***FOR THE TEACHER***

**Volunteering**[[1]](#footnote-1)

**Type of task***:* Writing an article in a blog for teens

**Educational level:** primary and/or secondary education - ISCED 1/2[[2]](#footnote-2)

**Proficiency level***:* B2

**Short description and aim of the activity**: Through this lesson, students will have the opportunity to practise their cross-linguistic mediation skills in a variety of ways. But it is not only the different languages that are involved, but also the different genres across languages.

**Background information: -**

**CEFR mediation scale and descriptor** (to which the activity refers):

RELAYING SPECIFIC INFORMATION IN WRITING

Can relay in writing (in Language B) the relevant point(s) contained in propositionally complex but well-structured texts (written Language A) within his/her fields of professional, academic, and personal interest.

PROCESSING TEXT

Can summarise in writing (in Language B) the main content of complex texts (in Language A) on subjects related to their fields of interest and specialisation.

**CEFR mediation strategies involved:**

AMPLIFYING TEXT:

* Can make the content of a text on a subject in their fields of interest more accessible to a target audience by adding examples, reasoning and explanatory comments.

STREAMLINING TEXT:

* Can simplify a source text by excluding non-relevant or repetitive information and taking into consideration the intended audience.

ADJUSTING LANGUAGE:

* Can make a specific, complex piece of information in their field clearer and more explicit for others by paraphrasing it in simpler language.
* Can make accessible for others the main contents of a text on a subject of interest (e.g., an essay, a forum discussion, a presentation) by paraphrasing insimpler language.

**Languages involved**:

Language A: Greek

Language B: English

**Linguistic objectives. By the end of the lesson, the students will be able to:**

* use vocabulary related to volunteering
* use information from a text in Language A to produce another text in a different context in Language B
* develop their writing skills mainly in an informal context
* develop their storytelling skills and speaking skills

**Time/lessons needed for the activity:** 1 lesson of 50 minutes

**Resources required***:*

Script of a text, a screen for video playing.

For Step 1:

Video 1 YouTube: <https://www.youtube.com/watch?v=J9w-ZqVAdOQ>

Video 2 YouTube*:*<https://youtu.be/nj9LNjB5i4Q>

(both videos accessed on 8 August 2023)

**Procedure**:

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | **Class organisation**  | **Ideas for differentiation**  |
| **Step 1** | Activity Worksheet Task 1Students watch two videos that introduce the topic of the lesson and give them some ideas to use in the following steps. 1. The title of Video 1 is: ‘*What is a volunteer?*’ with pre-schoolers trying to explain what it is all about. The same question is then asked to the students, who write in their notebooks key phrases/words answering this question. Discussion follows. 2. For Video 2, ‘What are the benefits of volunteering?’, students are asked to watch the video and then participate in a class discussion on the importance of volunteering, as well as the experiences they might have.  | Plenary  |  |
| **Step 2** | Activity Worksheet Task 2Students are asked to read the first text in Greek including an announcement for a volunteering trip in Germany. They are asked to work in pairs and play a role game.One will play them self, (i.e., a Greek student) while the other will assume the identity of Mark or Gina from England. The Greek student will have to inform their friend during a phone call about their decision to participate in the program and explain why they wish so. | Pairs |  |
| **Step 3** | Activity Worksheet Task 3Students read a text in English on the significance of volunteering nowadays, and they respond to a series of questions in Greek. In this way mediation is practised at the level of reception (Language B for comprehension). At this stage, students are also asked to summarise the original text and provide a shorter version of it in English. They are thus involved in an intralinguistic mediation task.  | Individual |  |
| **Step 4** | Activity Worksheet Task 4The teacher shows 4 photos along with their short descriptions. Students are split into 4 groups (each having to work on 1 photo). The groups are asked to make a short presentation (story telling) about the experiences they gained from the trip shown in the photo.  | Groups |  |
| **Step 5** | Activity Worksheet Task 5The teacher asks the students to do the writing task by paying particular attention to the register and style of the target text (a text for teenagers).  | Individual | The teacher reminds the students the basic principles of writing an article for a blog |

**Extra resources for the teacher:**

Before Stage 3, the teacher can:

1. remind students of the characteristics of an article (organisation, layout, etc). S/he can use this text: <https://www.wikihow.com/Write-Articles> (accessed on 11 August 2023)
2. remind students of what a blog post is. S/he can use this text: <https://www.wikihow.com/Write-a-Blog-Post> (accessed on 11 August 2023)

**Suggestions and ideas for adapting/differentiating for different contexts**

* If you decide to teach this lesson using a different Language A, you can select a text (e.g., YouTube video or written text) based on the benefits of volunteering.

