

Why Volunteer? Working for Nothing Paid-off

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設計理念:

此篇教案設計目標在於運用數篇與志工參與有關的文章讓學生認識「志工」定義、歷史背景、各種志工工作、對自己與他人的重要性，了解參與志工活動時應具備的知能，以評估自己的能力。此外，結合國內知名志工沈芯菱的校園講座活動，熟悉各種社會資源及支援系統，並幫助自己及他人。在議題融入學習裡，學生將認識國內外志工工作的範疇與特性，並藉由沈芯菱校園講座活動讓學生更進一步了解如何從自身出發，擔任志工。在英語文學習部份，學生將習得將所學與志工工作有關的單字運用於閱讀理解與短文寫作、習得速讀與略讀(skimming and scanning)的閱讀技巧，並學習比較三篇相同主題的文章以分析其概念的異同。

根據普通高中「生命教育概論」課程綱要，本教案涵蓋核心能力與能力指標如下：

(二) 能力指標

3.社會參與

- 3-1-1 舉例說明自己參與的團體，並分享在團體中與他人相處的經驗。
- 3-2-4 認識鄰近機構，並了解社會資源對日常生活的重要。
- 3-3-1 認識參與團體自治活動應具備的知能，並評估自己的能力。
- 3-3-2 體會參與社會服務的意義。
- 3-3-3 熟悉各種社會資源及支援系統，並幫助自己及他人。

Rationale

Subject: English

Concepts: Integrated life education in EFL teaching

Students: 9th graders (15-16 yrs old)

Goal: Students will recognize why volunteers are so important to a community and learn some of the things that volunteers do for their community.

Objectives:

The learner will:

- define a volunteer.
- describe brief history, values, and benefits of being a volunteer
- identify ways volunteers help out in the community.
- assess the value of a person who volunteers.
- give an example of an action by a volunteer organization that helped to enhance a

core democratic value.

-practice speaking skills while doing a mini-survey

(A) **Teaching duration: Four periods of class are required to conduct this lesson plan**

Teaching Period	Teaching Period Focus and Activity
1	Theme-based Vocabulary review: 1. Vocabulary review with the choral reading activity 2. Writing practice: composing a short passage
2&3	Pre-reading activity: 1. Arousing the background knowledge on “volunteering” 2. Identifying a volunteer by doing the “finding someone who” activity While-reading activity : 1. Skimming and scanning for the origin of voluntary work, values of the volunteers, and the benefits of this work to the community. 2. Question and answer relationship: Analyzing the text by asking questions. 3. Compare & contrast: comparing different articles about volunteering, and finding out the similarities between volunteers. Post-reading activity: 1. Analyzing different voluntary works. 2. Selecting one of the most interesting volunteering to do a further study.
4	After reading activity: Doing the oral presentation to reflect on what students have learned.

(C) **Materials:**

1. “Working for nothing paid off,” Unit11, Book1, SanMin Publisher
2. Volunteer Activity Ideas, International Volunteer HQ :
<https://www.volunteerhq.org/volunteer-activity-ideas>

(D) **Teaching procedure:**

1st Period

A. Vocabulary reviewing

1. The teacher reviews the target vocabulary based on the theme of “volunteering” (volunteering, enthusiastic, achievement, society, explore, worth.)
2. Students repeat the target vocabulary. Then students do a choral reading of the

relevant sentences.

3. Students get into friendly groups of four and compose a short passage with the topic “a volunteering experience” using the review vocabulary.
4. The whole class examines the passage.

2nd-3rd Period

A. Pre-reading activity

The teacher arouses students’ background knowledge by asking the following questions.

1. Have you ever done any voluntary work? How do you feel about it?
2. What is the definition of voluntary work?
3. Can you describe the status of a volunteer?

Activity:

(1) “Find Someone Who” activity

Students use a checklist when they walk around the classroom to find a person who has done a certain kind of volunteering. When students find “someone who has been a homeroom helper,” they write that person’s name on the checklist of paper and move on to the next person with the hope that person meets one of the other kind of volunteering experience.

1. The teacher announces that students will have a brief interview activity and each one will ask people a question to find out if they do a certain kind of volunteering.
2. Students need to start with, “Excuse me, are you someone who ~?” When students find someone who says yes, they should write that person’s name on the checklist and go on to the next question with another person.
3. A student can write a person’s name only one time.

Example of Find Someone Who

1. _____ Find someone who was an Excursion Assistant at a school(校園導覽).
2. _____ Find someone who was a Child Carer.
3. _____ Find someone who was a Mentor to young people.
4. _____ Find someone who was an Animal carer.
5. _____ Find someone who was a Class Room/ campus Helper.
6. _____ Find someone who was a Helper in a Nursery Home.

