Objectives

Students will:

- understand who volunteers are, and how they help out in their community;
- be able to define “volunteer”;
- conduct and summarize an interview of a volunteer they know;
- reflect on the value of volunteering.

Materials needed

- Background #1 and #2
- chart paper / white board and markers
- student notebooks / paper
- interview worksheet

Preparation

- Schedule the pre-interview class session, out-of-class time, time in class for pairs to work (if appropriate), and follow-up session.
- Review Background #1 and #2.
- Review the interview assignment.
- Make enough copies of the interview worksheet for every student.

Suggested Approach

- Briefly review with your class what they know about volunteers. Who are volunteers? What do they do? How do we define “volunteer”? Refer to Background #1 on page 10 for information to guide the discussion.
- With your class, brainstorm a list of volunteers in your school and community. Focus on what the volunteers do, rather than on naming specific individuals (for example,

coaches, leaders for Girl Guides or other youth groups and clubs, the organist or choir at church, people who visit or help elders, organize and help out with community events and feasts, share their traditional skills and knowledge, look after young children, cook for or take care of people who are sick.) Be sure to include “informal” volunteers who may not be part of an organization but help out on their own. You may need to clarify or help distinguish between work for pay and volunteer work.

- Have students work in pairs. Ask them to come up with a joint list of people they know who volunteer. These can be family members, coaches, leaders of a group or club students are involved with, helpers at church, school, the recreational centre or arena, etc. Encourage them to refer to the list resulting from your class discussion. For each of the volunteers they know, have students list the person's name, and what they do as a volunteer.
- Explain that each pair of students is to interview a volunteer from the community. Ask them to choose one or more volunteers from their joint list whom they'd both feel comfortable interviewing.
- Have each pair brainstorm a list of questions about volunteering. What would they like to ask a volunteer?
- With your whole class, develop a list of possible interview questions. Refer to Background #2 on page 11 for sample questions.
- Distribute the interview worksheets. Ask each pair of students to choose six questions for their interview, and to record them on the worksheet.
- Explain the out-of-class project. Pairs of students are to work together on the entire project. They will:
 - Find a volunteer they know who is willing to be interviewed.
 - Arrange a time and place for the interview.
 - Plan the interview, using the worksheet as a guide. (Suggest that each student ask three questions, and record answers for three questions.)
 - Thank the person interviewed.
 - Answer reflection questions.
 - Make a poster summarizing the interview. Show who was interviewed, how they help out in the community, and what students learned about volunteering. The poster can include photographs (if appropriate and if permission granted), drawings, quotes or summaries from answers, reflections on learning, etc.

Follow-up

- Students present their posters.
- Conclude by sharing and discussing learnings, reflections, and feelings about the interview experience and about the value of volunteering.

Optional approach

If it is not appropriate or feasible for pairs of students to each interview a community volunteer out of class, arrange for one or more people who volunteer to come to class, to be interviewed by the whole class. Adapt the lesson accordingly to allow for planning, conducting, summarizing, and presentations.

Notes...

Background #1

Background information on volunteering

Who is a volunteer?

Volunteers are people who freely choose to share their skills and time without expecting anything in return.

Volunteers are people who:

- ◇ care
- ◇ try new things
- ◇ take a chance
- ◇ show respect
- ◇ share
- ◇ help out
- ◇ respond to needs
- ◇ meet new people
- ◇ work for someone or something they care about
- ◇ make a difference

“Helping out” is the basis of the volunteer ethic in the NWT. Volunteering *is* helping out. It is a shared tradition of northerners. Some people help out--or volunteer--in an individual, “informal” way, which may not even be noticed. Others volunteer in a more “formal” way through organizations such as sports groups, youth groups, clubs, religious organizations, cultural groups, or community service agencies. Northerners might volunteer informally or formally, on a regular basis or when there is a special need, to help individuals or groups. All forms of volunteering involve helping out, and are equally valuable and valued.

