

11

Volunteering and citizenship

The proposed syllabus is a 'menu' for ESOL learners working towards Entry 1, 2 or 3. It is not exhaustive. Below is a suggested list of topics which could be studied under this section.

The items in bold are those which have teachers' notes and learners' activities associated.

- **What is volunteering?**
- **Volunteering and active citizenship**
- **Choosing volunteer activities**
- **Becoming a volunteer**
- **Supporting learners in volunteering**
- Local community organisations
- Parent Teacher Associations (PTAs)
- Mentoring
- Police committees
- Working for charities
- Recording voluntary work as part of your CV

11

Volunteering and citizenship

Sources of the material used in this section

- www.do-it.org.uk
- www.ukba.homeoffice.gov.uk
- www.vinspired.com

Sources of other useful material

- Leaflets from a local volunteer bureau.
- *Skills for Life* learner materials pack, ESOL E3, unit 7: 'Local communities'.
- A video of an Iranian asylum seeker living in Bradford talking about her life and voluntary work, 'One day in May': www.youtube.com/watch?v=PGMw1YB9nx4&feature=channel
- Video about the consultation on earned citizenship, including a short clip of a teacher and her ESOL class: www.youtube.com/watch?v=SwQugH6GkW8&feature=channel
- *Citizenship materials for ESOL learners* pack, unit 13: 'Getting involved in your community'.
- Cambridge ESOL Activities, Entry 1, 2 and 3. Cambridge University Press, 2008. Photocopiable activities on citizenship themes: www.cambridge.org/elt/esol.

Useful Websites

Website	Web address	Description
CSV	www.csv.org.uk/?display=volunteering	A national volunteering and training charity. Information on many different kinds of volunteering opportunities with links to more specific information, and an interactive map to find local opportunities. Information on free training opportunities nationwide.
Community Do-it!	www.do-it.org.uk	A huge database on volunteering opportunities throughout the UK and overseas, based on information from local volunteer bureaux. A chance to browse through local opportunities.
Home Office Border Agency	www.ukba.homeoffice.gov.uk	Information on the new regulations, requirements and processes involved in earning citizenship in the UK.
National Confederation of Parent Teacher Associations (NCPTA)	www.ncpta.org.uk	A national charity representing over 13,000 PTAs across England, Wales and Northern Ireland.
Timebank	www.timebank.org.uk	A volunteering promotion site.
Vinspired	www.vinspired.com	Information about volunteering opportunities in England for young people aged 16–25. Includes opportunities for disadvantaged young people and promotes youth leadership.
Volunteering England	www.volunteering.org.uk	A volunteer development agency promoting volunteering as a powerful tool for change.
Environment		
Friends of the Earth	www.foe.co.uk/campaigns/local_groups_and_campaigns	Opportunities to work as a volunteer at local and national levels.
Greenpeace	www.greenpeace.org/international	Opportunities to work as a volunteer at local and national levels.
Worldwide Fund for Nature	www.wwf.org.uk	Opportunities to work as a volunteer at local and national levels.
Human rights		
Amnesty International	www.amnesty.org.uk/action/localgroups	Opportunities to work as a volunteer at local and national levels.
Oxfam	www.oxfam.org.uk/resources/faq/volunteering.html	Information on volunteer opportunities at Oxfam, including information on work permits.
	www.oxfam.org.uk/get_involved/volunteer/index.html	Information on how to apply to volunteer to work in an Oxfam shop or other events.
Animal rights		
RSPB	www.rspb.org.uk	This organisation works to help secure safe environments for birds and wildlife.
RSPCA	www.rspca.org.uk	Information about animal care, pet care sheets, recipes, local and international RSPCA organisations.