***FOR THE STUDENT: ACTIVITY WORKSHEET***

**Volunteering**

**Step 1: Discussion**

**A.**Watch Video 1 and then answer this question: *‘What is a volunteer for you?’*

***B.***Watch Video 2 and then try to answer the question: *‘What are the benefits of volunteering?’*Participate in a class discussion on the importance of volunteering, as well as the experiences you might have.

Video 1: <https://www.youtube.com/watch?v=J9w-ZqVAdOQ>

Video 2*:* <https://youtu.be/nj9LNjB5i4Q>

(both videos accessed on 8 August 2023

**Step 2: Speaking**

Work in pairs.

**A.** Read the Greek text about participating in a volunteering trip to Germany. Focus your attention to the benefits of participating in volunteering programmes.



Takenfrom: [15+1 Εθελοντικά προγράμματα για εφήβους - Καλοκαίρι 2019 (elix.org.gr)](https://www.elix.org.gr/be-volunteer-gr/workcamps-gr/workcamp-proposals-el/kalokairines-protaseis-ethelontismou-2-teen-2019)(accessed on 8 August 2023)

**B**. Imagine that you have decided to participate in a volunteering trip to Germany.

Play a role game.

Student A: You are a Greek student. Inform your friend Mark or Gina from England about this decision during a phone call. Also, explain the reasons why such a choice was made.

Student B: You are Mark or Gina from England. Ask your Greek friend questions concerning the topic

**Step 3: Reading**

**Read the text below. Then do activities A and B which follow.**

**

*Today we are celebrating the incredible individual actions and group achievements of our volunteers!*

*Here at The Great Projects, we appreciate the hard work of every single volunteer that has given their time to take part on our projects. Your involvement consistently helps to improve the life of endangered animals around the globe, enabling the project staff to continue making a difference with you by their sides. We’re grateful for all volunteers – the following content illustrates the overall effort of every volunteer, including examples sent to us by the volunteers themselves!*

***FROM FUNDRAISING EFFORTS…***

*On more than one occasion this year, we’ve received word from our volunteers that some awesome fundraising activities have been taking place. First up we have Bella, a young lady from here in the UK who is set to join the Wildlife Orphanage in South Africa come summertime. In addition to committing three weeks of her time to becoming a volunteer, Bella has also been working hard to raise money to give as a donation to the project when she flies over. By running various events (from 60-hour video game marathons, to bake sales, to* marathons*), Bella has already raised close to £700 – and she just keeps on going! We want to say a huge thanks to Bella for all her efforts, and we can’t wait to hear more from her in the future.*

*Over in Borneo, the team at Samboja Lestari couldn’t believe their eyes when it was revealed that the volunteers had raised enough money in donations to buy a brand-new cement mixer. Orchestrated by volunteer Colin Baker, this awesome group of fundraisers knew how much this piece of equipment would help those in the jungle. Since the funds, the volunteers have assisted the team in creating new platforms at Samboja Lestari, leaving a permanent and positive mark on the project for years to come. To Colin and his ‘family’ of fundraisers: We thank you.*

***TO RAISING AWARENESS…***

*One of our lovely volunteers, Tony, has been hard at work not only writing beautiful poems reflecting his time at Samboja Lestari, but also by spreading awareness of the orangutans’ plight in every way imaginable. Tony has taken the story of his orangutan efforts to the papers and to the radio, and we can’t thank him enough for going out of his way to inform others of the tremendous difficulties faced by our rainforest cousins.*

***…AND REPEAT VISITS!***

*Throughout 2017, close to 100 volunteers committed time to conservation efforts on more than one occasion, paying multiple visits to a number of different projects. We massively appreciate every single one of our volunteers for committing any time possible to working with endangered animals, and we seriously applaud those who have kindly spent their holidays with us on more than one occasion to join us in the efforts to protect the future of such threatened species!*

Taken from*:* [Vento Global Volunteers - VoluntaryWork.gr](https://voluntarywork.gr/gr/mko/126) (accessed on 8 August 2023)

