# Volunteering

Evidence of volunteering or community service may be valued by potential employers and tertiary groups.

Duration: 60 minutes

**Focus of the learning**

* Recognise the benefits to the individual and wider community from volunteering and community service
* Develop skills including communication, agency and teamwork to empower their active participation in their community
* Identify opportunities for volunteering or community service, including at school and in the wider community, as an individual or collectively with peers/others.

**What you need**

* access to the internet and laptop/tablet/phone
* online access to [NSW SES Volunteer Story](https://youtu.be/-Xp6bHEFs1M): Mark Smith (3mins)
* online access to [Mickael’s volunteering story](https://youtu.be/zRWleFXQJb8) with St Johns (3mins)
* online access to [Lakshmi’s volunteering story](https://youtu.be/QNqJ2-BpcwA) with St Johns (2mins 25 seconds)

### Activity – Why volunteer?

Volunteering Australia define volunteering as ‘time willingly given for the common good and without financial gain.’

What does it mean to volunteer? Provide some examples of volunteering available in your community or online.

Identify five benefits of volunteering. These could be benefits for the volunteer, the recipient or the wider community.

Consider the following statement 'Not all volunteers are equal – some are more important than others'. Write three arguments for and three arguments against this statement and justify your arguments. Think widely about the variety of volunteering opportunities and their value to the recipient and community in your response.

Choose one of the following videos as a stimulus for group discussion; these are young peoples' stories about why they became a volunteer and what they enjoy from their volunteering experiences.

* [NSW SES Volunteer Story](https://youtu.be/-Xp6bHEFs1M): Mark Smith (3mins)
* [Mickael’s volunteering story](https://youtu.be/zRWleFXQJb8) with St Johns (3mins)
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### Activity two – Applying strengths and skills

Access the [strengths, knowledge and skills resource](#_Strengths,_skills_and).

* Choose a volunteering situation, e.g. meal preparation at a local event.
* Write a description of what would be expected as part of the role.
* Revise the strengths, knowledge and skills and identify which ones you could apply to this volunteering situation.
* Select 3 strengths and 3 knowledge or skill examples and explain how these would assist you to perform in the volunteering role.

Complete a personal reflection on your capacity and confidence to apply strengths, knowledge and skills in different volunteering situations.

* Which strengths, knowledge and skills are you most confident and comfortable using? Provide reasons.
* Which strengths, knowledge and skills are you least confident and comfortable in using? Provide reasons.
* How could you improve your ability to apply these strengths, knowledge and skills in different situations?

### Activity three – What’s in it for me?

Volunteering is all about helping others - or is it?

Think about your future.

* Where do you see yourself in 5 years?
* Where do you see yourself in 10 years?
* Where do you see yourself in 20 years?

How could volunteering help you to work towards your aspirations and goals? Record some volunteering opportunities and how they could assist you.

## Resource – Strengths, knowledge and skills

It is important for young people to have a range of strengths, knowledge and skills that can be used in different situations to increase the chance of a positive outcome.

#### Strengths

**Leadership**: Can organise and encourage others to act.

**Courage**: Takes action even when the situation is awkward, or they feel anxiety or fear.

**Empathy**: Aware of the needs and feelings of others.

**Kindness**: Shows generosity and a willingness to share and help others.

**Respect**: Values the diversity in a person or group. Challenges personal beliefs and attitudes.

**Caution**: Makes decisions carefully, considering all the options and needs of self and others.

**Self control**: Can control actions and stick to decisions.

**Persistence**: Keeps trying regardless of previous experiences or success.

**Honesty**: Tells the truth regardless of the situation.

**Sense of purpose**: Believes that they can contribute to the world in a meaningful way.

**Perspective**: Comes up with good advice, considers the big picture, weighs up alternatives and outcomes before acting.

**Modesty**: Doesn’t brag about achievements or show off.

**Humour**: Sees the light side and helps people laugh.

**Creativity**: Comes up with different ways to address situations.

**Enthusiasm**: Brings energy and positivity to all situations.

**Optimism**: Looks on the positive side of things.

**Forgiveness**: Let’s go of anger and resentment and moves on without holding a grudge

**Loyalty**: Always there for others.

#### Knowledge and skills

Able to put forward a convincing argument.

Able to distract people from what they are about to do without making them angry.

Able to avoid or negotiate conflict with unreasonable people.

Able to provide basic first aid in emergency situations.

Able to listen to others, understand the needs and circumstance of others and expresses that understanding.

Able to assert own point of view.

Able to make meaningful connections with others.

Able to assert own point of view.

Able to identify people and situations which might be difficult of dangerous.

Able to propose alternative when situations are not what is expected or what suits.

Knows how to plan for and take action to protect self and others, even when plans change.

Able to assess own abilities and use these abilities to work and cooperate with others.

Able to seek help where required.

Able to influence and persuade others positively.

Able to encourage people to look out for themselves.

Able to organise safe events and safe travel plans even when other plans fall through.

Able to manage emotions effectively and appropriately.

Able to make clean decision after assessing alternatives and evaluating outcomes.

Able to communicate clearly with others and share thoughts and emotions appropriately.

Able to think positively.

Able to plan, set and evaluate goals.