Type of resource	Online or downloaded?	Level/adaptability
Text-based interactive resource, with links to videos of volunteers. Very clearly set out.	Online – interactive and useful for finding out about local opportunities/vacancies.	E1+
Interesting section 'ask the site' – www.thesite.org/community/askthesite Questions posed by young people are answered by trained volunteers. Deals with issues such as welfare, houses, health, legal rights.	Online search engine to search for types of volunteering and local opportunities.	With help, E1
Text-based resource with information on the new regulations.	Online.	Teachers' resource, adaptation necessary
Text-based with articles, news and regional events	Online , with links to fundraising ideas and posters.	With help, E1+
Information about campaigns, frequently asked questions, celebrity quotes, and so on.	Online.	E1+
Text -based website with interactive online forums, pictures and video.	Online – interactive and useful for finding local vinolved team.	Simple, straightforward text. E1+
Articles, news and events on volunteering, mostly text .	Ideas of what to volunteer for; names of charities in the UK and abroad, residential as well.	High E1+
Text based in general – success stories has stories about the successes and experiences of local groups. Also basic contact details for each group.	Online search engine to find a local group via your postcode. Lots of online resources.	E2+
Information on volunteering and job searches, text quite advanced.	/photosvideos – photos and video clips of Greenpeace activists and their campaigns.	E2+
Information on volunteering as an individual and joining a volunteer group.	Information on endangered species online.	Short chunks of text, high E1+
Information on what you can do and how to help.	Online A–Z of local groups.	Large text, quite simple, E1+
Text , with interactive questions and answers. Very clearly set out.	Online – interactive and useful for finding out how to become a volunteer and current volunteer opportunities/vacancies.	E2+
Text -based site. Vacancies for volunteering available.	Possible to listen to bird song online. Pictures and Webcams online too.	E2+
Lots of text on stories of animal cruelty.	Text to download. 'Playpen' has online activities directed at children but suitable for some ESOL adult learners.	Low E2+

All details were correct at time of publication.

11.1 What is volunteering?

Entry 1	Entry 2	Entry 3
Listen to people talking about volunteering. (Lr/E1.1b; Lr/E1.2a)	Listen to people talking about volunteering. (Lr/E2.1b; Lr/E2.2a)	Scan text and extract key information. (Rt/E3.7a, Rt/E3.8a)

Suggested procedure

Part 1 (Entry 1/2)

- Elicit what learners know about volunteering and pre-teach key words, such as *charity shop, disabled, church, treasurer*. Clarify that it means working for no money.
- Ask learners to compile a list of different kinds of volunteer activities they have done in England or in other countries.
- Record the statements on the opposite page and play the recording several times (or read them aloud). Learners listen and tick any of the volunteer activities they talked about.
- Feedback: check answers.
- Ask learners to listen again and note the reasons each person gives for volunteering and what they gain from the experience.
- Feedback: discuss answers as a whole group and clarify that 'volunteering' can be either a structured, more formal activity (such as working for a large organisation like the Red Cross) or an informal, 'helping' activity (such as helping with community festivals or going to the doctor with a neighbour).

Part 2 (Entry 3)

- Cut up the cards on p.279 and give a set to each pair/group of learners.
- Ask learners to read the case study about Ela on p.278 and arrange the cards into a table, based on the events described in the text.
- Check answers and ask learners to create sentences using the cards – orally or in writing.

Differentiation

- Learners with stronger literacy skills can work with learners with weaker literacy skills.
- Learners who speak the same language could work together.
- Some learners can read the statements while listening to them.
- As an alternative to the cards activity, the table on p.279 can have some of the information removed so that learners read the text in order to complete the table with the missing information.

Language points

Integrate the following specific language points:

- present simple tense (including third person singular);
- past simple tense.

Extension activities

- In small groups, learners create a poster or visual to explore volunteer activities. A Reflect approach could be used. For details of this approach go to: www.reflect-action.org/?q=node/41
- Watch the video of an Iranian asylum seeker living in Bradford talking about her life and voluntary work, 'One day in May': www.youtube.com/watch?v=PGMw1YB9nx4&feature=channel
- Learners recreate Ela's text using the cards as prompts.

Additional materials needed

- Pictures of people engaged in voluntary activities.

What is volunteering?

11.1

Tape script

Marek, London

I'm on the tea and coffee rota in my church. I really enjoy doing it as I've got to know so many people. As a result I feel very much part of the church and local community now.

Anna, Wales

I volunteer in a Red Cross charity shop every Saturday. I love it as it gets me out of the house, and I meet lots of people and keep in touch with all the local news.

Yasmin, Kent

I visit an old lady in her home once a week for an hour or two. We sit and talk. I've got to know her and her family, and what life was like in England when she was young. It's given me another family and it's wonderful.

Mehmet, Yorkshire

Every Friday evening I drive disabled children to their social club. It gives me such great pleasure, every week, when I see their smiles when they meet their friends.

Fatima, Leeds

I'm the treasurer of our community group. I'm pleased I volunteered for this as it keeps my brain active and I love keeping 'the books' in order.

