



Student Coursebook



Name

Class



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LESSON ONE

Understanding social issues



Watch the video clip and write down...

...one thing you've learnt:

...one question you have about what you've seen:

What is a social issue?

Watch a second video clip.
Based on what you know so far, what do you think the definition of a social issue is?

My definition of a social issue is:

My class's definition of a social issue is:

Challenge

Are there any other social issues that you can think of that aren't covered by the videos?

Identifying causes and making links

Listen to the case study read out by your teacher. Identify any social issues and write them in the boxes below. What are the causes of the social issues? What are the links between them?

Social issues

Draw arrows between any issues that you feel are linked in some way.

Challenge

If Gary's issues are not dealt with, they will become problems that affect society on a wider scale. How far do you agree or disagree with this view?

Who's responsible?

For this activity, choose one social issue to focus on. In pairs, discuss how you think these different groups should address this social issue.

Government

Families

Faith groups

Schools and Colleges

Charities

Individuals

Challenge

What might prevent these groups from being effective in tackling the social issue?

Which social issues can you identify in your area?

You have one minute to work with a partner to list three social issues you've noticed in your local community. Be prepared to feed back.

Once you have a list, your teacher will help you to make a decision on the social issue that you are most passionate about as a whole class. The issue that you decide on will become the class's social issue.

The social issue our class has chosen is:

because...

Stuck for ideas?

Just in case you can't think of a social issue, here are some examples of social issues and groups of people who might be affected by these issues.

Groups

People with
disabilities

Low income
households

Children and
young people

Old people

Refugees

Unemployed

Minority groups

LGBTQ

Terminal illness

Mental health

Issues

Climate change

Poverty

Domestic
violence

Addiction

Gang violence

Racism

Reflection

After this lesson, how would you rate your understanding of social issues?

