Identify Volunteer Opportunities Across the Life Span

Unit: Implementation of Lesson and Activity Plans

Problem Area: Provide Extended Community Activities

Lesson: Identify Volunteer Opportunities Across the Life Span

■ **Student Learning Objectives.** Instruction in this lesson should result in students achieving the following objectives:

1 Describe relevant terms and reasons for volunteering.

2 Evaluate opportunities and personality compatibility for different types of volunteer experiences.

3 Identify the advantages of volunteering at any age.

■ **Resources.** The following resources may be useful in teaching this lesson:

"Community Service," *Wikipedia.* Accessed November 3, 2008.
<http://en.wikipedia.org/wiki/Community_service>.

"Find a Charity You Can Trust," *Charity Navigator.* Accessed November 3, 2008. <http://www.charitynavigator.org/>.

"Find a Place to Volunteer," *VolunteerMatch.* Accessed November 3, 2008. <http://www.volunteermatch.org/>.

"Find Opportunities," *Volunteer.gov.* Accessed November 3, 2008. <http://www.volunteer.gov/gov/>.

"How to Evaluate a Potential Volunteer Opportunity," *ServiceLeader.org: For Volunteers.* Accessed November 22, 2008. <http://www.serviceleader.org/new/volunteers/articles/2003/04/000054.php>.

"John F. Kennedy Inaugural Address," *Bartleby.com.* Accessed November 23, 2008. <http://www.bartleby.com/124/pres56.html>.

"Identify Your Type Using the Jung Typology Test," *HumanMetrics.* Accessed November 23, 2008. <http://www.humanmetrics.com/cgi-win/JTypes1.htm>.

"Search Opportunities for Volunteers," *Youth Volunteer Network.* Accessed November 3, 2008. <http://www.networkforgood.youthnoise.com/>.

"20 Ways for Teenagers to Help Other People by Volunteering," *The Teenager's Guide to the Real World Online.* Accessed November 24, 2008. <http://www.bygpub.com/books/tg2rw/volunteer.htm>.

"Virtual Volunteering Resources," *ServiceLeader.org: Virtual Volunteering.* Accessed November 22, 2008. <http://www.serviceleader.org/new/virtual/index.php>.

"Volunteer," *Wikipedia.* Accessed November 3, 2008. <http://en.wikipedia.org/wiki/Volunteer>.

"Volunteerism," *Wikipedia.* Accessed November 22, 2008. <http://en.wikipedia.org/wiki/Volunteerism>.

■ Equipment, Tools, Supplies, and Facilities.

- ✓ Overhead or PowerPoint projector
- ✓ Visual(s) from accompanying master(s)
- ✓ Copies of sample test, lab sheet(s), and/or other items designed for duplication
- ✓ Materials listed on duplicated items
- ✓ Computers with printers and Internet access
- ✓ Classroom resource and reference materials

■ Key Terms. The following terms are presented in this lesson (shown in bold italics):

- ➤ charity
- ➤ community service
- ➤ generic volunteer
- ➤ philanthropist
- ➤ service learning
- ➤ skilled volunteer
- ➤ stakeholders
- ➤ virtual volunteer
- ➤ volunteer
- ➤ volunteerism
- ➤ youth service

■ **Interest Approach.** Use an interest approach that will prepare the students for the lesson. Teachers often develop approaches for their unique class and student situation. A possible approach is included here.

> *In John F. Kennedy's inaugural address of Friday, January 20, 1961, he stated, "And so, my fellow Americans: ask not what your country can do for you—ask what you can do for your country." This one speech moved people to answer the call. Volunteer!*

SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1: Describe relevant terms and reasons for volunteering.

Anticipated Problem: What terms are used in volunteerism, and what are some common reasons for volunteering?

I. Volunteerism

    A. Terms used in volunteerism

        1. A *volunteer* is someone who, without payment, works for the benefit of others or of a project. For example, a volunteer may provide service to the community or take part in the fight to save the environment.

            a. A *skilled volunteer* is a volunteer who brings professional and/or technical skills to a project. Examples of skilled volunteers are health professionals who volunteer on emergency response teams and carpenters and electricians who work weekends at Habitat for Humanity project sites.

            b. A *generic volunteer* is a volunteer without specific skills who may or may not need training. Most volunteers are in this category. Examples are workers at Olympic venues, community fundraisers, or local sporting events.