11.1 What is volunteering?

Case Study

Ela Mitra was born in Lucknow in India on 14 February 1922. She first visited England as a young bride in 1937, the year of the coronation of King George VI. Even now, at age 88, Ela clearly remembers joining the crowds along the Mall and glimpsing the Queen Mother in her gown and tiara on that special day!

When Ela was in her early forties, she returned to England with her husband, to help take care of their newborn grandson while his parents were completing their studies at Cambridge University. Since then, Ela has made her home in Cambridge and has become a much loved and respected member of the community there. From making friends with the mums who took their children to the playschool that her



grandson attended, to befriending students from overseas in need of mothering, Ela has always made every effort to join in the life of her neighbourhood and community. Dressed always in a traditional sari, she serves tasty home-cooked Indian dishes and shares her religion and heritage culture with others. Ela is a good example of how to live a fulfilling multicultural life – when visitors come, there is always Indian halva, but also Madeira cake or scones that she bakes at home, learned many years ago from an elderly English neighbour.

Ela began volunteering in her local hospital in 1977, supporting parents and children in the children's transplant wing. She says that her 30 years and 2 months of volunteering were very rewarding! She made friends, cared for some very sick children and their anxious relatives and interpreted for others when necessary. She also attended many of the training events at the hospital. It was only because she had to have a major operation that Ela reluctantly gave up volunteering in May 2007.

The good news is that the annual volunteers' lunch is now held at Ela's house, so she's not missing out!

What is volunteering?

11.1

Cards

When?	What did Ela do?	Where?	More information
1922	She was born	Lucknow, India	
1937	Her first visit to England	London, England	Coronation of King George VI
1960s	She settled in England	Cambridge	She helped care for her grandson
1960s	She made friends with local mums	Cambridge	The mums had children at the same school as her grandson
1977	She began volunteering	The local hospital	She cared for sick children
2007	She stopped volunteering	The local hospital	She became ill
2009	Volunteers' lunch	Ela's house	She has lunch with all her friends

11.2 Volunteering and active citizenship

Entry 1	Entry 2	Entry 3
<p>Read and pronounce some key words relating to active citizenship. (Rw/E1.1a; Sc/E1.1)</p> <p>Talk about the new regulations. (Sd/E1.1c)</p>	<p>Read and understand a text about active citizenship. (Rt/E2.1b)</p> <p>Develop vocabulary relating to citizenship. (Rw/E2.2a)</p> <p>Express views and opinions. (Sd/E2.1d)</p>	<p>Read and understand a text about active citizenship. (Rt/E3.1a)</p> <p>Develop vocabulary relating to citizenship. (Rw/E3.1a)</p> <p>Express views and opinions. (Sd/E3.1d)</p>

Suggested procedure (Entry 2/3)

- Ask learners to discuss what they know about 'active citizenship'.
- Feedback and point out that volunteering and being 'active citizens' may help applicants to gain citizenship more quickly.
- Ask the learners to do the matching exercise on p.281. Drill words and check answers.
- Before learners read the text, ask them what kind of activities they think would demonstrate 'active citizenship'. Clarify that voluntary work can be: (a) 'formal' and happen on a regular basis, such as with a large organisation, with training, support, etc. or (b) 'informal' activities which take place from time to time, such as doing a neighbour's shopping, helping at a school fete, etc.
- Use this as an opportunity to pre-teach/check 'heritage', 'society', 'environment', 'befriending' etc.
- Ask learners to work individually or in pairs to read the text and see if any of the activities they thought of are mentioned.
- Ask learners to look at the categories on p.283 and complete the task. Learners compare their answers.
- Feedback: check answers.
- Ask learners to discuss the questions. Explain that volunteering for a large organisation (such as CSV), getting it recorded and obtaining a reference may help an application for citizenship.

Differentiation

- *Less able learners can work with stronger learners.*
- *Learners who speak the same language could work together.*

- *Stronger learners can add their own ideas to the categories.*
- *Stronger readers can read the original page on the Internet.*
- *Allow dictionaries.*

Language points

Integrate the following specific language points:

- use of 'might', 'will', 'would', 'wouldn't';
- relative clauses and use of third person singular;
- focus on prepositions, for example, 'take part in', 'volunteer with', 'serve on', 'in contact with';
- lexical phrases for expressing views and opinions.