Benefits of volunteering

Volunteers can and do make a difference--in their communities and in the world. Volunteering is about giving and being rewarded, not with money but with good feelings. Volunteers often say that volunteering isn't about doing something for nothing because so many people benefit--they feel enriched even if they don't get paid. Helping others is fulfilling and empowering. Volunteering brings self-satisfaction, appreciation, recognition, and respect.

Volunteering is also about giving back. As we grow through childhood, many people share with us their wisdom, experience, and skills. By giving us their guidance and support, they help us to find and nurture our own gifts. These gifts are meant to be developed—and given back—for the good of the community.

Volunteering helps others and the community, and also benefits the volunteer. Here's what some youth have said about the benefits they received from volunteering:

- They had fun.
- They connected with people.
- They felt appreciated.
- They felt good helping others.
- They became more aware of issues and needs in their community.
- They realized they could make a difference.
- They explored job and career possibilities.
- They learned new skills.

Background #2

Sample interview questions

- Where do you volunteer?
- Describe your volunteer work: what do you do?
- Why do you volunteer?
- Who do you help through your volunteer work?
- How did you find out about becoming a volunteer?
- How much time do you spend doing volunteer work?
- Why do you think volunteering is important?
- In what ways do you feel you're helping out?
- How long have you been a volunteer?
- What is the most important thing you've learned from volunteering?
- How do you feel when you help someone?
- What do you think is the most difficult thing about volunteer work?
- What has been your greatest reward from volunteering?
- What advice would you give to someone who wants to start volunteering?
- Has anything humorous or funny ever happened to you as a volunteer?
- Has the way you volunteer changed over time?
- How do you find the time to volunteer?

Handout: Interview worksheet

Names of interviewers:

Name of volunteer interviewed:

Place where volunteer helps out:

Interview questions: decide who will ask and who will record answers for each

1.

2.

3.

4.

5.

6.

Date of interview:

Reflection questions: after the interview, discuss these with your partner, then answer them on your own:

- What are the two most important things you learned about volunteering from the interview?
- What in the interview surprised you or inspired you?
- Why do people volunteer?
- How can you help out in your community? Is there somewhere you'd like to volunteer?

Lesson Two

“IT'S OUR WAY”

The importance of helping out in aboriginal cultures

Overview

The class watches a 21-minute DVD on the tradition of helping out in aboriginal cultures. Working in small groups, students answer questions that have been handed out ahead of time. The whole class discusses answers. Each student is given a quote from the DVD to read out loud. Follow up with discussion and/or reflection. “Helping to Build the Circle of Respect” is an extension activity that relates the four respectful relationships described in the Dene Kede curriculum to examples from the film and daily life.

Objectives

Students will be expected to:

- understand that helping out has always been a central part of aboriginal cultures.
- recognize the benefits of helping out—for both the community and the volunteer.
- identify different ways that people help out or volunteer.

Materials needed

- DVD: “It's Our Way” (21 minutes), and DVD player
- copy of worksheet for each student (handout)
- flipchart and markers
- quotes from DVD (handout): one for each student, duplicates OK
- Background #3

Preparation

- Preview DVD, worksheets and Background #3 on page 18.
- Copy enough worksheets for all students.
- Copy page of quotes. Cut into individual quotes, one per student. Several students may end up with the same quote.
- Review Background #3

Suggested approach

- With your class, briefly review some of the ways people volunteer in your community. Emphasize that all communities depend on people helping out.

