

LIFESAVING VOLUNTEERS TO THE RESCUE

Level: 3 & 4

Activity: 2

Overview

We all have a responsibility with regards to our personal safety in and around the water. However, in the event of an accident or emergency, there are others that are trained to help us. Hayden is a volunteer lifesaver and rescue swimmer for the Westpac Lifesaver Rescue Helicopter Service. He is just one of the many people whose job it is to help protect us when we are in and around the water. Often these people volunteer their time for these important jobs! In this lesson, students will reflect on the importance of volunteers in their own school and local communities.

Resources

- Smartboard
- Markers
- Butcher's paper
- Filming equipment

Activity

ENGAGE

As a class, look at [Volunteer Lifesavers](#) on the Life Saving Victoria website to find out about the volunteer lifesavers on Victorian beaches. Ask students which Victorian beaches they swim at most frequently (or beaches they would like to visit one day). Look in the 'Patrolled Locations' section on the website to see whether the lifesavers are volunteers.

EXPLORE

Team challenge: Split the class into two groups and have them line up single file facing a whiteboard. Give the first student of each team a different coloured whiteboard marker. Pose the question 'What volunteers have you seen in the local community?' Give teams 2 minutes to discuss before beginning the challenge. Start a timer for 2 minutes. The first student of each team writes an example of a volunteer on the board and then hands the marker to the next student in their team. They may not repeat any suggestions from either their own or the other team. The team with the most examples at the end of two minutes wins!

EXPLAIN

As a whole class discuss:

- Why do we need volunteers?
- What skills are needed to be a volunteer?
- What personal attributes do volunteers usually have?
- Who are the volunteers in our school community?

ELABORATE

In pairs or small groups, students choose someone who volunteers at their school. They need to plan and film an interview with their chosen volunteer. The interview should contain at least 10 questions. They will be presenting this interview to another class at their school. Encourage them to consider their audience when planning their questions so that their interview is not just informative but also interesting!

EVALUATE

Students present their video interviews to another class (to be negotiated with the teachers involved).

Note: If filming equipment is not available, the volunteer could be invited in to perform the interview live!

Curriculum Links



Level 3		
ENGLISH	<u>Writing: Creating texts</u>	Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print and multimodal elements appropriate to the audience and purpose (VCELY266)
	<u>Speaking and Listening: Interacting with others</u>	Plan and deliver short presentations, providing some key details in logical sequence, using appropriate tone, pace, pitch and volume (VCELY276)
CIVICS AND CITIZENSHIP	<u>Citizenship, Diversity and Identity</u>	Investigate why and how people participate within communities and cultural and social groups (VCCCC006)
Level 4		
ENGLISH	<u>Writing: Creating texts</u>	Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features (VCELY299)
	<u>Speaking and Listening: Interacting with others</u>	Plan, rehearse and deliver presentations incorporating learned content and taking into account the particular audiences and purposes such as informative, persuasive and imaginative, including multimodal elements (VCELY308)
CIVICS AND CITIZENSHIP	<u>Citizenship, Diversity and Identity</u>	Investigate why and how people participate within communities and cultural and social groups (VCCCC006)

Sample Report Comments

{Name} can explain the important role of volunteers in the local and school communities as well as the personal attributes that are often characteristic of these people.

{Name} considered both the audience and purpose in order to plan and conduct an interesting and informative interview of a volunteer at their school.

{Name}'s interview was logical and sequential. {He/She} spoke clearly and confidently, using appropriate expression and intonation.

References

Life Saving Victoria. *Volunteer Lifesavers*, https://lsv.com.au/life_saving_services/volunteer-lifesavers/ [viewed 27 March 2018]