Extension activities

- Learners create a poster to show the range of volunteering activities that could be considered 'active citizenship'.
- Learners go onto the Border Agency website and find out about the citizenship process. They devise an information sheet or presentation based on the information. (www.ukba.homeoffice.gov.uk)
- Learners use the Internet to find an organisation (such as CSV or Do-it!) which offers volunteering opportunities relating to an activity they are interested in. Learners select keywords to enter into a search engine.

Additional materials needed

- Access to Internet.

Answers to the activities can be found in the answers section p.319.

Volunteering and active citizenship

11.2

Match the word with its meaning

1. **community**

a. a relationship in which a volunteer supports someone on a personal and social level

2. **befriending**

b. become a full member of a community/society

3. **active citizenship**

c. strong feeling of belonging and loyalty

4. **integrate**

d. offer to do something without being paid

5. **volunteer**

e. a group of people who live in the same area and/or have the same interests, religion, race, etc.

6. **commitment**

f. becoming very involved in the community by volunteering

Mark the stress and number of syllables on each word. Now practise saying them clearly.

11.2 Volunteering and active citizenship

The UK Government has outlined its plans for 'Big Society', which encourages people to have a say in local issues and to be more active in society.

This is an extract from the UK Border Agency's website on active citizenship.

To demonstrate active citizenship, a migrant might volunteer with a recognised organisation such as a charity, serve on a community body or take part in an activity that:

- advances education or health;
- advances social and community welfare;
- advances heritage, arts, culture or sport;
- benefits the natural environment;
- benefits children, young people, elderly people, disabled people or other vulnerable groups; and/or
- involves mentoring or befriending.

Active citizenship will:

- encourage integration, by bringing migrants into greater contact with the wider community so that they share values and use their English language skills;
- enable would-be citizens to show commitment to the United Kingdom; and
- open them up to new experiences, which could become lifelong roles.

www.ukba.homeoffice.gov.uk

Volunteering and active citizenship

11.2

Put each activity into the right category

Education and health	Social and community	Heritage, arts, sports, culture	Natural environment	Children, young people	Elderly people	Disabled and vulnerable people
Picking up rubbish in an area of natural beauty						Visiting a lonely person who cannot go out
Showing visitors around a nearby historic house						Going on a school outing with the children and their teacher
Helping at a local football match						Organising a street party with your neighbours
Helping at a local youth club						Making sandwiches for a homeless charity
Doing your elderly neighbour's shopping						

Discussion

- Do you think 'active citizenship' is a good idea? Why/Why not?
- Which organisations do you know that offer volunteer opportunities – in the UK or abroad?
- What kind of skills could you develop by volunteering?

11.3 Choosing volunteer activities

Entry 1	Entry 2	Entry 3
<p>Talk about likes and dislikes. (Sd/E1.1c)</p> <p>Fill in a simple form. (Wt/E1.1)</p>	<p>Talk about likes, dislikes and wishes. (Sd/E2.1c)</p> <p>Complete a form accurately. (Wt/E2.1b)</p> <p>Take part in formal interaction, phone a volunteer bureau and give personal information. (Sd/E2.1b; Sc/E2.3b)</p>	<p>Talk about likes, dislikes and wishes. (Sd/E3.1c)</p> <p>Complete a form with additional comments. (Wt/E3.5a)</p> <p>Take part in formal interaction and phone a volunteer bureau for advice. (Sd/E3.1e; Sc/E3.2a.)</p>

Suggested procedure (Entry 2)

Part 1

- Refer back to 11.1 and 11.2. Review the idea of voluntary work and establish the fact that it means working for no money.
- Ask learners to think of reasons why people do this, then look at the statements and see if the ideas are the same as their own.
- Ask learners to say what they would and wouldn't like to do (based on p.283) and, if possible, to give reasons using the language in the statements.
- Point out the importance of collecting evidence of voluntary work experiences – formal and informal – when applying for a job (CV and job applications). Having recorded evidence of voluntary work and references will help when applying for citizenship, especially from large, well-known voluntary organisations.
- Encourage learners to talk about whether they are interested in volunteering and what their reasons would be.
- Ask the learners if they have had any experience of voluntary work (in their own country or in the UK) and what they did. Discuss how to find volunteering opportunities in the UK (often through the Internet/ Websites).
- Introduce the task on p.286 and clarify any unknown vocabulary, for example, 'asterisk'. If possible, show learners the Do-it! website and the online version of the form: www.do-it.org.uk/profileview.do?actionType=addapply
- Ask learners to complete the form with their own details. They could do this activity online if they have access to the Internet.