While-reading activity:

(1) Defining a volunteer

Activity:

1. The teacher writes the following question on the board and discusses it with the class, “What is a volunteer?”
2. Students do the group discussion first, come up with a group answer, and then write their group answer on a mini white board.
3. Each group shares their answers with the class. The teacher shares the Definition of volunteering as follows with the class.

Definitions of a Volunteer:

- A person who performs or gives his services of his own free will.

Source: The American Heritage Dictionary, Second College Edition

- A person who did unpaid work (except for expenses) through or for an organization.

Source: United States Department of Labor, 2004

- An enthusiastic person who simply likes to help others and never asks for payment (from the text).

4. Each student writes one of their favorite definitions on their handout with reasons.

(2) Introducing the Reading Structure and Making Predictions

The teacher explains the reading structure of the expository essay to students and illustrates the purpose of an expository writing is to define, explain and transfer the information of one subject. The expository includes the introduction, body, and conclusion. As for this article, students need to guess what the article is about from the title, “Why volunteering?” Then, students look at the illustrations, the first and last sentences of each paragraph to predict that the author might discuss about “WHY” and “WHAT” about the unpaid work, volunteering.

(3) Skimming for what volunteering is

The teacher clarifies the characters and duties of volunteering by finding the main idea and supporting details in the article. Students are asked to read the first and the last sentence of each passage fast, circle the key words, and guess what the main idea is for the first reading. The teacher guides students to look for WHO and WHAT in the article. Students find out that the article mentions not only the definition of the voluntary work, but also gives a brief history of the volunteering.

(4) Scanning for the history, values, and benefits of volunteering

The teacher asks students to re-read the article carefully for the second round, underline keywords about the voluntary work in the text, and find out the descriptions of the answers to the following questions.

1. What is the origin of the volunteering?
2. Who was the first person to put this idea of doing the voluntary work into practice in the U.S.? What did he do?
3. What are the qualities of a volunteer?
4. What are the types of voluntary work?
5. What are the benefits of volunteering? To society? To the individual?

Students in groups discuss and write down the answers on the white board. All the groups paste the boards on the black board so that the whole class can examine better answers. Then, individuals write the proper answers to the questions on the worksheet.

(5) Graphic Organizer

The teacher shows some facts to know about the trends in volunteerism, why people choose to do the voluntary works, and the values of volunteers apart from the messages offered in the textbook so as to offer a broad vision about this unpaid work after students have assessed the values.

- **Why do British people choose to volunteer?**

- People volunteer when asked to do so (71%).
- 2/3 of volunteers first volunteered as youth, often with their family.
- Volunteers often work on issues pertinent to them or their family.

- **Facts to know about trends in Volunteerism**

- Volunteer characteristics

- Women (46%) more likely to volunteer than men (42%)
- 35-44 year old group most likely to volunteer (34.7%)
- Those who volunteer typically contribute more than those who do not (\$2,295 to \$1,009)

- Value of Volunteers

- 44% of adults volunteer an average of 3.6 hours/week.
- 83.9 million adults volunteer a total of 15.5 billion hours; equivalent of over 9 million full-time employees
- Nationally, volunteer contributions worth \$18.04 per hour in 2005 (\$15.57 in Indiana).
- Nationwide volunteers donated time valued at \$280 billion.

- Volunteers benefit the 4-H program in many ways.

- Point of local contact for information

- Historical perspective of the program; may have been participants themselves
- Great network of contacts – for people, donations, etc.
- Know who to contact; typically well-respected by the community

Source: Independent Sector, www.independentsector.org

Students within groups need to draw a graphic organizer both based on the article and on the facts about volunteering as well. Then the teacher has a whole class discussion.

(6) Accessing the values of volunteering

Read and Think:

Students are divided into two groups. One group has the Do's cards of being volunteering, and the other group gets the Don'ts cards of not taking the voluntary work.

Do's	Don'ts
I believe that voluntary work is an excellent way for young people to get work experience.	Voluntary work is a form of slavery!
Voluntary work is a good way to meet new people.	Voluntary work is a waste of time. I need money to survive.
I like helping other people.	I don't have enough free time to volunteer.
The world would be a better place if more people do the voluntary work.	The government should pay for some of the jobs that volunteers do.

www.teachingenglish.org.uk

Each group writes wh-questions to ask the DO's.

E.g. Why do you believe voluntary work is an excellent way to young people to get work experience?