        2. *Volunteerism* is the practice of doing volunteer work in programs for the community, education, or the environment. Volunteerism implies a willingness to work for others without receiving money, other rewards, or special favors.

        3. *Community service* is work on projects designed to benefit the community rather than the individuals or groups involved in the projects. Examples of community service activities are answering of phones for a telethon by volunteers, work on behalf of a charity or local project by a student group, and cleanup of a children's playground by a neighborhood group. Other examples include:

            a. Willing service through a youth organization, such as Scouts or Key Club (also known as *youth service*).

b. Service as part of a court sentence.

c. Service fulfilling requirements for graduation from certain high schools (sometimes called *service learning*). In this case, students demonstrate how their volunteer work contributes to their education.

4. A *virtual volunteer* is a volunteer who works on tasks for an organization via the Internet or computer.

5. *Stakeholders* are those individuals or groups that receive a direct benefit from the service being provided.

6. A *philanthropist* is an individual who promotes the human welfare through gifts or acts of charity to improve the lives of others. Bill and Melinda Gates are examples of philanthropists. The Bill & Melinda Gates Foundation works with several school districts to improve the technological applications available to students.

7. A *charity* is an organization that collects money and recruits volunteers to help its stakeholders.

B. Reasons for volunteering:

1. To provide a needed service or skill

2. To learn a new skill

3. To feel purpose

4. To promote academic success

a. Studies indicate that students who participate in service learning projects are 85 percent more likely to attain a higher grade-point average than those who do not volunteer.

b. Some college admissions boards require and review volunteer service on each student's application.

Many techniques can be used to help students master this objective. Use VM–A and VM–B to facilitate a discussion of terms related to volunteering and reasons to volunteer. Assign LS–A to have students research and rate a charity.

Objective 2: Evaluate opportunities and personality compatibility for different types of volunteer experiences.

Anticipated Problem: How can one determine which volunteer opportunities fit his or her personality type?

II. Evaluating volunteer opportunities

A. A volunteer agency can be researched by:

1. Touring the agency and talking to paid and volunteer staff

2. Researching the mission statement of the agency

3. Reading the volunteer job description

4. Identifying the length of commitment required

    5.   Inquiring about training opportunities

    6.   Being interviewed for the volunteer opportunity

B. Personality should be matched to volunteer opportunities.

    1.   The Carl Jung and Isabel Myers-Briggs personality test, called the Jung Typology Test, is at the Web site http://humanmetrics.com. The test is a 72-question "yes/no" test that requires about 10 to 15 minutes for students to complete.

    2.   Four continuums are used to classify personality types:

        a. Extroversion—Introversion

        b. Sensing—Intuition

        c. Thinking—Feeling

        d. Judging—Perceiving

    3.   Available information on the 16 personality types includes:

        a. A written description of each type

        b. Suitable career choices for each personality type

        c. Institutions that provide career training or advanced degrees

        d. Famous people with the same personality type

Many techniques can be used to help students master this objective. Use VM–C to facilitate a discussion about evaluating volunteer opportunities. Have students complete LS–B to determine their personality type.

Objective 3: Identify the advantages of volunteering at any age.

Anticipated Problem: What are the advantages of volunteering for various age groups?

  III. Volunteer advantages across the life span

    A. Family volunteer facts

      1. Adults with children are more likely to volunteer than adults without children.

      2. A child's value system is strengthened when the child views one or both parents volunteering.

      3. Volunteer vacations are a popular way to travel and volunteer on a budget. (See "Volunteer Vacations" at http://www.charityguide.org/volunteer/vacations.htm.)

    B. Teen volunteer facts

      1. Research shows that teens who volunteer contribute and volunteer more as adults.

      2. Volunteer work can be listed as work experience on a résumé when looking for a first job.

    C. Adults 50+ years volunteer facts

      1. About 30 percent of older adults volunteer in their community.

2. Older adults who volunteer are healthier than older adults who do not volunteer.

Many techniques can be used to help students master this objective. Use VM–D to facilitate a discussion of the advantages of volunteering at any age. Have students complete LS–C to research possible teen volunteer opportunities.

■ **Review/Summary.** Use the student learning objectives to summarize the lesson. Have students explain the content associated with each objective. Student responses can be used in determining which objectives need to be reviewed or taught from a different angle.

■ **Application.** Use the included visual masters and lab sheets to apply the information presented in the lesson.

■ **Evaluation.** Evaluation should focus on student achievement of the objectives for the lesson. Various techniques can be used, such as student performance on the application activities. A sample written test is provided.