- Hand out a worksheet to each student. Let them read over the questions while you prepare the DVD.
- Introduce the film, and suggest that students take notes while watching it. Show the DVD.
- Have students work in small groups to answer the questions on the worksheet.
- Engage the whole class in a discussion of the questions.
- Hand out the quotes from the film, one per student (or ask for *volunteers* to do it).
- Ask students to read the quotes out loud, one after another.
- Conclude with this reflection question for discussion and/or journaling: *Hearing these quotes, what do you think is the film's main idea about helping out or volunteering in aboriginal traditions?*

Extension Activity: Helping to Build the Circle of Respect

- Before the lesson, review the idea of respectful relationships (Background Page 1 and the Dene Kede Curriculum (grades K-6) page xxxi). If you will be doing this lesson with the class as a whole, make two large drawings of the Circle of Respect on chart paper. If students will work in small groups, make copies of the Circle of Respect to hand out.
- With your class, introduce the idea of the four respectful relationships. Explain that for generations, aboriginal cultures have built and strengthened these respectful relationships by caring, sharing, and helping out for the benefit of their community.
- Review the examples of people helping out in the film “It’s Our Way” (question 3 on the worksheet). Which respectful relationship is built or strengthened by each of these ways of helping the community? Record the examples in the appropriate part of one Circle of Respect.
- Brainstorm ideas for helping out in your community which will build or strengthen each of the four respectful relationships. Record the ideas on the second Circle of Respect.
- Conclude with one or both of these questions for discussion or journal-writing:
 - Is it important in our communities today to keep these respectful relationships strong? State the reasons for your answer.
 - Describe actions that you can take in your daily life to strengthen each of the relationships.

After watching the film "It's Our Way", answer the following questions:

1. What is this film about?
2. There are three aboriginal cultures shown in this film. What are they?
3. The film shows people helping out in many ways. Give three examples.
4. Several people in the film said there is no word for "to volunteer" in their aboriginal language. Why do you think this is so? How *did* the people in the film describe volunteering?
5. Besides helping their community, volunteers in the film described the benefits they received from volunteering. List two of those benefits.

After watching the film "It's Our Way", answer the following questions:

1. What is this film about? The importance of helping out (what we might call volunteering) in aboriginal cultures, traditionally and still today.

2. There are three aboriginal cultures shown in this film. What are they? First Nation, Inuit, Metis –note that this film portrays First Nations from southern Canada. However, Dene and other northern cultures share the same values about helping out.

3. The film shows people helping out in many ways. Give three examples.
 - Helping at a sweat lodge: helping the elder, preparing the lodge, keeping the fire.
 - Helping with daily operation at a community centre or family resource centre.
 - Organizing a community tea for children (Arviat Aboriginal Headstart): making tea and snacks, providing transportation, chaperones.
 - Volunteering to help keep a hockey club going.
 - Volunteer fire fighters: fight grass fires, inspect houses, work at station, clean up truck.
 - Serving on volunteer board of community centre, cultural centre, spiritual centre.

4. Several people in the film said there is no word for "to volunteer" in their aboriginal language. Why do you think this is so? "It just is". "It's at the very centre of who we are." Volunteering is so basic to aboriginal cultures, it is seen as a part of daily life. Everyone is expected to help out, so it's not seen as a separate activity or function, and there is no special word needed to point it out. Languages often don't have "words" to describe concepts or activities that are fundamental or integral to the culture. "It just is."

5. Besides helping their community, volunteers in the film described the benefits they received from volunteering. List two of those benefits.
 - They met new friends and enjoyed being with them.
 - Their volunteer work led to paid employment.
 - Volunteering gave them a voice; people listened.
 - They were respected by people in the community, and got to be known as reliable.

Handout: Quotes from film

Giving something back...because I believe in community.

Life itself depends on shared responsibility.

Volunteering is at the very centre of who we are.

It is an honour for me to help you.

You learn to serve the people. If you serve them, they respect you.

I love helping people.

When you have volunteers, you don't need a lot of money to get things done.

I volunteer out of respect for my culture.

How can you live without giving?

The pleasure of seeing someone smile...it's a great feeling.

