

## LESSON TWO

# Research and investigate



### Key question

Which local charity will our class be supporting?

### Lesson summary

During this lesson students will research local charities which address the social issue they identified in lesson 1, page 6. Students will engage in a process to make a group decision, so by the end of this lesson they will have chosen one class charity.

### Resources

- ◆ Student coursebook pages 8–11
- ◆ Lesson 2 PPT.

### Lesson preparation

- ◆ Watch: Lesson 2 – Teacher briefing video
- ◆ Book IT facilities.

Time (mins)	Page	PPT slide	Activity
20	8–10	2–7	<b>Finding a charity near you</b> <ul style="list-style-type: none"> <li>◆ Start the lesson by organising small groups of 4–6 students who will work together for the rest of the programme (bearing in mind which students will work well together).</li> <li>◆ Students will work in these groups to follow steps 1–6 which guides them through finding a local charity and checking that the charity is registered with the Charity Commission, meaning they can choose to support it.</li> </ul>
30	11	8–9	<b>Charity research</b> <ul style="list-style-type: none"> <li>◆ Students use the website of their chosen charity to complete the research questions.</li> <li>◆ A spokesperson for each small group is nominated to read out the answers to the research questions to the rest of the class.</li> <li>◆ After listening to all the information, each student will write down which charity they think should become the class charity in their coursebooks. Encourage the students to take into consideration that local charities will be easier to get in contact with than national charities, which may help them win. Ideally, the local charity will help people who live in the local area.</li> <li>◆ Ask students to read out the name of the charity they have selected and create a long list of all possible class charities.</li> <li>◆ Ask students if there are any charities on the long list that they definitely don't think the class should select, and if so, why. After discussion and by general consensus remove these charities from the long list and vote on those remaining. If there is a tie, start the voting again with only the charities that have tied until you have chosen one class charity.</li> <li>◆ Students will write the charity in their coursebooks.</li> </ul>
2	11	10	<b>Reflection</b> <ul style="list-style-type: none"> <li>◆ Students to RAG rate their research and group decision-making skills.</li> </ul>
N/A	N/A	TBC	<b>Teacher reminder</b> <ul style="list-style-type: none"> <li>◆ Contact your class charity ahead of the next lesson, to invite them to come and speak to the class. There are template emails, teacher guidance and charity guidance documents you can use on the Teacher Hub: Lesson 2.</li> </ul>