R

A

G

Please tick one

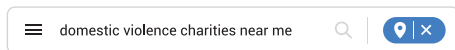
LESSON TWO

Research and investigate

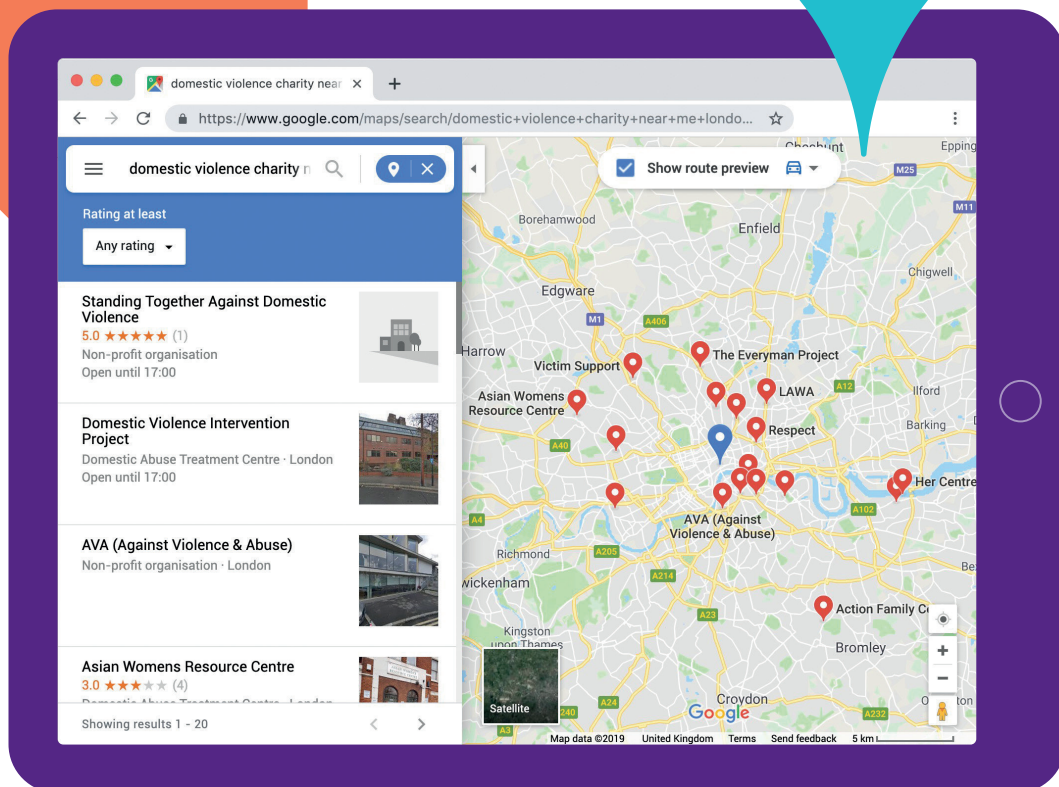
1. Finding a charity near you

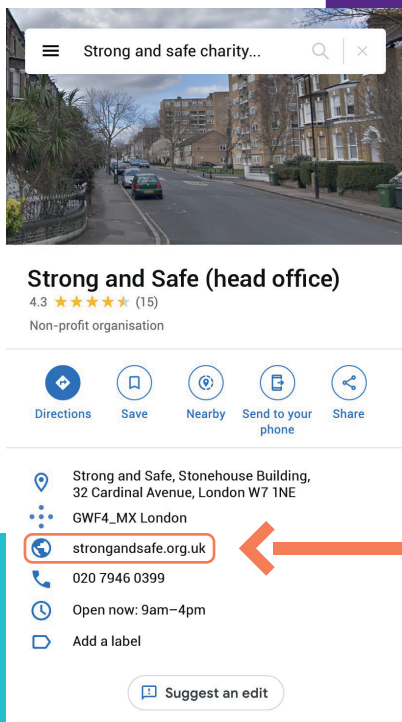
Go onto Google Maps
(www.google.com/maps) and
type in what you're looking for.

FOR EXAMPLE:



TOP TIP:
You can zoom
in further to show
even more
charities.





2. Click on the charity you want to look at

Their details will show up on the left panel.

3. Click on their website

Use this method to look at a few charity websites to ensure you find the right charity for you. Once you have chosen a charity, you need to check it is registered on the Charity Commission website – follow the steps below.

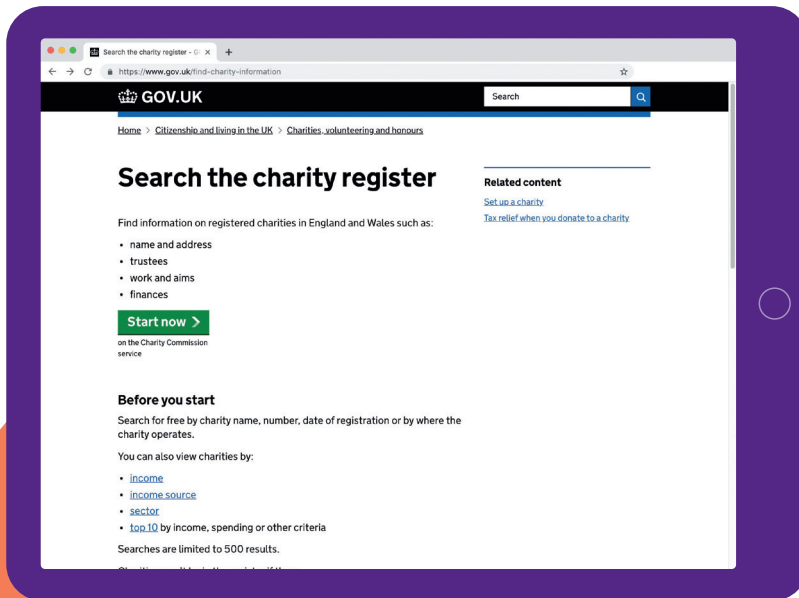
4. Look for the registered charity number

Remember, the charity you choose must be a registered charity! The registered charity number is usually found at the bottom of the website page, on the 'About Us' page or on the 'Donate' page. **Write it down here.**

REMEMBER:
You must select
a charity that supports
people in the community –
not one that benefits
animals.

5. Go to the Charity Commission website

(www.gov.uk/find-charity-information) and click on 'Start now'.



Search the register of charities

Enter charity name, number or search for words in charity objects, activities or classifications.

Keywords search

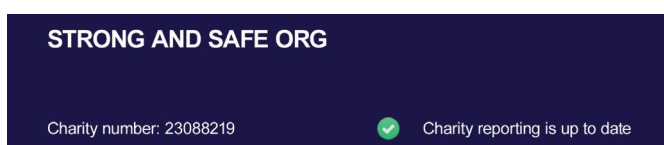


[Advanced search](#)

Using the search box, enter the charity number you found on the website and click the search icon.

If you can't find the charity number, you can put the charity name in here.

6. When on your charity page, check it is green



If there is a red cross this suggests the charity may not be run efficiently

Charity research

Go back to your charity website

Name of charity:

Go to the 'Home' or 'About Us' section

What is their mission/aim/purpose?

Describe their work:

Why does your group think this charity should become the class charity?

After listening to the information from each group I think the class charity should be:

Our class chosen charity is:

Reflection

After this lesson,
how would you rate
your research skills?



Please tick one

...your group
decision-making skills?



Please tick one

LESSON THREE AND FOUR

Meeting our charity and Our social action

Class charity profile

Our class charity is

What is the social issue that they address?

How does the charity help? What do they do?

What is interesting or unique about this charity?

What made the class choose the charity?

Why are you pleased to support the charity?

Do you or anyone in your class have a personal connection to this charity?

Your teacher is going to invite someone from the charity in to meet the class so you can find out more about them. There are some suggested questions to ask your charity included in the coursebook on page 14 and 15 but feel free to ask them other questions to find out more about their work and how you can help.

