

TOPIC: Community Involvement

Primary school students who achieve positive experiences in planning for, and experiencing community involvement activities, will clearly be provided with many of the skills and advantages to support their development as a secondary school student and as life-long learning community member and effective citizen.

Note: Primary school students need to be aware that every student who begins Year 10 studies must complete, by the end of Year 12, a minimum of twenty hours of officially recognized and recorded community involvement.

The purpose of preparing for, and consciously participating in community involvement, is to encourage students to:

- Foster an awareness and understanding of social and civic responsibility.
- Experience and celebrate the contributions they can make in supporting and strengthening their communities .

Community Involvement ACTIVITIES OVERVIEW

| Community Involvement | Year 5 Voluntary | Year 6 Voluntary | Year 7 Voluntary |
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| 1. Students... | <p><i>Introduction to Community Involvement Requirements</i></p> <ul style="list-style-type: none"> • review Student Community Activity Involvement Information package • review research plans for the Year. | <p><i>Revisit Community Involvement Possibilities</i></p> <ul style="list-style-type: none"> • review Student Community Activity Involvement Information package • review possible plans for Year 6. | <p><i>Revisit Community Involvement Possibilities</i></p> <ul style="list-style-type: none"> • review Student Community Activity Involvement Information package • share the benefits of Community Involvement; review plans for Year 7 |
| 2. Students... | <p><i>Community Involvement Plans</i></p> <ul style="list-style-type: none"> • share about their research of personal community involvement activities and experiences • create a list of possible activities | <p><i>Community Involvement Plans</i></p> <ul style="list-style-type: none"> • share types of Community Involvement activities and experiences • create a list of activities that may help with their secondary school plans | <p><i>Community Involvement Plans</i></p> <ul style="list-style-type: none"> • share their best experiences • create a list of activities and contacts that may help with postsecondary plans |
| 3. Students... | <p><i>Reflecting on Community Involvement</i></p> <ul style="list-style-type: none"> • reflect on Community Involvement activities and experiences • share experiences • connect experiences to plans for Annual Education Plan review | <p><i>Reflecting on Community Involvement</i></p> <ul style="list-style-type: none"> • reflect on Community Involvement activities and experiences • share experiences • connect experiences to plans for Annual Education Plan review | <p><i>Reflecting on Community Involvement</i></p> <ul style="list-style-type: none"> • reflect on Community Involvement experiences • share experiences. • connect experiences to plans for Annual Education Plan review |

Activity 13

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| Title: | Community Involvement Plans |
| Focus: | Community Involvement |
| Time: | 30 minutes - February |
| Guiding Question: | <ul style="list-style-type: none"> What can I learn about myself through community involvement? How will I show that I am a responsible citizen? How will this experience help me with my future plans? What can I learn in my community involvement activities? What do I have to do to achieve what I want? |
| Connections: | <p>Concepts: Career Development Skills</p> <ul style="list-style-type: none"> (i) Learning effective strategies for positive interaction with others (ii) The importance of positive relationships <p>Competencies:</p> <ul style="list-style-type: none"> (i) Student Development – lifelong learning (ii) Interpersonal Development: social responsibility (iii) Report Card Learning Skill: Works Independently |
| Rationale/ Background: | <p>In the Year 10 Assembly / meeting or Home-Room meeting, students share ideas for meeting the 20-hour community involvement diploma requirement. They create a list of the volunteer work that they might do.</p> <p>The Career Coordinator or Teacher Mentor reviews the requirements for recording specific information, documenting community involvement hours, and obtaining the necessary signatures.</p> |
| The Learning Experience | |
| Setting The Stage | <p>Facilitate a group discussion on students' awareness of the range of community organizations and their purpose.</p> <p>Create lists under the following headings:</p> <ul style="list-style-type: none"> The school community involvement offerings through co-curricular and specific student leadership programs the school's different leadership and school community groups Lunch Time Activities – Canteen, Running, Dancing, Music, Drawing, Library etc Excursions and camps the immediate neighbourhood community the student's home community Active After-school Communities (AASC) other communities <p>Students may mention community services provided by:</p> <ul style="list-style-type: none"> libraries churches synagogues school co-curricular program offerings hospitals and aged care facilities community charity and community service clubs banks grocery stores government offices |

