



# 1—What is volunteering?



1. Think of all the people you help and the situations you help with, and then complete this table.

**Who I help**

**How I help them**

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

2. Look at the things you've written under 'How I help them' and then look at the list in the box below

Circle anyone or anything in this list that you think could benefit from the kind of help you already give to others...

**Younger children**

**Homeless people**

**Animals at risk**

**Charities**

**Older people with frailties**

**People who are being bullied**

**The environment**

**People with disabilities**

**Teenagers with problems**

...and add any others you can think of...

\_\_\_\_\_

\_\_\_\_\_



# 2—What is volunteering?

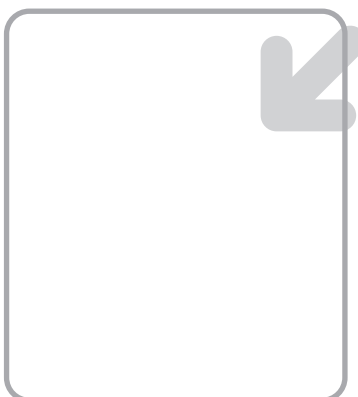
3. On the right you'll find a list of voluntary activities that young people could offer to take part in. Put a tick in the appropriate columns to show how likely you think young people are to be interested in getting involved.



Voluntary activity	Very likely	Quite likely	Not likely
Helping young children to learn to read	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Caring for animals at a local 'animal rescue' centre	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Giving football coaching to young children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Helping to run a fruit tuck shop at school during break times	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Taking part in a peer-mentoring scheme supporting new pupils at school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Developing a local skateboard park for young people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cleaning up the local environment – eg picking up litter and removing graffiti	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching older people computer skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Running a stall to raise money for people with HIV/Aids	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Taking part in a drama project to make young people aware of drugs issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Taking part in a protest against the way a big company treats its workers in other countries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. In groups, compare your answers to question 3. Which kinds of voluntary activities were thought to be the most popular and which the least popular? Are there some situations your group think are more deserving of help?

5. Still in the same groups, see if you can all agree on one activity that you think is important and may like to get involved in. It could be one of the ones listed in question 3, or you could think of another one. Write it in the box on the left.



6. With your group, write a five-minute play that shows how a young volunteer could help in this way. (Don't forget to think about what the volunteer gets out of it!) Pair up with another group in the class and perform your plays for each other. What practical things did the volunteer do that made a difference?

7. Having now thought a bit more about volunteering, would you call yourself a volunteer? Put a cross on the line below to show how you see yourself – and put a cross on the line below that to indicate whether you would like to do more volunteering, now or some time in the future.

I would call myself a volunteer I wouldn't call myself a volunteer

There are things I'd like to help with I can't think of anything yet that I'd like to help with