■ **Answers to Sample Test:**

Part One: Matching

1. j
2. g
3. d
4. a
5. h
6. e
7. c
8. i
9. b
10. f

Part Two: Short Answer

1. Answers will vary. Some examples are:
   ♦ Answering of phones for a telethon
   ♦ Work on behalf of a charity or local project by a student group
   ♦ Cleanup of a children's playground by a neighborhood group
   ♦ Willing service through a youth organization
   ♦ Service as part of a court sentence
   ♦ Service fulfilling requirements for graduation from certain high schools
2. The Jung Typology Test provides the following four types of information to participants:

a. A written description of each personality type

b. Suitable career choices for each personality type

c. Institutions that provide career training or advanced degrees

d. Famous people with the same personality type

Part Three: True/False

1. T
2. T
3. F
4. T
5. T
6. F

Name _____

Identify Volunteer Opportunities Across the Life Span

▶ **Part One: Matching**

Instructions: **Match the term with the correct definition.**

a. charity
b. generic volunteer
c. philanthropist
d. service learning
e. stakeholders

f. skilled volunteer
g. virtual volunteer
h. volunteer
i. volunteerism
j. youth service

_____1. Willing service through a youth organization, such as Scouts or Key Club

_____2. Volunteer who works on tasks via the Internet or computer

_____3. Volunteer work that contributes to academic learning

_____4. Organization that collects money and recruits volunteers to help others

_____5. Someone who works for others without receiving money or other rewards

_____6. Individuals or groups that receive a direct benefit from the service being provided

_____7. Someone who provides gifts or charity to improve the human welfare

_____8. Practice of working for the benefit of the community, education, or the environment without receiving money, other rewards, or special favors