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| | <ul style="list-style-type: none"> • community centres • recreation centres • school programs • school extracurricular activities • mosques <p>Ask students to identify any ineligible places on the list.</p> <p>Ask students to share approaches to finding volunteer positions:</p> <ul style="list-style-type: none"> • asked a friend • asked my parents or home-stay guardian • dropped in at the place I was interested in • saw a sign • checked the newspaper • called a volunteer agency • asked my teacher adviser |
| The Activity | <p>Student's work in small groups, or independently, to identify a potential Community Involvement and Partnership for their class, year level or their school.</p> <p>The students present their suggestion to their class, highlighting:</p> <ol style="list-style-type: none"> (i) The positive components of a class / school Community Partnership with their particular suggested group / organization (ii) The challenges that their group, and individuals will need to be aware of if they agree to participate. (iii) The values to be gained by students who participate. (iv) What skills will I require for my volunteer position? (v) Why do I want to do this type of experience? (vi) What do I have to do next? <p>Students determine if their planned Community Involvement activity is eligible for approval by the school. They complete Planning Sheet: Planning Our Community Involvement to submit to their teacher.</p> |
| Wrap Up | <p>Ask students to share one thing they learned today that would help them plan their community involvement experiences this year.</p> |

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| Extension | <p>2.1.3 Some students will need help preparing for an interview for the school-based volunteer community position, or for an approved community-based organization.</p> <p>2.1.5. Showing care and concern. Select from:</p> <ul style="list-style-type: none"> • Role play ways to show care and concern for other people (e.g. assist others to communicate, show appreciation, stand up for your friend, offer and accept help, answer a complaint, offer and accept criticism, apologise, ask permission). • Organise/participate in collection drives or fundraisers e.g. money for a needy family. • Conduct research on a community service project. • Role-play a situation helping others in need. • Group mind mapping for the execution of a community project. <p>2.1.12 Adapting communication skills to suit context and audience:</p> <ul style="list-style-type: none"> • Use communication skills in role play. Adopt different roles (leader, follower, peacemaker, helper). • Discuss language used in dialogue in different social situations. Role play talking to a friend, principal, at an assembly, at home, to a shop-keeper. |
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Teacher Program Review – Reflective Question

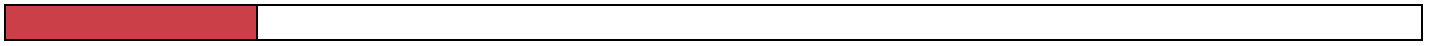
How do students demonstrate social responsibility in their community?

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| Resources / Materials: | <p>Community Involvement Information package (provided by the teacher / planning team)</p> <p>Annual Education Plan (students' copies)</p> <p>Chart paper, markers, tape</p> <p>Activity Sheet <i>Planning My Community Involvement</i></p> |
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Blueprint Career Management Competencies & Indicators

- 1.4.4 Identify your personal achievements related to work, learning and leisure.
- 1.3.10 Adopt behaviours and attitudes that will help you reach your life, learning and work goals.
- 2.1.9 Examine your own behaviours and attitudes and decide which help or inhibit you from getting on well with others and working with them in groups.
- 2.1.3 Identify positive social skills, such as empathy, co-operation, a willingness to help and show respect for others.
- 2.1.7 Adopt behaviours and attitudes, such as tolerance and flexibility, that help you get on well with others, and work with them in groups.
- 2.3.2 Explore appropriate ways of assisting others.
- 2.3.7 Determine the helping skills you feel comfortable with and wish to contribute in your relationships with others.
- 6.3.11 Engage in work experiences that satisfy your needs as well as contribute to society.
- 8.1.12 Evaluate the impact of your personal decisions on yourself and on others.

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| Teacher's Notes: | |
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Planning For My Community Involvement

Student's Name: _____ Date: _____

Review your Annual Education Plan – Community Involvement component, and complete the columns below.

As a result of this activity, do you want to set any goals or plans for this year?

| Community Involvement activities that I would like to do... | Why I want to do this activity... (e.g., matches my personal interests, things I want to learn, favourite subjects, hobbies, skills, talents, qualifications, etc.) | What steps I will take to help me find the type of community involvement activity I would like to do... (e.g., whom will I call/visit, when will I make my first contact, what forms do I have to complete, what will I say, etc.) |
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