**A. Circle the correct answer.**

1. ***Ποιός είναι ο κύριος σκοπός του κειμένου;***
2. *Να ενημερώσειτους αναγνώστεςγια τα επιτεύγματα του****The Great Projects***
3. *Να προσκαλέσει περισσότερουςεθελοντές να συμμετάσχουνστο πρόγραμμα*
4. *Να μοιραστεί μετους αναγνώστεςμία εμπειρία τηςομάδας σεένα εθελοντικό ταξίδι.*

***2) Για ποιόλόγο αναφέρεται στοκείμενο η Bella;***

1. *Ίδρυσε ένα ορφανοτροφείο στη Βόρεια Αφρική*
2. *Δώρισε στην οργάνωση £700*
3. *Συγκέντρωσε χρήματα για να δοθούν στην οργάνωση*

***3) Ποιός ήταν υπεύθυνοςγια την αγοράτης καινούριας μπετονιέρας;***

1. *Η ομάδα στο Samboja Lestari*
2. *O Colin Baker*
3. *Οι εθελοντές*

***4) Σετι αναφερόταν ο Tony στιςεφημερίδες και στοραδιόφωνο;***

1. *Στη δύσκολη κατάσταση που βρίσκονταν οι ουρακοτάγκοι*
2. *Στιςδυσκολίες που αντιμετώπιζαν τα ξαδέρφια του*
3. *Στις εμπειρίες του στο* ***SambojaLestari***

***5) Κατά την διάρκεια των διακοπών:***

1. *Η δράση της οργάνωσης σταματά*
2. *Οι εθελοντές πάνε μαζί διακοπές*
3. *Η οργάνωση λειτουργεί κανονικά*

**B.** Now, **summarise** the text in English in order to use it in one of your projects at school.

**Step 4: Presentation**

Split into 4 groups and pick one photo each. Imagine that you have been part of the actions shown in the photos and you would like to share with your classmates the experiences you gained. Discuss with your group the story you are going to share and make a short presentation in English (4-5 minutes) for your classmates.



**3. Εθελοντική προσφορά 3 ώρες την εβδομάδα σε ηλικιωμένους**

***2. Δενδροφύτευση στο Ωραιόκαστρο***

***1. Καθαρισμός παραλίας στη Ζάκυνθο***

**

**4. Εθελοντικό μπαζάρ για την στήριξη των αδέσποτων της πόλης**

**Step 5: Writing**

The text below includes some of the main benefits of volunteering. Using some of these ideas, you are asked to write an article in English which is to be uploaded on a teenagers' blog named "Teens' Square". The aim of the **article** is to inform your fellow online friends about the advantages of volunteering and urge them to join you in this experience.

## Τα οφέλητουΕθελοντισμού

**Συνεισφορά - Αλλυλεγγύη - Αλτρουισμός**
Ο πιο προφανής λόγος πουοιάνθρωποι γίνονται εθελοντέςείναι το πάθοςτουςγια κάτι που αγαπούν.
Οιάνθρωποι, πουέχουν προσωπική σύνδεσημεμία περιοχή, δρουνεθελοντικάστηνκοινότητάτουςθέλοντας να δημιουργήσουνένα καλύτερομέροςτόσογια τουςίδιουςόσο και για τουςσυνδαιτυμόνες τους.

**Μοναδικές εμπειρίες**
 Ωςεθελοντής θα πάρετεμια πραγματική γεύση από τηντοπική κουλτούρα, επιτρέποντάς σας να γίνεται ένας πραγματικός ταξιδιώτης, αντίένας απλόςτουρίστας.

**Προσωπικά Οφέλη**
Στο πλαίσιοτηςκοινωνικής προσφοράςοιεθελοντές μπορούν να εντοπίσουν τημορφήτωνεθελοντικώνδράσεων που πλησιάζειτον χαρακτήρα και τηνιδιοσυγκρασία τους. Μέσα από τιςμοναδικές εμπειρίες που προσφέρει ο εθελοντισμόςοιεθελοντέςενισχύουντις καλές πλευρέςτου χαρακτήρα τους και διαμορφώνουν ένα καλύτερο πρόσωπο. Οιεθελοντές που επιστρέφουνγίνονται πιο ανεξάρτητοι, πιο θαρραλέοι, ανοιχτόμυαλοι και τολμηροί.