_____9. Volunteer without specific skills who may or may not need training

____10. Volunteer with professional or technical skills

▶ **Part Two: Short Answer**

Instructions: **Answer the following.**

1. List the three examples of community service.

2. What four types of information does the Jung Personality Test provide?

▶ **Part Three: True/False**

Instructions: **Write *T* for true or *F* for false.**

_____1. Adults with children are more likely to volunteer than adults without children.

_____2. Research shows teens who volunteer contribute and volunteer more as adults.

_____3. Seniors who volunteer are less healthy than seniors who do not volunteer.

_____4. A child's value system is strengthened when the child views one or both parents volunteering.

_____5. Volunteer work can be listed as work experience on a résumé when looking for a job.

_____6. About 10 percent of older adults volunteer in their community.

TERMS DEPICTING VOLUNTEERISM

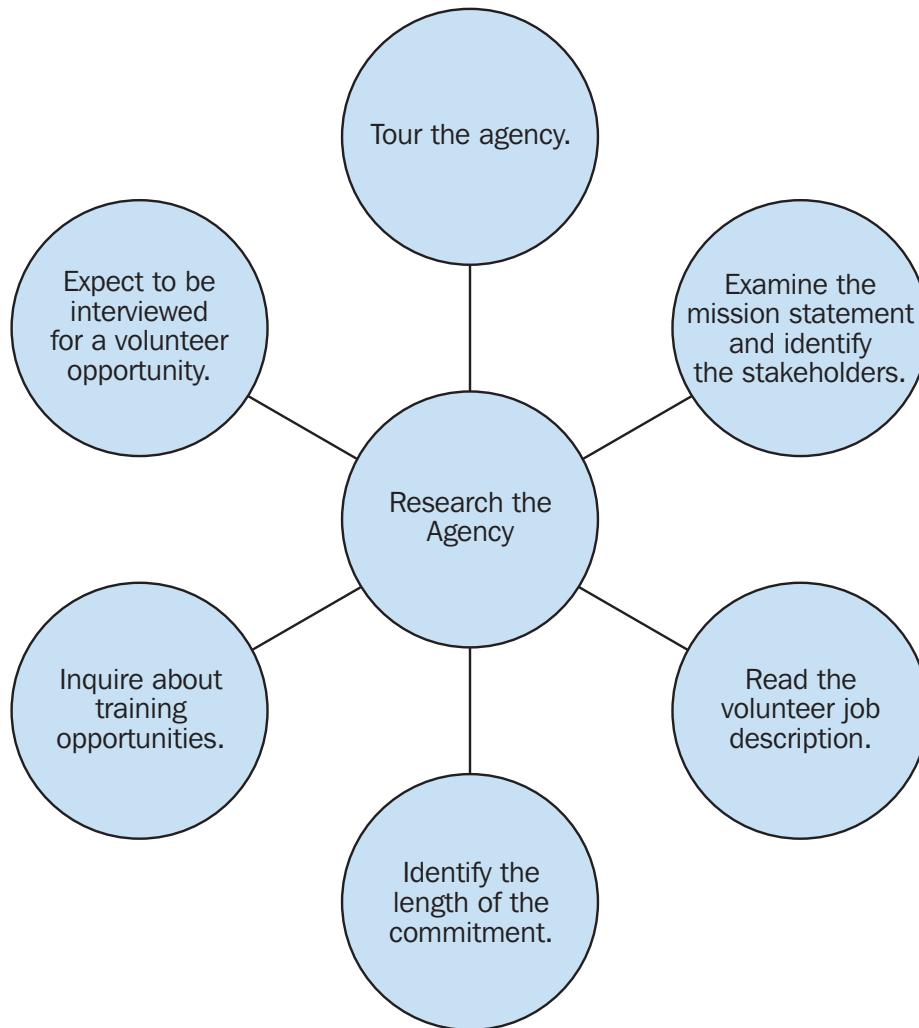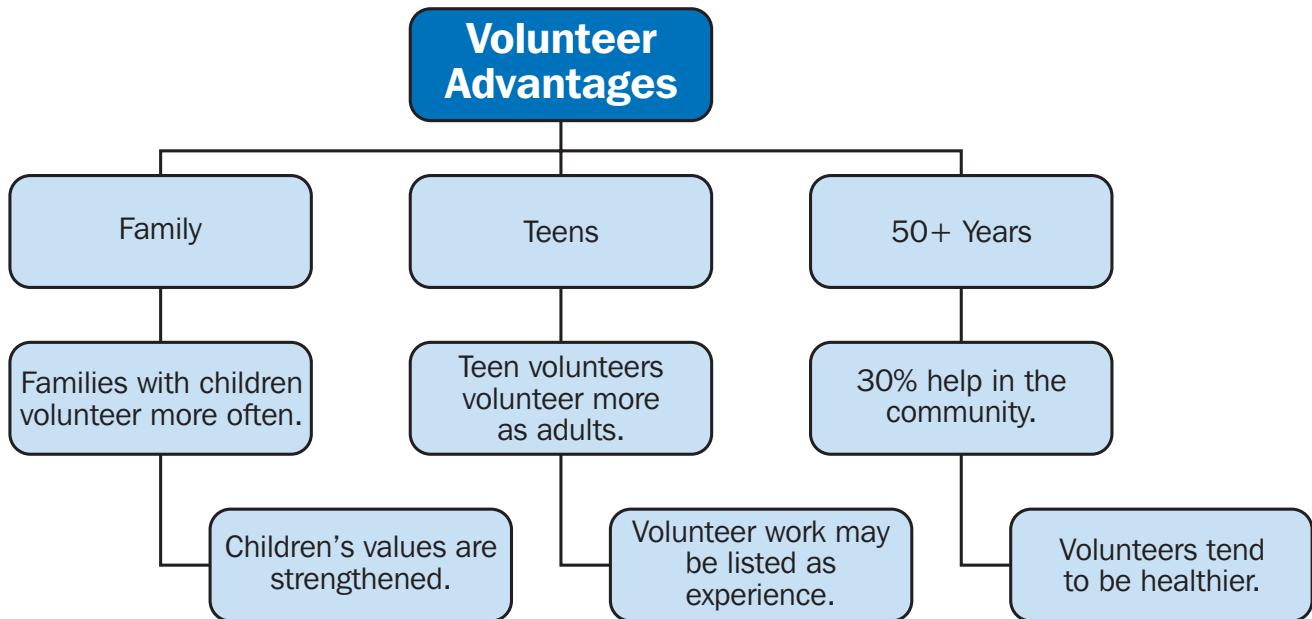| Term	Definition
Charity	Organization that collects money and recruits volunteers to help others
Community service	Work on projects designed to benefit the community rather than the individuals or groups involved in the projects
Generic volunteer	Volunteer without specific skills who may or may not need training
Philanthropist	Someone who provides gifts or charity to improve the human welfare
Service learning	Volunteer work that contributes to academic learning
Skilled volunteer	Volunteer with professional or technical skills
Stakeholders	Individuals or groups that receive a direct benefit from the service being provided
Virtual volunteer	Volunteer who works on tasks via the Internet or computer
Volunteer	Someone who works for others without receiving money or other rewards
Volunteerism	Practice of working for the benefit of the community, education, or the environment without receiving money, other rewards, or special favors
Youth service	Willing service through a youth organization, such as Scouts or Key Club

WHY VOLUNTEER?