Differentiation

- *Stronger speakers can discuss a number of options, while others choose one they would like to do and talk about it briefly.*

- *Higher-level writers can write about their skills, qualifications and experience.*

Part 2

- Record the dialogue on p.287 on tape and play it several times. Ask learners comprehension questions, then let them read the script.
- Practise key phrases orally.
- Ask learners to work in pairs and role play a similar dialogue.

Differentiation

- *Stronger learners can work together to write their own dialogue. They can also play the part of the volunteer organiser in a freer role play.*

Language points

Integrate the following specific language points:

- would and wouldn't like to;
- giving reasons, using 'because';
- intonation in question forms.

Extension activities

- Learners go to www.do-it.org.uk, enter their post code and apply for a volunteering opportunity in the local area.
- Read leaflets from a local volunteer bureau
- Watch the video of an Iranian asylum seeker living in Bradford talking about her life and voluntary work, 'One day in May': www.youtube.com/watch?v=PGMw1YB9nx4&feature=channel

Additional materials needed

- Leaflets from a local volunteer bureau.
- Leaflets and information on a variety of volunteering opportunities and different organisations to show the wide range available (formal and informal).
- Access to Internet.

Choosing volunteer activities

11.3

Statements

... I like to help people

... I need work experience

... I want to meet people

... I want to practise my English

...I can write it on my CV

... I feel bored at home

...It may help me become a British citizen more quickly

... It can help me get a job in the future

11.3 Choosing volunteer activities

Completing an online registration form

Fill in the registration form with your details

Only fields marked with an asterisk* are mandatory.
[Read our privacy statement.](#)

Name

Mr/Mrs/Miss/Dr*

First name*

Last name*

Contact details

Email address*

Confirm email address*

Address Line 1

Address Line 2

Town

County

Postcode*

Daytime Telephone*

Evening Telephone

Mobile

Availability

All	Morning	Afternoon	Evening
Mon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tue	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Thu	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fri	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sat	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sun	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Skills/Qualifications experience

Is there any other info you would like to add about your skills or experience. (Max 2000 characters)

Adapted from: www.do-it.org.uk/profileview.do?actionType=add

Choosing volunteer activities

11.3

Tape script

Hello. Can I help you?

Yes, I'm looking for work as a volunteer.

We have a lot of opportunities. What are you interested in?

I'm not sure.

What language do you speak?

I speak Arabic and Kurdish.

Well, I think you can volunteer in the Kurdish community centre.

Yes, I know. I already do that. But really, I want to meet people and speak English.

Well, we're looking for people to help disabled people. They're mostly English speakers.

That sounds good. What can I do?

Are you free on Wednesdays?

Yes, I am.

Every Wednesday, there's a trip somewhere for people in wheelchairs. They go to museums or to parks and other places. They need people to volunteer to go with them. It's really interesting.

That sounds perfect. I can help people and speak English, and go to interesting places. Yes, I'd really like to do that.

11.4 Becoming a volunteer

Entry 1	Entry 2	Entry 3
n/a	Scan for key facts in a text. (Rt/E2.1b) Take part in formal interaction. (Sd/E2.1b)	Skim and scan texts. (Rt/E3.6a, Rt/E3.7a) Ask questions in a formal interaction. (Sc/E3.3b, Sd/E3.1b, Sd/E2.1b) Discussion skills. (Sd/E3.1d)

Suggested procedure (Entry 3)

Part 1

- Set the scene by discussing the question of volunteering and the kinds of areas in which people can volunteer. Discuss formal and informal volunteering opportunities, the different roles in different organisations, and where to find information about opportunities.
- Ask learners to predict what kind of work might be done by volunteers in the area of disability, then ask them to skim the extracts from the website and find out if the 'jobs' mentioned were predicted.
- Ask them to answer the questions and discuss the answers.
- Check/clarify key vocabulary and discuss any difficulties.
- Elicit from learners the questions that they would want to ask if enquiring at a volunteer bureau about one of these opportunities. Elicit the questions they think the volunteer organiser will ask.
- Using the role cards and either a leaflet from a local volunteer bureau or extracts from a website, ask learners to prepare the questions they will ask or the information they will give about one of the jobs. Take care to ensure that there is an organiser and a prospective volunteer for each job.
- Ask learners to pair up with the appropriate partner and role play the telephone conversation.

Differentiation

- *The website extracts could be made into cards and each section given to a different learner to read. Learners could then exchange*

information about the volunteer opportunities.