**Εκμάθησηνέων πραγμάτων**
Ο εθελοντισμός, και κυρίωςστοεξωτερικό, ανοίγειένα παράθυροστονκόσμο. Μόνοόταν κάποιος δει κατάματα την ακραία φτώχεια, τιςσκιές που αφήνει πίσωτουένας πόλεμος, την ανάγκηγια επιβίωση, τηνεξαφάνιση τωνειδών, μπορείεντέλει να κατανοήσειτισημαίνουν όλα αυτάγια τονίδιο και πόσοδύναται να επηρεάσουντον υπόλοιπο κόσμο.

**Φιλίες**
Οιάνθρωποι βρίσκουνσυχνάισόβιες φιλίεςμέσωτηςεθελοντικήςεργασίας. Πολλοίείναι αυτοί που επιλέγουντονεθελοντισμόκυρίωςγια να αναπτύξουνφιλίες αντιμετωπίζοντας έτσι  τημοναξιά των καιρών μας.

**Εκμάθησημιας ξένηςγλώσσας**
Ανμητιάλλο, ο εθελοντισμόςστοεξωτερικόσυμβάλλει στο  να αναπτύξετε παρά πολύτιςγλωσσικέςδεξιότητές σας. Ο καλύτεροςτρόπος, σχεδόν ο μόνοςτρόπος, για να μάθει κανείςμία γλώσσα είναι ουσιαστικά να τηχρησιμοποιεί σε πραγματικές συνθήκες. Όταν δαπανήσετεένα σημαντικό χρονικόδιάστημα στοεξωτερικό, όπου θα σας μιλούνμια ξένηγλώσσα είκοσιτέσσεριςώρεςτηνημέρα, επτάημέρεςτην εβδομάδα, σίγουρα θα εκπλαγείτε μετο πόσογρήγορα θα εξοικειωθείτεμετηνομιλία.
Η γνώσημιας ξένηςγλώσσας είναι ένα τεράστιο μπόνουςστηνσημερινή αγοράεργασίας. Η Διεθνής επικοινωνία αποκτά  όλο και μεγαλύτερη σημασία, λόγωτης ταχέως αναπτυσσόμενης παγκόσμιας οικονομίας. Οιεργοδότεςδίνουνμεγάλη αξία στηνικανότητα επικοινωνίας, οπότεένα άτομο πουμιλάειτρειςγλώσσεςείναι πολύ πιο επιθυμητό από ένα άτομο που μπορεί να μιλάμόνομία.

**ΕύρεσηΕργασίας**
Η εθελοντικήεργασία μπορείσυχνά να οδηγήσεισεμια αμειβόμενη εργασία. Οιεθελοντέςσυχνάέχουντηδυνατότητα να γίνουνσυντονιστέςεθελοντών και να προσληφθούν από τις αντίστοιχεςοργανώσεις. Ταυτόχρονα  οιεθελοντές μπορούν να δοκιμάσουνένα τομέα εργασίας   για να καταλάβουν αν πραγματικά τουςενδιαφέρει, και αν ναι να αφομοιώσουνστο έπακροτοντρόπο λειτουργίας και τα «μυστικά»  τηςσυγκεκριμένηςεργασίας, αποκτώντας ένα σημαντικό προβάδισμα για τημελλοντικήτους πιθανή επιλογήσε αυτόντοντομέα εργασίας.

**Διασκέδαση**
Θεωρητικά κανείς θα δεχόταν να γίνειεθελοντής, παρ 'όλα τα οφέλη, εάν ο εθελοντισμός περιοριζόταν μόνοσεστυγνή προσφοράεργασίας χωρίς καμία διασκέδαση. Εθελοντικήεργασία μπορεί να είναι σκληρή, επίπονη, και απογοητευτική, αλλάείναι επίσηςσυνήθως πολύδιασκεδαστική και άκρωςικανοποιητική.

Text taken from: <http://gd.uoi.gr/index.php?option=com_content&view=article&id=339&Itemid=433>(accessed on 19 October 2022)

1. The METLA team deeply thanks *Chrysavgi Pentheroudaki*, foreign language teacher in Greece, for inspiring this lesson. It has been further developed by the METLA team. [↑](#footnote-ref-1)
2. [International Standard Classification of Education (ISCED) - Statistics Explained (europa.eu)](https://ec.europa.eu/eurostat/statistics-explained/index.php?title=International_Standard_Classification_of_Education_(ISCED)) [↑](#footnote-ref-2)