1. Provide a needed service or a skill

2. Learn a new skill

3. Feel purpose

4. Promote academic success

5. Other:

6. Other:

7. Other:

RESEARCH VOLUNTEER AGENCIES

Tour the agency.

Expect to be interviewed for a volunteer opportunity.

Examine the mission statement and identify the stakeholders.

Research the Agency

Inquire about training opportunities.

Read the volunteer job description.

Identify the length of the commitment.

VOLUNTEER ADVANTAGES ACROSS THE LIFE SPAN

Volunteer Advantages

Family	Teens	50+ Years
Families with children volunteer more often.	Teen volunteers volunteer more as adults.	30% help in the community.
Children's values are strengthened.	Volunteer work may be listed as experience.	Volunteers tend to be healthier.

Name _____

Check Out Charities

Objectives

1. Evaluate charities on a charity evaluation Web site.

2. Identify those charities with the highest ratings and those with the lowest ratings.

Materials

♦ lab sheet

♦ pencil and paper

♦ board

♦ chalk or whiteboard markers

Procedure

1. Select a charity to research that is unique among your classmates. Everyone must select a different charity to evaluate.

2. Access the Web site http://www.charitynavigator.org, and find your charity via the "Browse by Category" links. Choose the category of your charity and the specific area within that category.

3. Find the star rating.

4. Using a Web browser, research your charity, and write a short summary of its purpose and the stakeholders the charity serves.

5. Present your charity summary to the class, and write the rating number on the board. Record the charities with the highest ratings and those with the lowest ratings.

6. Compare the ratings of the charities chosen by the class. What, if anything, surprised you about the ratings?

Name _____

Carl Jung and Isabel Myers-Briggs Personality Test

Objectives

1. Complete the 72-question personality test.

2. Score the personality test and identify your personality type.

Materials

♦ lab sheet

♦ pencil

Procedure

1. Access the Web site http://humanmetrics.com, and take the Jung Typology Test. Answering these "yes/no" questions takes approximately 10 to 15 minutes.

2. Have the Web site score your test.

    a. Record your scores for each continuum category as:

        (1) Extroversion—Introversion score: _____

        (2) Sensing—Intuition score: _____

        (3) Thinking—Feeling: _____

        (4) Judging—Perceiving: _____

    b. Your personality type (e.g., INTP): _____

    c. Read the description of your personality style. List four words that describe your personality type:

        (1)

        (2)

        (3)

        (4)

d. Read about and then list three possible career choices for your personality:

    (1)

    (2)

    (3)

e. Review and then list three institutions that provide career training or advanced degrees:

    (1)

    (2)

    (3)

f. Read about and then list three famous people with your personality type:

    (1)

    (2)

    (3)

3. Write a summary of the volunteer work suitable for your personality type.

Name _____

Evaluate Volunteer Opportunities

Objectives

1. Identify various volunteer opportunities.

2. Compare and contrast the volunteer opportunities with your needs.

Materials

♦ lab sheet

♦ pencil and paper

Procedure

1. Open the Web site http://www.bygpub.com/books/tg2rw/volunteer.htm, and read about the 20 ways for teenagers to help other people by volunteering.

2. From the 20 opportunities listed, write a summary that describes the best volunteer position for you and the ways this position fits your personality. The 20 volunteer opportunities listed are:

Homeless shelters	Libraries
Food banks	Senior citizen centers
The Guidepost Sweater Project	Animal shelters
Ronald McDonald House	United Way
Special Olympics	Red Cross
Habitat for Humanity	Salvation Army
State parks	Environmental organizations
City programs	Political campaigns
Helping others learn to read	800 number volunteer
Hospitals	Web site creation

3. Review the volunteer information on one of the following Web sites:

   a. http://www.networkforgood.youthnoise.com (Youth Volunteer Network)

   b. http://www.volunteermatch.org (Find a Place to Volunteer)

   c. http://www.volunteer.gov (USA Freedom Corps)

   d. http://www.serviceleader.org/new/virtual/index.php (Virtual Volunteering)

   e. http://www.charityguide.org/volunteer/vacations.htm (Volunteer Vacations)

4. Report your findings to the class.