

# VOLUNTEERING IN YOUR COMMUNITY



**Time:** 15 minutes for brainstorming and class discussion; 10 minutes for reviewing the instructions for the lesson; 15-25 minutes for guided practice; 45-60 minutes for reviewing the **PebbleGo Next Social Studies** articles and completing the **Civic Responsibility: Volunteering and Philanthropy** handout; 20-40 minutes to research volunteer opportunities within your community; and 20 minutes to decide on a class volunteer project.

## Instructional Goals:

- The students will use the **PebbleGo Next Social Studies** online database to learn about the importance of civic practices, including volunteering.
- The students will use key words and headings to navigate the **PebbleGo Next Social Studies** articles pertaining to volunteering, philanthropy, and community organizations.
- The students will research age-appropriate volunteer opportunities within their community.
- The students will learn the value of working with others to improve their community by selecting one volunteer opportunity to participate in as a class.

## Materials/Resources:

- **PebbleGo Next Social Studies** database articles pertaining to civic responsibility and community organizations
- **Civic Responsibility: Volunteering and Philanthropy** handout
- Access to printed or online materials on community organizations such as:
  - a. <https://www.habitat.org>
  - b. <http://www.redcross.org>
  - c. <http://members.lionsclubs.org/EN/serve/environment/community-cleanup.php>
  - d. <http://www.feedingamerica.org/find-your-local-foodbank/>
  - e. <http://www.bgca.org>
  - f. <https://www.pacificwhale.org>
- **Community Volunteer Opportunities** handout

## Procedures/Lesson Activities:

### Focus

1. Gather students together and show them an online video produced by a community organization such as by Habitat for Humanity (<https://www.youtube.com/user/HabitatForHumanity>). Be sure to watch and select an appropriate video prior to sharing it with students.
2. Describe to students what the community organization does and its mission statement and/or purpose. Ask students questions like:
  - a. "Why purpose does the organization serve?"
  - b. "How do you think the people who were helped by this organization felt?"
  - c. "What would people do who needed help if these types of organizations didn't exist?"

## Teach/Model



3. Explain to students that they will learn about civic responsibility, volunteering, and philanthropy using the **PebbleGo Next Social Studies** database.
4. Review the instructions for the **Civic Responsibility: Volunteering and Philanthropy** handout and have students fill in the blanks to complete the sentences.
5. Tell students they will then use online or printed resources to research age-appropriate volunteer opportunities within your community. Review the instructions for the **Community Volunteer Opportunities** handout.
6. Explain to students that their research will be used to select one community service project to complete as a class.

## Guided Practice

7. Distribute the handout **Civic Responsibility: Volunteering and Philanthropy**.
8. Demonstrate how to navigate the **PebbleGo Next Social Studies** online database and select the article "Volunteering."
9. Read the first sentence from the handout **Civic Responsibility: Volunteering and Philanthropy** and demonstrate navigating the article to find the answer. Model writing the correct word "volunteer" in the blank. Point out to students that they may need to access other articles from the **PebbleGo Next Social Studies** online database, such as "Philanthropy" and "Community Organizations," to complete their notes.
10. Distribute the handout **Community Volunteer Opportunities** and show students an age-appropriate printed brochure or website of the organization you highlighted in the beginning of the lesson. Model filling in a few columns of the chart. For example, you might write "Habitat for Humanity" in the "Organization Name" column and "helping build houses" in the "Volunteer Opportunity/Tasks to be Completed" column. Continue to fill out the remaining entries, asking students to assist you.
11. Remind students they will use this research to select one volunteer activity to complete as a class.

## Independent Practice

12. Allow time for each student to read through the PebbleGo Next Social Studies articles pertaining to civic responsibility, complete the Civic Responsibility: Volunteering and Philanthropy handout, research volunteer opportunities within your community, and record this information using the Community Volunteer Opportunities handout. Check for accuracy of notes recorded on both handouts.

## Closure

13. Gather students together and ask them to take turns sharing the various volunteer opportunities they researched with their classmates. Agree upon one service project to participate in as a classroom community. As an extension and follow-up, you might ask students to write a journal entry about their volunteering experience. Remind them to include information such as:
  - a. How did volunteering make you feel?
  - b. How do you think you helped your community?
  - c. How does working with others help your community?
  - d. What other volunteer projects would you like to be part of in the future?

Name: \_\_\_\_\_



## Civic Responsibility: Volunteering and Philanthropy

Fill in the missing words in the sentences below using information from articles within the **PebbleGo Next Social Studies** online database.

1. If you donate your time to help others without getting paid, you are a \_\_\_\_\_.
2. Communities can be based on \_\_\_\_\_, culture, interest, and values.
3. \_\_\_\_\_ is the act of giving for the greater good.
4. The American Red Cross and Habitat for Humanity are examples of \_\_\_\_\_, or organizations that help people or animals.
5. There are three different ways to volunteer, which include person-to-person, \_\_\_\_\_, and \_\_\_\_\_.
6. \_\_\_\_\_ are long-lasting organizations that are committed to goodwill.
7. A \_\_\_\_\_ is a group of people who have something in common.
8. Within the United States, most community organizations are not for profit, which is also called \_\_\_\_\_.
9. A community organization supports the \_\_\_\_\_ of people within its community.
10. Research shows that volunteering can improve your \_\_\_\_\_ and reduce your \_\_\_\_\_.

Bibliography \_\_\_\_\_

## Civic Responsibility: Volunteering and Philanthropy (Answers)



Fill in the missing words in the sentences below using information from articles within **the PebbleGo Next Social Studies** online database.

1. If you donate your time to help others without getting paid, you are a \_\_\_\_\_ VOLUNTEER\_\_\_\_\_.
2. Communities can be based on \_\_\_\_\_GEOGRAPHY\_\_\_\_\_, culture, interest, and values.
3. \_\_PHILANTHROPY\_\_ is the act of giving for the greater good.
4. The American Red Cross and Habitat for Humanity are examples of \_\_CHARITIES\_\_, or organizations that help people or animals.
5. There are three different ways to volunteer, which include person-to-person, \_\_PERSON-TO-GROUP\_\_, and \_\_PERSON-TO-COMMUNITY\_\_.
6. \_\_FOUNDATIONS\_\_ are long-lasting organizations that are committed to goodwill.
7. A. \_\_COMMUNITY\_\_ is a group of people who have something in common.
8. Within the United States, most community organizations are not for profit, which is also called \_\_NONPROFIT\_\_.
9. A community organization supports the \_\_WELL-BEING\_\_ of people within its community.
10. Research shows that volunteering can improve your \_\_MOOD\_\_ and reduce your \_\_ANXIETY\_\_.

Bibliography \_\_\_\_\_

# Community Volunteer Opportunities



Name: \_\_\_\_\_

Organization Name	Volunteer Opportunity/Tasks to be Completed	Approximate Time Commitment

Bibliography \_\_\_\_\_