How do the volunteers waste time in doing such works?

The purpose of this activity is to guide students to access reasons for doing or not doing the voluntary work.

(7) More fact to know about volunteering

Question and Answer:

Students are divided into two groups. One group read the extensive reading, "Volunteering helps you live longer". The other group reads "Volunteering – for love?" Each group needs to write wh- questions (right there, think and search, and author and me) on the handout for five minutes. Later one, two groups switch both

the handout and the article to fill in the answers for another five minutes. Students will get different opinions about the benefits of volunteering by accessing more facts.

4th Period

After-reading activity

The teacher introduces some strange voluntary jobs that students can do if they want to be a volunteer in UK. Students within groups read these job descriptions and decide which one to try. They need to do further research about their chosen work, present to the class to explain the reason with clear statements, and how to try such unpaid work.

1. Toad warden – help toads cross the road when they migrate for the annual breeding season.
2. Tandem bike rider - be the front rider on a tandem bike so blind people can enjoy cycling.
3. Pet carer – look after pets when elderly owners go into hospital.
4. Festival volunteer – work on a charity stall at a music festival - and get a free ticket.
5. Neighbor dispute mediator – work with communities to resolve local clashes.
6. Lifeboat crew member – go out on emergency rescues as well as giving training sessions on using boats.
7. Radio producer – make programs for a community radio station.
8. Death row pen pal – make friends with people facing the death penalty in the U.S.
9. Beach watcher – organize cleaning the beaches and do beach surveys.
10. Emergency relief worker – support rescue workers and evacuees in the UK in rest centers.
11. Support worker for prisoners' families – offer support to families of people in prison.
12. Kids theatre volunteer - work with children to do theatre plays and musical productions.
13. Resuscitation trainer – teach basic life support skills in community centers and schools.
14. Green gym environmental volunteer - get fit through conservation activities like planting trees or improving footpath.

Adapted from: http://www.volunteersweek.org.uk/press_unusual.htm

Students also need to explain which job attracts them the most and why. Each student will give a one-minute presentation with six slides to the whole class.

E. Assessment:

The individual student writes a summary about the meaning and importance of volunteering. They write the feedback on their paper as well. As for another after-reading activity, students listen to a lecture by a famous Taiwanese volunteer, Xin-ling Shen, to give an example of an action by a volunteer which helps to enhance a core democratic value, and writes their feedbacks.

F. Feedback

Though my students knew that volunteering offers vital help to people in need and the community, most of them felt it unnecessary to do so in their daily lives since it was time consuming. Thus, my purpose is not only to introduce the history, the characters, or the benefits of this unpaid work, but also provide a broadened vision with various articles around the world to highlight the importance and necessity to the individual, especially to the young people.

To my surprise, students are motivated to figure out the meaning of volunteering as they compared different articles under the theme of volunteering. Furthermore, they are excited to introduce the awkward volunteering in their presentation, and would further try to do such things. Moreover, unlike the dull attitude when listening to a lecture, my students show the passion while XinLin Shan (沈芯菱) shares her volunteering experience after they have gained a deeper understanding of the meaning of volunteering. With the highlight of two reading strategies, skimming and scanning, students gain the confidence in doing the extensive reading about the voluntary topic. When they further did the compare and contrast as reading four relevant articles about volunteering. In brief, students not only acquire the knowledge about the volunteering but also integrate what they have learned into their real life learning through the intensive guidance of reading strategies in English.

Appendix 1

Why Volunteer? Working for Nothing Paid Off (三民 B1L2)

Name _____ No _____

Part I (warm-up activity):

What is the definition of “a volunteer”? Write the definition in your own words.

Part II (while-reading activity):

Skimming for main ideas:

1. What is the article mainly about?

Scanning for details:

1. What is the origin of volunteering?

2. Who was the first person to put this idea of doing the voluntary work into practice? What did he do?

3. What are the qualities of a volunteer?

4. What are the types of voluntary work?

5. What are the benefits of volunteering?

6. Do you think that volunteering is a good way to meet people? Why/ why not?

Why Volunteering: Working for Nothing Pays Off

Volunteers have long played an important role in our lives. They are **enthusiastic** people who simply like to help others and never ask for payment. The **concept** of “volunteering” began centuries ago. In the early American **colonies**, people were expected to spend their spare time helping out in their communities. Benjamin Franklin, one of the most influential **politicians** in American history, put this idea into practice by setting up a volunteer fire department in Philadelphia. Today, most **rural** communities and many small towns in the U.S.A. still depend on volunteers to fight fires.

