Example mapping volunteering to the General Capabilities

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Year 4
CROSS CULTURAL PRIORITY
Sustainability

Students help volunteers collect seeds
from the school or local environment.
They pot them for future planting or for
sale at a future school fundraising
event.
Students pose a geographical and a
scientific question to investigate,
construct different graphical
representations of their data, and
analysing their data to evaluate draw
conclusions.
They plan for the sale of their
seedlings, calculating price so that
they return a profit.

Example mapping volunteering to the General Capabilities

Year 5
CIVICS AND CITIZENSHIP
Volunteering In Groups (4): It's all face value

Students develop their understanding of volunteering by considering stereotypes they have encountered in their research. They investigate their own generalisations and stereotypes regarding various volunteer organisations.

Year 8
GEOGRAPHY
Migration and its effect on Austra

Students carry out research to learn about forced migrations to Australia (refugees) and the rise of volunteer organisations that have assisted them.

Critical and creative thinking

Analysing and assessing possibilities against criteria for judgement.

Critical and creative thinking
Identify, process and evaluate information
Identify and clarify information and ideas
Organise and process information
Research and present information about an organisation that supports refugees, selecting and using relevant information from a range of valid sources.

Going further
There is opportunity to add to the lesson, to help students build and/or evidence other General Capabilities.
Intercultural understanding
If, for example, the oral presentation included perspectives (from the media and other sources) about:

Year 10
WORK STUDIES
Entrepreneurial behaviours

Students utilise entrepreneurial behaviours to address an identified challenge or opportunity. They decide on a product to produce and sell to other students within the school community, creating and implementing a detailed plan of action, and reflecting on the outcome.

Personal and Social Capability Social awareness
Social management

Personal and Social Capability Social awareness

Contribute to civil society
Students evaluate how effectively they carried out the role they were responsible for, in the planning and implementing of the volunteering project.
Social management
Develop leadership skills
Students devise and enact a detailed plan of action, applying effective problem solving and team building strategies for successful self-management. They work together to ensure everyone completes their assigned task and meets deadlines.

Critical and creative thinking

Critical and creative thinking
Entrepreneurial behaviour is a unit that is rich in opportunities for students to develop and evidence all elements of the critical and cre thinking capability.

Some examples of Critical and creative thin capabilities that could be developed in this l plan are:

Inquiring: Identify, process and evaluate information

Inquiring, identifying, explaining and organisir information and ideas. Students work out an operations plan for defining roles, making the product, setting deadlines, choosing a location, getting permissions, allocating tasks, marketing and managing finance.

Generating
Create possibilities, consider alternatives and put ideas into action

Create possibilities, consider alternatives and put ideas into action. Students generate and compare possible products, experimenting with a range of options to identify the most suitable solution.

Reflecting metacognition and transfer knowledge

Reflecting, metacognition and transfer knowledge
Students identify elements of entrepreneurship, and consider how collaboration affected them emotionally

Analysing
Interpret concepts and problems
Draw conclusions and provide reasons
Evaluate actions and outcomes

Interpret concepts and problems, draw conclusions, provide reasons and evaluate actions and outcomes. Students evaluate the success of the enterprise, eg in terms of in raising money, whether an alternative would have been more effective and how team work might be improved.
A higher level of cognition could be achieved through asking more of the students, eg cri