Background #3

Respectful relationships

The four relationships of respect

Respect is considered the most important value in many aboriginal cultures. The Dene Kede Curriculum states that “In order to survive and live life to the fullest, Dene students must develop respectful relationships with the Land, the Spiritual World, Other People, and Themselves” (p. xxxi). The Dene Kede curriculum is based on, and meant to strengthen, these respectful relationships.

- “In our relationship with the land, we should strive for respect and a sense of humility.
- Our relationship with the spiritual world is based upon acceptance of things that can neither be seen nor touched.
- Our relationship with other people is based upon cooperation and consensus and the welfare of the group.
- And finally, our relationship with ourselves is one which requires continual self-evaluation and growth while accepting our inherent self-worth.” (p. xxv)

Ways of helping that build and strengthen the four respectful relationships: examples from the film “It's Our Way.”

The Land

- Helping at a sweat lodge: preparing the lodge, keeping the fire.
- Organizing a community tea for children (Arviat Aboriginal Headstart): being out on the land learning traditional ways from elders.

Spiritual World

- Helping at a sweat lodge: helping the elder, preparing the lodge, keeping the fire.
- Serving on volunteer board of a cultural centre or spiritual centre.

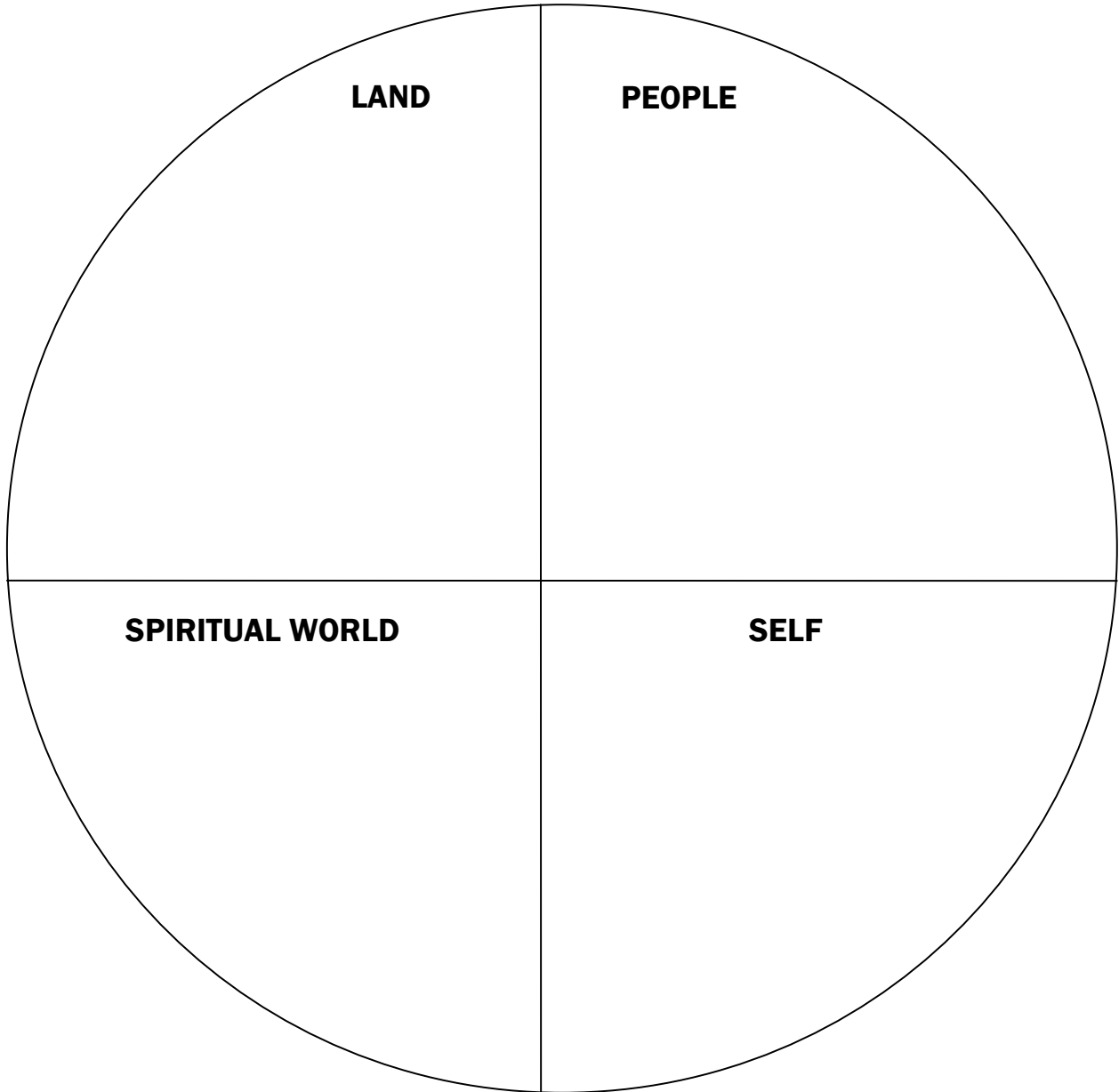
Other People

- Helping at a sweat lodge: helping the elder.
- Helping with daily operation at a community centre or family resource centre.
- Organizing a community tea for children (Arviat Aboriginal Headstart): making tea and snacks, providing transportation, chaperones.
- Volunteering to help keep a hockey club going.
- Volunteer fire fighters: fight grass fires, inspect houses, work at station, clean up truck.
- Serving on volunteer board of community centre, cultural centre, spiritual centre.

Self

- Helping at a sweat lodge: helping the elder, preparing the lodge, keeping the fire.
- Serving on volunteer board of a cultural centre or spiritual centre.
- All examples!

Circle of Respect



Lesson Three

NORTHERNERS VOLUNTEER!

Overview

