

LESSON THREE AND FOUR

Meeting our charity

Key question

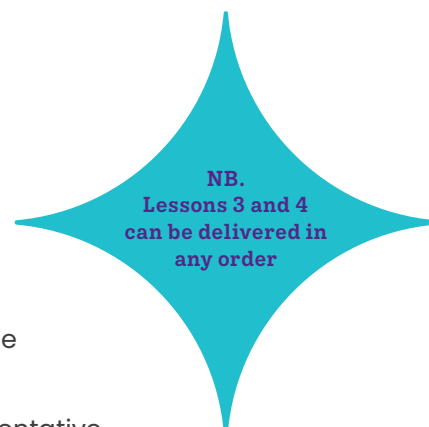
What can we learn from the charity representative or website?

Lesson summary

We have allocated you one lesson for your class to meet with the charity representative, and another lesson to plan the social action.

For the charity meeting, students should come prepared with a list of questions that they can ask the charity representative. They will use these responses to plan and create their presentation in lessons 5 and 6.

By the end of lessons 3 and 4, students will have met their charity representative, conducted further research on the charity and planned their social action.



Resources

- ◆ Student coursebook pages 12–15
- ◆ Lesson 3 PPT.

Lesson preparation

- ◆ Watch: Lesson 3 – Teacher briefing video
- ◆ Invite the charity to send a representative into school or to have a video call with the class for this lesson.

Time (mins)	Page	PPT slide	Activity
10	12–13	2	Starter activity* <ul style="list-style-type: none"> ◆ Students have 1 minute to talk with a partner about what they can remember about their chosen class charity. ◆ You should ask students to feedback to the class to build up a profile of the charity. You could mindmap this on the board. ◆ Get the students to fill out the class charity profile on page 12–13 after this activity. ◆ Students can use the space provided on page 13 to come up with their own questions to ask the charity representative.
10–40	14–15	3	Charity’s presentation <ul style="list-style-type: none"> ◆ Charity representative will present to the students about the work that the charity does. <p>NB: If no interaction with the charity representative can happen, then students should conduct further research on the charity website that they should access through the Charity Commission website. In small groups/pairs students should answer the questions found on pages 14–15 of the coursebook.</p>
N/A	13–15	3	Questions and note taking during the presentation <ul style="list-style-type: none"> ◆ During the presentation by the charity representative, the students should ask the questions on pages 14 – 15 of the coursebook, and ask any questions that they have come up with themselves on page 13. Students will write the answers as they go along.
5	N/A	N/A	Finisher exercise* <ul style="list-style-type: none"> ◆ Students will reflect on and share with the group any interesting facts about the charity that they have learned in the lesson.

*The starter and finisher activities provided are optional, depending on the length of your meeting.

LESSON THREE AND FOUR

Our social action

Key question

How will we support our charity?

Lesson summary

Students will work in groups to understand what social action is, look at the judges' criteria and by the end of the lesson each group should have planned at least one piece of social action that they want to undertake to support the class charity.

Resources

- ◆ Student coursebook pages 16–21
- ◆ Lesson 4 PPT
- ◆ Social action video
- ◆ Social action examples 1 and 2
- ◆ The Teacher Hub blog includes many examples of great social action projects carried out by students: <https://teacherhub.firstgive.co.uk/blog/>

Lesson preparation

- ◆ Watch: Lesson 4 – Teacher briefing video.



Time (mins)	Page	PPT slide	Activity	Challenge
10	16–17	2–4	What is social action? <ul style="list-style-type: none"> ◆ Watch the social action video. ◆ Students to write a definition of what social action is. ◆ Students to read through both social action examples and answer the questions. 	
3	23	5	Judges' criteria <ul style="list-style-type: none"> ◆ Look at the judges' criteria that will be used at the Final to decide how many marks to award for social action. Show this to the students. In order for the class to have the best chance of winning, students need to keep this criteria in mind when planning their social action. 	
35	18–21	6	Planning our social action <ul style="list-style-type: none"> ◆ Students work in their groups to decide on the aims of their social action. ◆ Students then move on to complete the plan of the social action that they will carry out and assign tasks to group members. Students may use the ideas and tips on pages 20–21. ◆ Students should check their plan with you to make sure it is appropriate and achievable. ◆ If needed, students can use the suggestions on page 20. These should be used as a springboard for new ideas, rather than being copied! 	What challenges might the students face when doing their social action? How can they plan to overcome these challenges?
2	21	7	Reflection <ul style="list-style-type: none"> ◆ Students to RAG rate their project planning, teamwork and leadership skills. 	
N/A	N/A	N/A	Teacher reminder <ul style="list-style-type: none"> ◆ Remember, the students' social action needs to be completed by lesson 7, so students can talk about it in their presentations! 	