

Lifesaving Volunteers to the Rescue

Activity 2

View the 'Lifesaving Volunteers to the Rescue' VR tour at www.lsv.com.au/vr

LEVELS 3 & 4



Key Learning

In this lesson, students will reflect on the importance of volunteers in their own school and local communities



Resources

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



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 ideas from their own or the other team. The team with the most examples at the end of two minutes wins!



Curriculum

Writing

Creating texts

Level 3

- 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](#))

Level 4

- 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](#))

Speaking and Listening

Interacting with others

Level 3

- Plan and deliver short presentations, providing some key details in logical sequence, using appropriate tone, pace, pitch and volume ([VCELY276](#))

Level 4

- 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

Citizenship, Diversity and Identity

Levels 3 & 4

- Investigate why and how people participate within communities and cultural and social groups ([VCCCC006](#))



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

References

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