Students read three short descriptions of volunteer projects in northern communities (Arviat “famine”, social services organization, taking elders ice fishing). Working in small groups, they answer questions about the stories related to the motivations, benefits, and different ways of volunteering. Groups present their answers, which are summarized by the whole class. Class discussion extends the ideas to compare and contrast different ways of volunteering, and recognize the value of all. The lesson concludes with a reflection question.

Objectives

Students will:

- recognize that there are different ways to help out in a community;
- be aware of various motivations for, and benefits from, volunteering;
- appreciate the role of volunteers in keeping communities strong;
- appreciate the value of all forms of volunteering.

Materials needed

- chart paper and markers
- student worksheet
- stories 1 – 2, and 3 (two handouts)

Preparation

- Preview stories and questions. Make notes as needed on copy of worksheet.
- Make copies of stories. Students will work in groups of three; half the class will receive copies of stories 1 – 2, the other half copies of story 3.
- Make copies of worksheet. Groups with stories 1- 2 will each need two worksheets; groups with story 3 will each need one.

Suggested approach

- Have the class form groups of three. Hand out copies of stories 1 – 2 to half the groups, and copies of story 3 to the other half. Distribute worksheets to groups. Those with stories 1 – 2 need two worksheets.
- Ask students to read the stories in their small groups, and complete the worksheets together. Option: read all stories out loud with whole class before groups work on

questions.

- Optional: have each group perform a 1 – 2-minute skit for the class, showing a scene from their stories.
- Briefly review the stories, one at a time, with the whole class. Summarize the worksheet answers for each story on chart paper.
- Guide a class discussion to compare and contrast the nature of volunteering in the three stories. Focus on:
 - the benefits: Who is helped? in what ways?
 - the motivations for helping: Why do the volunteers help? Do they benefit?
 - the way people help out: How organized are they? Who does the organizing? Is the volunteering a one-time event, or ongoing? Point out the range from “informal” and unscheduled (ice fishing), to responding to a crisis with various degrees of organization and one-time events (famine), to an organized group with regular volunteers (community counselling).
- Conclude by discussing the question: *which way of helping out is more important or valuable?* Guide the discussion to the idea that all ways of volunteering are equally important and valued.