In modern **society**, volunteer work **remains** as important as it has ever been. In fact, more and more people are taking part in volunteer work. For example, they take scout groups on camping trips, clean up town parks, and pick up **litter** along hiking **trails**. What’s more, they also visit the sick and the elderly to provide them with care and help.

It is obvious that volunteer work helps society. However, does it also help the volunteers? Do volunteers get anything out of their work, besides the sense of **achievement**? Sure they do. Through volunteer work, most people can get **valuable** experience and knowledge. Many volunteers can also learn new skills which prepare them for full-time jobs. **Moreover**, it might surprise you that such experience is sometimes as helpful as a **degree** when it comes to landing a job. Let us say you **sort** mail in the office of a hospital on weekdays. When the weekend comes, it is time for you, the volunteer, to go out and raise **funds** on the busy city streets or in front of shopping centers. Now, it may seem **worthless** to do all of this unpaid work. But when you are looking for a paid job, the experience you’ve **gained** as a volunteer may give you an **advantage** over other job seekers. That is, job seekers with volunteer experience are more likely to be hired than those people who have never volunteered. The reason is that they have had more chances to learn how to **handle** difficulties.

Of course, volunteer work may have nothing to do with the **career** you want to **pursue**. Does that mean there’s no **benefit** in it? **Absolutely** not! Volunteer work can teach you a lot about yourself—and this is probably the greatest benefit of all. Volunteer work can also help you **explore** what you are able to do best. In addition, it can help you learn about certain kinds of work and the way to deal with other people as well.

Your future is important, and your service to society is important, too. Have you ever volunteered? If you haven’t, it’s time for you to get involved in such unpaid work!

—Adapted from “Working for Nothing Pays Off.”

Appendix 2

Do's and Don'ts about Volunteering

Do's	Don'ts
I believe that voluntary work is an excellent way for young people to get work experience.	Voluntary work is a form of slavery!
Volunteering is a good way to meet new people.	Voluntary work is a waste of time. I need money to survive.
I like helping other people.	I don't have enough free time to volunteer.
The world would be a better place if more people do the voluntary work.	The government should pay for some of the jobs that volunteers do.

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Appendix 3

Question and Answer

(活動時間：寫問題 5 分鐘→回答問題 5 分鐘→換組回答問題

5 分鐘)

1. Choose one of the following articles and read together.
2. Write wh-questions. The following question types are for your reference.
 - (1) How long has X been?
 - (2) Where is...? / Where did ...?
 - (3) How many people...?
 - (4) What happened in...?
 - (5) Who is...? / Who did...?
 - (6) Did the author...?

Factual questions:	
Right there (who/what/where/when)	Answers to your questions
Q1	
Q2	
Q3	
Open-ended questions	
Think and search (why/how)	
Q1	
Q2	
Q3	
Author and Me	
Q1	
Q2	

(《新聞英語》魏秀蘭)

Volunteering helps you live longer (26th August, 2013)

Volunteering can make you happier and help you live longer, according to a new study. A research paper published on Friday in the journal BMC Public Health says doing good deeds for others boosts your mental health and increases your longevity. Researchers from the UK's University of Exeter reviewed 40 academic papers into the effects of volunteerism on our health. They found that volunteers had lower rates of depression, an increased sense of well-being, and a 22 per cent reduction in the chances of dying within the next seven years. Australians lead the way in volunteering, with an estimated 36 per cent of the population lending a hand.

Lead researcher Dr Suzanne Richards said: "Our systematic review shows that volunteering is associated with improvements in mental health, but more work is needed to establish whether volunteering is actually the cause." She added: "It is still unclear whether biological and cultural factors and social resources that are often associated with better health and survival are also associated with a willingness to volunteer in the first place." In a separate study from the University of Michigan, researchers suggested three reasons why volunteering may be beneficial. First, it involves physical activity; second, the social connections we make help to reduce our stress; and third, it gives us a deep sense of happiness.

Read more:

<http://www.breakingnewsenglish.com/1308/130826-volunteering.html#ixzz4FmnWhkky>

Volunteering – for love?

Working as a volunteer can help you to meet new friends or even find romance in unexpected circumstances.

Benefit the community

Doing some form of voluntary work has never been more popular with British people. Over 20 million people were engaged in voluntary activities in 2013. Volunteering means giving up time to do work of benefit to the community. It can be based in the UK or overseas. Voluntary Service Overseas (VSO) has long recruited people in the UK to fill usually professional roles in developing countries. Volunteering can take many forms, from working with children with learning difficulties, in an animal hospital, or planting trees. When London won its bid to host the 2012 Olympics, up to 70,000 volunteers were needed to help ensure the games were a success.