- *If any learners are not confident about speaking, make sure they are in the role of the prospective volunteer.*

Part 2

- Write the terms 'a big hand' and 'vinspired awards scheme' and ask learners to guess what they mean.
- Ask them to read the text on p.291 and check their predictions.
- Check comprehension orally.
- Ask learners to work in pairs to discuss the questions.
- Learners practise giving advice about volunteering to a young relative or friend.

Language points

Integrate the following specific language points:

- lexis relating to volunteer opportunities and disability – *hospice, special needs, befriender*;
- using appropriate register for a formal enquiry;
- question formation;
- giving advice.

Extension activities

- Ask learners to research another area for volunteering on the www.do-it.org.uk website, and give a short talk about it.
- Ask learners to make a poster encouraging people to volunteer to support organisations working with disabilities.
- Ask learners to write a letter or email, introducing themselves to a voluntary organisation.

Additional materials needed

- Leaflets from a local volunteer bureau.
- Access to Internet.

Becoming a volunteer

11.4

Website search results

Read these extracts from the website www.do-it.org.uk and answer the questions below.

LIFELITES

Volunteers will help with collecting donations from the public at London Underground Stations in 1 hour shifts. Funds received will go towards purchasing and maintaining technology for 40 hospices in England and Wales and will help with expanding our services into Scotland and Northern Ireland.

Collection times and locations are:
Tuesday, at London Bridge Station from...

[More information and contact details](#)

MENCAP Super Saturday group

This is our new project based in Bath. It is a Saturday morning social club (term time only) for special needs children aged from 5 to 18 and is funded by BBC Children in Need. It runs from 9.30–12.30 during term time. Volunteers are required to support the children to join in various activities such as art, sport, cooking, dancing...and much more!

[More information and contact details](#)

Befriender

Hull Churches Home from Hospital Service

Short term visiting of people returning home from hospital, providing practical and emotional support including a range of tasks from shopping, befriending, changing stockings, referring clients to external long term services. An opportunity to learn new skills. We offer training opportunities including an individual/tailored mentorship programme.

[More information and contact details](#)

- Which opportunity involves collecting money?
- Which opportunity involves visiting people in their own home?
- Which opportunity involves helping children?
- Which opportunity would you be interested in? Give your reasons.

11.4 Becoming a volunteer

Role cards

1

You work in a volunteer bureau. You organise volunteers.

What do you say when you answer the phone?

You have to give information to people who want to (insert a suitable volunteer post).

What is the important information you will give them? Look in the leaflet and try to remember the important points.

2

You want to volunteer as a (insert a suitable volunteer post).

You are going to telephone the volunteer bureau.

What will you say first?

What information do you want? What questions will you ask?

Becoming a volunteer

11.4

What do you think?

Read this extract from the website <http://vinspired.com/rewards/awards> and discuss the questions below.

vinspired awards

If you're aged 16–25 and you spend your time giving 'a big hand' to other people, your community or the environment, you could get official recognition for the amazing voluntary work you do.



© Vinspired.com

The vinspired awards recognise the time you commit, the skills you develop and the difference you make through your volunteering.

The vinspired awards scheme has been designed to boost your CV by showing employers, colleges, universities and others clear evidence of what you've achieved as a volunteer. How do I start?

Any volunteer aged 16–25 in England can apply for one of two vinspired awards simply by keeping a record of their volunteering online:

- **vfifty**, gained from completing 50 hours volunteering within 12 months;
- **vimpact** achieved by doing a further 100 hours volunteering within 12 months.

Discussion

- What are the advantages of volunteering for young people? Are there any disadvantages?
- Do you think the 'vinspired awards' scheme is useful for a young person? Why/Why not?
- What would you say if you were advising a young friend or relative to become a volunteer? (Give at least three reasons why it would be a good idea.)

11.5 Supporting learners in volunteering

Entry 1	Entry 2	Entry 3
n/a	Listen for key points in guidance for supporting volunteers. (Lr.E2.2a)	Listen for key points in guidance for supporting volunteers. (Lr/E3.3a)

Suggested procedure (Entry 3)

Preparation: teachers will need to record the extract (or read it aloud) so that learners can listen to the information. Read it in as natural a way as possible. (The guidance is designed for volunteer co-ordinators.)