Follow-up

- Have students answer this reflection question: *If you could be a volunteer in one of the stories, which would you choose? Why? How would you help out?*
- Have students brainstorm other examples of people helping out in a crisis, similar to the “Arviat famine” story. It's likely they've read about or seen examples on television. Discuss the motivations and benefits in these examples. What do they have in common?
- Use the Arviat story as a springboard for research on the topic of famines that have occurred in Ethiopia, the NWT/Nunavut, or other places.

Notes...

Story 1--Include others

Today is a day full of magic. The sun is warm and the snow glistens as our snow machines and sleds glide over the ice on the way to our favourite fishing spot.

Two elders have joined our family for a day of ice fishing. They are so happy to be on the land. They smile, laugh, joke, tease, and tell stories all day long. Their good humour spreads to everyone and pretty soon my whole family is laughing and telling stories.

When we chisel an ice hole, drink tea, or fry trout everyone is having fun. My children say ice fishing is a lot more fun when we bring elders along.

It makes me happy to bring the elders and see them so happy. It reminds me how important it is to involve others in the things we do and help others enjoy life. I know the elders can't get out on the land on their own. I'm so glad my family could share this magical day.

Story 2--Serve others

My volunteer group offers free family and personal counselling and support services. These services were once available through the government. But with cutbacks people either can't get these services or they pay a lot of money for them.

Many people in my community need these services. Our group tries to meet people's needs. And we couldn't do it without our volunteers. Volunteers sit on our board of directors, help raise money for programs, operate the help line, and encourage and support our paid staff.

Stories from Volunteer NWT and Volunteer Nunavut (2004), Resources to Increase and Support Volunteers--Book 1: Understand Volunteers and Volunteer Groups.

Story 3--Thirty-hour famine in Arviat

Word went out around the world about people starving in Ethiopia.

About 80 youth in Arviat volunteered for a 30-hour famine. They raised money and food for people in this far off land. Parents didn't eat to show their support for their children and the cause. Elders went on the radio and sat with the youth to tell stories of the times when they and their ancestors had experienced starvation on the land.

Youth led the community campaign to help people in Ethiopia. They worked with teachers and other adults. They went door to door and asked for food or money donations. They put a box at the Northern store to collect food donations. They ran a bingo through the local radio station. They held a bazaar.

The whole community supported the youth. Everyone worked together, supported each other, and felt connected.

The 30-hour famine raised a lot of money and food for the people of Ethiopia. It also made people in Arviat feel good because they could help out. And it brought families and the community together.

The 30-hour famine showed adults in Arviat that the youth really care about others. And it showed the youth that adults really care about them. At the end of the famine, the community held a feast to honour the youth and all the people who supported them. It was good to be able to eat again and it was good to know that people in Ethiopia would also have food.

Story from Volunteer NWT and Volunteer Nunavut (2004), *Resources to Increase and Support Volunteers--Book 3: Recruit Volunteers*.

Read the story (or stories) handed out to your group. Work together in your group to answer these questions:

- Story title:
- Who helps out in the story? List everyone who helps.
- List all the ways they help (what do they do?).
- Who do they help?
- In what ways are the people who are helped better off?
- Summarize the story in one or two sentences.

Lesson Four

HANDS ACROSS THE WORLD

The Local and Global Aspects of Volunteering

Overview

Students use the Internet to find examples of volunteer opportunities in the NWT, Canada, and two other countries. All results are displayed in class. Students choose two opportunities that interest them, and create “job ads” for the volunteer positions, focusing on skills needed and benefits of the work.

Objectives

Students will be expected to:

- use the Internet to find volunteer opportunities in different areas of the world;
- appreciate the important role that volunteers play by helping throughout the world;
- be aware of the variety of skills used in volunteer work;
- identify volunteer opportunities that interest them.

