

LESSON 4

Ways to Volunteer

60 minutes

Strand 2.1: Appreciating my Community

Participating

Outcome LCW.M2.S1.COM.4

WHAT THIS LESSON DOES

You help build a shared class list of real volunteering opportunities under four headings (local, national, one-off, peer), then create a Volunteering Shortlist of three realistic roles with organisation, role, hours and personal draw, flagging Garda Vetting where relevant.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
LCW.M2.S1.COM.4	identify different ways to volunteer and contribute positively to a community.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Identify local, national, one-off and peer volunteering types
- Contribute to a shared list of opportunities within reach
- Shortlist three realistic roles with organisation, hours and draw

KEY TERMS

Term	What it means here	For example
Volunteer role	A specific, unpaid commitment of time and energy for the benefit of a community, organisation, environment or individuals, with a clear task and expected hours.	Stewarding at a local match day for two hours on a Sunday
Garda Vetting	A background check required before you can volunteer or work in roles that involve children or vulnerable adults in Ireland.	Required before coaching underage teams or helping in a youth club
Local opportunity	A volunteering option you can realistically reach from where you live, study or already spend time, without long travel or major cost.	Helping at a food collection run from your parish centre

BEFORE THE BELL

- Prepare a large sheet or whiteboard (or one projected shared doc) for the authoritative shared class list under four headings.
- Confirm the Strand 1 portfolio folder path. Students create Strand1/volunteering_shortlist during the lesson if it does not exist (headers: Organisation | Role | Hours | Draw; plus source: class-list / other).
- A prior volunteering audit is optional context only.
- On screen this lesson: list builder.

Ways to Volunteer

HOW THE LESSON RUNS		
5 min	introduction	Getting Started
5 min	content	Key Terms
35 min	activity	Build the Class List, Then Shortlist Three
10 min	content	Think About It
5 min	summary	What you covered

STEP BY STEP

5 min Getting Started

Open with a thirty-second show of hands: who already volunteers informally (coaching, stewarding, fundraising, helping at home-based collections)? Frame today's work as turning what the room already knows into a usable shortlist, not as a lecture on charity.

5 min Key Terms

Spend under a minute on Garda Vetting: name it as a legal requirement for certain roles, not as a barrier to scare people off. Fuller treatment lands later when students prepare for roles or placements that need it. Do not invent application processes or timelines.

35 min Build the Class List, Then Shortlist Three On screen: list builder

TWO LISTS ARE IN PLAY, AND THEY DO DIFFERENT JOBS

- **The shared class list (0–18 mins)** lives on the whiteboard or in one projected shared document under the four headings, and it is the version the class works from in later lessons, so it is the one you judge each student's contribution against. Students speak a real named opportunity onto the board and you, or a student scribe, write it up.
- **Personal copies (18–20 mins)** come after you close the board list: students photograph the four columns or copy them into their notes. The on-screen list builder is there for that personal copy only, once the board is closed; it does not host the live build and it does not replace the board, because two competing versions leave nobody sure what the class agreed.
- **The independent shortlist (20–35 mins)** is the piece that goes into the portfolio. Circulate while they write and press for specifics.

SUGGESTED TIMING

- **0–18 mins:** build the list on the board. Steer the room towards local knowledge rather than well-known national brands, because the local roles are the ones they can actually reach. Useful questions as you go are who in the room already does this, who knows somebody to contact, and how many hours it really takes.
- **18–20 mins:** close the shared board list and give students the two minutes to photograph or copy the four columns, with the option of a personal copy in the list builder.
- **20–35 mins:** students create or open the Volunteering Shortlist and write their three rows. Circulate and check each row carries an organisation, a role, the hours and the draw (why them). Send vague entries such as "help at a charity" back for a named organisation and a named task.

WHAT TO LOOK FOR AS YOU CIRCULATE

- The student contributed at least one real, named opportunity to the shared board list.
- At least one shortlist entry traces back to the class list, with the source marked class-list.
- Hours are given as a realistic weekly or one-off figure rather than "whenever".
- Garda Vetting is noted wherever the role involves children or vulnerable adults.
- The draw factors sound like the student rather than a prospectus slogan.

TEACHING TIPS

Borderline suggestions, for example a GAA club shop as against a coaching role, are worth a moment's discussion rather than a ruling. Keep the legal note light: vetting is a process the organisation runs, not something the student arranges or invents. If a student cannot find three options within reach, let them take two strong local ones and one national or one-off role, with the travel or timing limits named honestly.

10 min Think About It

Keep this to paired talk. Spot students whose shortlist is all national brands and no local contact: send them back to the class list. Do not turn the optional portfolio note into a second full write.

5 min What you covered

Exit check: every student has a Volunteering Shortlist document with three completed rows and at least one class-list source. Note anyone still on vague entries for follow-up.

TEACHING MOVES

- Board list is authoritative for class contribution; the on-screen list builder is personal copy after freeze only.
- Circulate during shortlist writing for organisation + role + hours + draw (why you, specifically).
- Model adding one named local example to the board to unlock contributions.
- Prompt paired talk on surprises and one next ask to grow the list.

WHAT TO WATCH FOR

- Listing vague wishes instead of specific roles: redirect to organisation and hours.
- Focusing solely on national brands: send students back to the class list for a local contact.
- Ignoring Garda Vetting for relevant roles: briefly note it as a requirement without overemphasising.
- Treating the digital list builder as the live shared list: keep the board as the single class record.

DIFFERENTIATION

- Support: Offer starter chips and pair students who know local contacts with those still searching.
- Extension: Fourth shortlist line outside the comfort zone, with one barrier and one way around it.
- Support: Allow two strong local rows plus one national/one-off with honest travel or timing limits named.

WHAT STUDENTS ARE LEFT WITH

- Volunteering Shortlist: three specific opportunities with hours and draw; at least one from class list