

# LIFESAVING VOLUNTEERS TO THE RESCUE

**Level:** 7 & 8

**Activity:** 2

## Overview

While studying to become a doctor, Hayden spends up to 15 hours a week volunteering in different ways in his community. As well as being a rescue swimmer, Hayden also volunteers as a dispatcher, a lifesaver and patrol captain at his life saving club and once a month he participates in a meal sharing program for asylum seekers who are experiencing homelessness. During this lesson, students will find out about the role volunteers play in their community. They will develop a persuasive text, arguing for or against the statement 'All Australians have the responsibility to give back to the community'.

*As students will be sharing their personal opinions during this lesson, it may be useful to have a conversation about valuing the opinions of others prior to completing the lesson.*

## Resources

- Computer access for each student
- A large space with a long line on the floor - you could use chalk or tape or a line on a basketball court (the line should be long enough for all students to stand along it)
- A copy of the planning template *All Australians have the responsibility to give back to the community* (Appendix A) for each student.

## Activity

### ENGAGE

Gather students near the line and explain to them that you will read out some statements. If they completely agree they move to one end, if they completely disagree they move to the other. They may also place themselves anywhere along the line according to how they feel about the statement. Read the following statements, allowing enough time for students to think about their response and move into position:

- There are lots of volunteers in our community.
- Volunteers do important work.
- We are lucky to live in Australia.
- You need to have special training to be a volunteer.
- Anyone can be a volunteer.
- I'd like to be a volunteer.

### EXPLORE

Watch the '[Fred's Van](#)' video. Ask students if they have ever volunteered or if someone they know volunteers. Brainstorm on the board 'Volunteers in our community'.

### EXPLAIN

Ask students to move back to the line on the floor and repeat the same questions. Ask whether any of their answers changed the second time. Read the statement 'All Australians have the responsibility to give back to the community' and ask students to stand on the line again. Invite some students to share their response and explain their reasoning.

### ELABORATE

Students now need to create a persuasive text in the form of an oral presentation, podcast or video in response to this statement. They may argue for or against, but may not sit on the fence. Encourage students to use the planning template *All Australians have the responsibility to give back to the community* (Appendix A) to organise their arguments. Allow time for them to research some evidence to support their arguments.

## EVALUATE

In small groups (preferably with a mixture of 'for' and 'against' arguments), students present their completed videos, podcasts and presentations. Complete the line activity one final time, asking students to reflect on if and how their thinking has changed.

## Curriculum Links



Level 7		
ENGLISH	<u>Writing:</u> Creating Texts	Plan, draft and publish imaginative, informative and persuasive texts, selecting aspects of subject matter and particular language, visual, and audio features to convey information and ideas to a specific audience ( <a href="#">VCELY387</a> )
		Use a range of software, including word processing programs, to create, edit and publish written and multimodal texts ( <a href="#">VCELY390</a> )
	<u>Speaking and Listening:</u> Interacting with others	Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to promote a point of view or enable a new way of seeing, using body language, voice qualities and other elements to add interest and meaning ( <a href="#">VCELY396</a> )
Level 8		
ENGLISH	<u>Writing</u> Creating Texts	Create imaginative, informative and persuasive texts that raise issues, report events and advance opinions, using deliberate language and textual choices, and including digital elements as appropriate ( <a href="#">VCELY420</a> )
		Use a range of software, including word processing programs, to create, edit and publish texts imaginatively ( <a href="#">VCELY422</a> )
	<u>Speaking and Listening:</u> Interacting with others	Plan, rehearse and deliver presentations, selecting and sequencing appropriate content, including multimodal elements, to reflect a diversity of viewpoints, using voice and language conventions to suit different situations, modulating voice and incorporating elements for specific effects ( <a href="#">VCELY427</a> )

### Sample Report Comments

{Name} has a good understanding of the structure, language and features appropriate to a persuasive text.

{Name} uses persuasive language and other literary devices to capture the interest of {his/her} audience.

When responding to the statement 'All Australians have the responsibility to give back to the community', {Name} spoke articulately, using strong arguments and emotive language to convince the audience.

### References

Behind the News, 2010. *Fred's Van*. [online video] Available at: <http://www.abc.net.au/btn/story/s3038374.htm> [Accessed 14 April 2018].

## Appendix A

Use this template to organise your ideas, collect evidence to support your arguments and gather some powerful bits to add extra punch to your persuasive text.

*All Australians have the responsibility to give back to the community*

I am arguing

FOR

AGAINST

Reason 1:

Reason 1:

Reason 1:

Supporting facts:

Supporting facts:

Supporting facts:

Powerful bits for added