Materials needed

- computer access for all students
- 4 worksheets for each student. (If display space is limited, use 4x6 notecards.)

Preparation

- Assign Internet research to class (homework and/or class time).
- Photocopy 4 worksheets per student.
- Make space for displaying worksheets.

Suggested approach

- Have students, working individually or in pairs, use the Internet to find an example of a volunteer opportunity in each of the following places: 1) the NWT, 2) Canada, and 3) two other countries. Ask them to record their findings on the worksheets provided, using one page per geographic location. If display space is limited, an alternative is to have students record their results on large note cards. Mention that the worksheets / cards will be displayed.
- Ask students to display their worksheets, grouped by geographic location, so that

classmates can view them.

- Give students time to walk around and look at the volunteer opportunities displayed. Ask them to choose two opportunities that interest them—one in Canada and one in another country—and to take notes about the positions.
- Have students work in pairs to create “job ads” for two of the volunteer positions they chose. Ads should be catchy, and be designed to attract volunteers. They can range from short paragraphs to illustrated posters, depending on your instructional objectives and time available. Ads should include as much of the following information as possible:
 - a title for the volunteer position
 - geographic location
 - organization or group sponsoring the position
 - type of work expected of volunteer
 - skills and/or personal qualities needed
 - benefits of the work (to volunteer and others)Students should do some creative thinking to “fill in the blanks” where information is not given, in particular for the last two points.
- Ask students to display and/or present their ads. Optional: Introduce or conclude presentations with a piece of music by U2, Peter Gabriel, or Bob Geldoff as an illustration of individuals making a difference on a global scale.

Follow-up

- Discussion and/or journal questions for reflection:
 - *Choose one of your ads. Why does that position interest you? What do you think you would learn if you worked in that position?*
 - *Besides using the Internet, what are other ways you could find out about volunteer opportunities, especially in your community?*
 - *Think about all the volunteer opportunities you looked at. What do you notice about the positions in other countries compared to those in the NWT and Canada? Is the work needed similar or different? Do you notice any patterns? Is there a focus for the volunteer positions, or particular type of need, in different parts of the world?*
 - *In your opinion, how much should we help people in other countries? Explain your answer.*
- If someone in your community has done volunteer work in another country, invite him/her to speak to your class about the experience.

Handout: Student worksheet name:

HANDS ACROSS THE WORLD

Use this sheet to take notes about each volunteer opportunity you find. Information in parentheses gives you an example. Use one sheet per geographic location (NWT, Canada, other country).

Geographic location (Bolivian village):

Group or organization sponsoring work (Save the Children):

Place of work (orphanage—give details if possible):

Type of work needed (teacher's helper; kitchen worker—describe duties):

Other notes of interest:

Lesson Five

HOW CAN I HELP?

Adapted from: The Critical Thinking Cooperative (2002) *I Can Make a Difference*,
B.C. Ministry of Education

Overview

This lesson involves choosing and completing a class project that can make a difference in your school or community. It is designed for three sessions to choose and plan the project, with reflection questions to follow up. It can be adapted to meet your needs. The class identifies possible projects, develops criteria for evaluating them, and short-lists promising projects. Each student makes a recommendation using the selected criteria, and presents the reasons for their choice. The whole class decides on a project, then works together to plan it. Students individually reflect on their contribution by choosing a task, and giving reasons for their choice. After completion of the project, students reflect on the experience.

Objectives

Students will:

- identify volunteer projects that can make a difference;
- develop and use criteria for choosing among options;
- identify and state the reasons for their choices;
- work together to plan and complete a class volunteer project;
- reflect on and choose their personal contribution to the project.

Materials needed

- chart paper and markers
- worksheet 1 prepared using example provided
- worksheet 2
- list of short-listed projects (for session 2)
- numbers to post as project headings (session 2)

Preparation

- Schedule lessons and class work on project.
- Make enough copies of worksheets 1 and 2 for each student.