What's in it for me?

Volunteers can be anyone of any age. Students and full-time workers often manage to squeeze in some volunteer work. But what motivates volunteers? Some do it out of a sense of altruism while others find they have free time available. But in this selfish age more are asking what they can get out of it. Some mention self-awareness. As Pukul, 28, who works in communications in Manchester, says, 'you're no longer doing it for yourself but for someone else'. Many mention the opportunity to get to know people they would not normally meet.

Do you come here often?

A relatively new phenomenon is the hope of meeting new friends or even a life partner through volunteering. In a recent survey 20% of 18-24 year-olds and 8% of over-65s said their love lives had improved since they began volunteering. 'Volunteering is what speed-dating promises but never fulfils - a way of seeing a lot of truth about someone you've just met in a short a time as possible,' says Mukta Das. The same poll found that nearly half of volunteers enjoyed improved health and fitness, a quarter had lost weight - especially those working with children or doing conservation projects - and two-thirds felt less stressed. So, it seems volunteering may improve your life – you may even find the person of your dreams.

Written by Magnus of the British Council's TrendUK team

<https://www.teachingenglish.org.uk/sites/teacheng/files/Volunteering%20Student%20worksheet.pdf>

Appendix 4

Bizarre jobs for volunteers

Directions: There are some very strange jobs you can do if you want to be a volunteer in Britain. Read these job descriptions and decide TWO jobs you would like to try with clear reasons and explanations.

1. Toad warden – help toads cross the road when they migrate for the annual breeding season.
2. Tandem bike rider - be the front rider on a tandem bike so blind people can enjoy cycling.
3. Pet carer – look after pets when elderly owners go into hospital.
4. Festival volunteer – work on a charity stall at a music festival - and get a free ticket.
5. Neighbour dispute mediator – work with communities to resolve local clashes.
6. Lifeboat crew member – go out on emergency rescues as well as giving training sessions on using boats.
7. Radio producer – to make programmes for a community radio station.
8. Death row pen pal – make friends with people facing the death penalty in the U.S.
9. Beach watcher – organise cleaning the beaches and do beach surveys.
10. Emergency relief worker – support rescue workers and evacuees in the UK in rest centres.
11. Support worker for prisoners' families – offer support to families of people in prison.
12. Kids theatre volunteer - work with children to do theatre plays and musical productions.
13. Resuscitation trainer – teach basic life support skills in community centres and schools.
14. Green gym environmental volunteer - get fit through conservation activities like planting trees or improving footpath

Adapted from: http://www.volunteersweek.org.uk/press_unusual.htm

Appendix 5: Students' work

Volunteering means giving up time to work for community. VSO has long recruited people in UK to fill developing countries. Volunteers can be anyone of any age. Their motivations are different. Some of them do it out of altruism, some want to get something out of it, through volunteering, you may meet new friend or your love.

在英國



Students compose a short essay with the new words they have learned. The topic is "volunteering"

Assessing the values of volunteering:
Students do the compare and contrast about why people love volunteering



3. 演講中最讓我感動/印象最深刻的內容段落(what impress you the most? 選1)?

莊阿嬤的十元銅板一頓飯。看到阿嬤
未算負債，入不敷出，但仍藉了能讓人用一
個十元銅板換得一餐溫飽，一賣就賣了五
十五年，從來沒有休息，這樣無私奉獻，自己卻
沒有什麼實質經濟助益的行動，她卻靠著
一片心素堅持了將近一甲子的時間，真的很令人
感動，也令人心疼不捨。

內容很豐富, good!

Students draw and explain the content with a graphic organizer

Student's feedback about XinLin Shen's speech

1. When will the volunteer work become an advantage?
Ans: When we are looking for a paid job. *此種才描述的用*

2. How can the volunteer work help you explore yourself?
Ans: We can challenge ourselves to do something that we won't do as usual. For example, teach countryside children schoolwork *有回答叫詳細舉例*

① 內容: 志工起源於美國消防局, 志工對社會重要, 不僅幫助人也幫自己, 例: 工作上, 心靈上, 志工常常都很熱忱, 他們使環境整潔及照顧弱勢

② 期待: 我希望當個國際志工, 這樣就能知道自己有多幸福又有多渺小, 還能拓展視野 (去偏鄉小學為小孩課業輔導)

1 意義: 消滅國際間語言障礙, 讓偏鄉孩童能夠更順利學習

2 能力: 我喜歡小孩跟他們互動很有趣

Unit 2

Question and answer activity

Students' feedback