- Introduction: set the scene by eliciting from learners what they remember/know about volunteering and volunteer opportunities. Discuss what kind of voluntary work they have done and how to find voluntary work.
- Introduce the idea of 'support' for volunteers (especially in large organisations). Elicit from learners why supporting volunteers is important.
- Ask learners to work in pairs/small groups to discuss what kind of support they have had/ would expect from an organisation if they were a volunteer (for example, induction, training, mentoring). Under each heading, discuss what each aspect might include.
- Hand out the true/false exercise and check understanding of the statements if necessary.
- Play the tape or read the text aloud for learners to listen to and complete the true/false exercise. Repeat as necessary.
- Learners decide on their answers and check with a partner.
- Feedback and discussion.

Differentiation

- Adapt the true/false exercise for stronger/weaker learners by adding more questions or simplifying the questions.

- The activity could be used for reading comprehension.
- The activity could be made into a 'running dictation'.
- The activity could be made into a question and answer activity, with one learner having the text and the other the questions.

Language points

Integrate the following specific language points:

- expressing obligation with 'should' and 'have to';
- using the *..ing* form as the subject of a sentence.

Extension activities

- Ask learners to research organisations' training and support policies and write a factsheet for new volunteers.
- Learners choose an organisation and find out what support is available and if they have a volunteer 'charter'.
- Learners who are/have been volunteers can describe the support they have received – orally or in writing.

Additional materials needed

- Access to Internet.
- Voluntary action-Leeds volunteer support: www.val.org.uk/PDF%20Files/VOLUNTEERING/Volunteer%20Support.pdf

Supporting learners in volunteering

11.5

True or false?

Listen to the information for volunteers and decide if these statements are true or false:

- | | |
|--|--------------|
| 1. Well-trained and well-supported volunteers are good for the organisation and the wider community. | True / False |
| 2. Offering to support volunteers is optional. | True / False |
| 3. The first meeting should be friendly and informal. | True / False |
| 4. All volunteers will need the same support. | True / False |
| 5. The volunteer co-ordinator should keep in touch regularly with the volunteers. | True / False |
| 6. Volunteers should know who to contact to ask for help or advice. | True / False |
| 7. It is not necessary to arrange group meetings or social events for volunteers. | True / False |
| 8. Training should be organised regularly and should be suitable for the needs of the volunteers. | True / False |
| 9. Volunteers should know about the organisation's Health & Safety policy. | True / False |
| 10. Volunteers have to pay for their own travel expenses and any special equipment they need. | True / False |
| 11. Volunteers can join a trade union if they want to. | True / False |
| 12. Volunteers should be supported all the time they are involved in volunteering. | True / False |

Now read the text and check your answers.

11.5 Supporting learners in volunteering

Guidance for supporting volunteers

Once a volunteer has been recruited, selected and trained and is doing their job effectively, they become a valuable resource to an organisation.

Offering support to volunteers is not only beneficial to them but it also benefits the organisation and the client user group too. If a volunteer is trained and well-supported, they will be able to work more effectively with the users of the organisation. Other people outside of the organisation may also view the organisation more favourably, so supporting volunteers can actually benefit everyone who comes into contact with the organisation!

Support for volunteers can take many forms but there are two important considerations: firstly, support is vital and necessary in meeting the needs of volunteers; secondly, supporting volunteers is a continuous process starting from the initial meeting, a warm welcome, privacy, a cup of tea, chocolate biscuits ... and it goes on from there.

Of course, some volunteers may not feel that they need support. Others will want one-to-one supervision, peer support, ongoing training and whatever else is being offered. Flexibility is important – we need to listen to what volunteers want and enable them to assess their needs.

There are three main aspects to support: first, the personal approach – keeping in regular contact with volunteers and valuing their skills, knowledge, expertise and attributes; second, providing group and peer support – have regular volunteer support meetings and social events; third, supporting volunteers through training – make sure that the training is relevant and appropriate.

The organisation should also make sure that volunteers are covered by their policies, such as Equal Opportunities, Health and Safety, and Insurance. Volunteers should be able to claim out-of-pocket expenses, such as travel, and they should be provided with any special clothing, equipment or tools if necessary. Volunteers should also have the right to join a trade union.

To conclude, support for a volunteer should begin at the first point of contact and continue throughout their time spent with the organisation.

*(Adapted from 'Voluntary Action-Leeds Volunteer Support' good practice factsheet
www.val.org.uk/PDF%20Files/VOLUNTEERING/Volunteer%20Support.pdf)*