Suggested approach

Session 1: Brainstorm ideas; develop criteria; short-list projects; assign homework

- Explain that you are going to undertake a class project in which everyone will have

the opportunity to volunteer. Invite students to consider what the class might do for the school or community that would meet some need and make a difference. Brainstorm a list of possible projects, and record suggestions on chart paper.

- When a number of suggestions have been listed, discuss how the class might decide which project to do. Help students to identify criteria they might use to decide which projects are better than others. These could include:
 - Is important and meaningful to students.
 - Makes a lasting difference to school or community.
 - Is realistic (not too big or complicated).
 - Provides opportunities for all students to participate in various ways.
 - Helps to meet a serious need.You can guide students to identify criteria by choosing projects which are obviously unsuitable, and asking students to explain why.
- Allow the class to choose three criteria for evaluating possible projects. Record these on chart paper under the heading: “A class project should...”
- Return to the list of possible projects and number each project. If there are many suggestions, you may want to eliminate those which are obviously inappropriate. On chart paper, make a chart with four columns. Make column headings the project number, and the three criteria.
- With the class, evaluate each project according to the three criteria. Indicate whether a project meets each criterion by marking a check in the appropriate column.
- Make a final short-list of no more than six projects. Number the projects.
- Distribute worksheet 1 and explain the homework assignment: each student is to recommend one of the short-listed projects, using the chosen criteria. First, students need to fill in the criteria in the three spaces after “It will...” (for example, “It will *make a lasting difference*”.) Using the worksheet, students should illustrate their choice, describe it in words, and explain why it meets the chosen criteria.

Session 2: Students present recommendations; discuss; choose project

- Post the short-list of projects. Post numbers around the room, representing the number of each of the short-listed projects, and ask students to display their worksheets beneath the appropriate number. Direct students who share the same recommendation to discuss together why their project should be adopted by the class. If any students are alone in their recommendation, you may want to help them articulate reasons why their choice is a good one.
- Invite representatives from each group to explain their reasons for recommending the project.

- Discuss with the class how a final decision should be made (majority vote, consensus, choose a number from a hat, allow groups to work on different projects, etc.).
- Select a method for decision-making, and determine the project(s) the class will undertake.

Session 3: Plan the project; reflect on personal contributions

- Work with your class to plan the project(s). Ask students to consider the tasks that need to be done; the materials and time needed for each task; whether permission or help is needed from anyone; and who will work on each task. Create a planning chart to record tasks, materials needed, and other considerations.
- Distribute worksheet 2. Explain that each student should decide which task to work on according to his/her interests and strengths. Ask students to complete the worksheets individually.
- Determine who will work on each task. Go to work!

Follow-up

- When the project has been completed, discuss the experience with your class. Here are a few suggestions for discussion or journal-writing:
 - How did you feel about our project?
 - How were people helped by the project?
 - How do we know if our help made a lasting difference?
 - What might we do differently next time?
 - What is the most important thing you learned by working on the project?
 - What was the most difficult part of the project? How might you make that easier next time?
 - What is your best memory of the project?

Notes...

Name: _____

My recommendation

For our class project we should _____

I recommend project number ____ as our class project.

It will _____ because _____

It will _____ because _____

It will _____ because _____

Another reason for doing it is because _____

Name: _____

My part in the class project

Our class project is _____

I would like to work on this task: _____

My reasons for choosing this task are: _____

I can help with this task because I am able to _____

Resources for Additional Information:

Volunteer NWT

www.volunteernwt.ca

Energize (resources for leaders of volunteers)

www.energizeinc.com

Imagine Canada

www.imaginecanada.ca

Learning to Give (resources for teachers)

www.learningtogive.org

Municipal and Community Affairs, Government of the Northwest Territories

www.maca.gov.nt.ca

Volunteer Canada

www.volunteer.ca

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