Contact phone number:

Contact email address:

When you meet your charity you'll have chance to ask them some questions. Take a look at pages 14–15 to see some of our suggestions. Are there any we've not included that you'd like to ask? Write them down here and leave space to write your answers.

This information should be added into your presentation in Lesson 5.

Question

Answer

Question

Answer

Question

Answer

The charity meeting

To impress the judges, make sure you gather all the information below to help you plan your social action and to include in your presentation. Write your answers in the boxes below.

Charity representative's name

"How long has the charity been running?"

"How many staff and volunteers are there?"

"Who benefits from the work the charity does?"

"Why is the charity needed?"

"What interesting facts and stats are there relating to the charity?"

How can we ensure we make the most positive impact with our social action (e.g. fundraising, awareness raising) to support you?

"What would our charity spend the £1,000 grant on? Can we help decide where the money we raise or win goes?"

“What do you like about working/volunteering for the charity? What makes you proud to work for them?”

What are the benefits to your charity when people give their time, money and/or skills? Is it important that young people know about your charity and support you?

“What’s the one message you want people to know about the charity’s work?”

“Can you give us a case study example we can use in our presentation?”

“Do you have any resources that we could use during our social action?”

Other notes

What is social action?

Watch the video and discuss your definition of social action.

Social action is...

What makes social action successful?

Case study 1

Class 9X felt that a key problem in their community was young people's mental health.

They organised a video call with someone from their charity. After the call, the class wanted to raise awareness of the issue and of the services that their charity offered. So, they decided to put together a video to be used in assemblies for lower year groups.

They did detailed research to make sure the facts they included in the video were accurate. One group created a short role play to include. The class worked in groups to film and edit each section of the video.

Other students in the class made a follow up email to send to Years 7, 8 and 9 after the assemblies, telling them how to contact the charity if they needed to and asking for feedback via an online survey. This helped them to evaluate the impact their assemblies had.

Case study 2

Class 12Y selected the social issue of gang violence as it was something that affected their school. To raise awareness and promote their charity the class decided to use their skills to create a YouTube channel.

Four of the five groups in the class created one five-minute video each to raise awareness about the issue. The charity agreed to do an interview for one of the videos, and the students organised for the school to promote the channel to other year groups.

The final group set up an online fundraising challenge – “Walk away from gang violence” – challenging people to do a 5K walk and donate to the online fundraising page they set up for their charity. Every YouTube video promoted the challenge and shared pictures of people completing it.

The class raised a total of £55, and details of the YouTube channel were published on the school's website.

Read through both case studies.

Which do you prefer and why?

What made this social action successful?

Can you think of anything they could have done to make it even better?

Planning our social action

Your aim

You'll be most effective if you think about what you want to achieve before planning your social action. Use the boxes below to start planning your social action.

What is your aim?

e.g. "Our aim is to raise awareness in school of the mental health service offered by our charity."

*What are the charity's aims?
What do they need help with?*

What social action activities will you do to achieve your aim?

e.g. "We will put together a video presentation to be used in assemblies for lower year groups."

*Does your idea stand out?
Why is this a good choice of social action activity? If you're stuck for ideas, turn to page 20.*

How will you evaluate your social action?

e.g. "Our video will be shown to years 7-9, meaning 600 students will learn about our social issue."

Referring to the "impact" section of the Judges' criteria, this is how you know whether or not you've been successful. Top tip: The more people who learn about your social issue through your work, the better your impact!

Planning our social action

Your planner

Now you know what you want to do, think about how you are going to work as a group to do it. Be realistic and ask for help if you need it.

Activity

What do we need?

Make sure you check your plan with your teacher before you get started!

Who is involved and what will they do?

Remember to include everyone in your group, and anyone whose help you need – parents, teachers etc.

Name:

What will they do?

When will we do it?

Make sure this is before Lesson 7 to give you time to add your evidence in to your presentation.

Challenge

What challenges might you and your class face when doing your social action? How can you plan to overcome these challenges?

Stuck for ideas?

Here are some great examples of social action students have done on First Give. If you choose one of these ideas, make sure you still complete your social action plan on pages 18–19.



Collect for a food bank or clothes bank

Set up a student society in school about your social issue

Create an interactive display about your social issue/charity

Organise a debate on your social issue

Write a blog entry for the school website

Record a podcast to raise awareness of your charity

Raise awareness to family and friends

Join in with one of your charity's campaigns

A sale that links to your social issue

Write a letter to your local MP

Do a sponsored challenge

Create and deliver an assembly for another year group



Collect signatures on a petition

Write an article for the school newsletter

Create a quiz to send to your year group

Promote your fundraiser by putting posters up around school

Research and campaign for new books for the school library



Organise a car wash

First Give's top tips

- 1 Learn as much as you can about your charity and the social issue
- 2 Ask your charity what they need and how you can help them
- 3 Do something fun!
- 4 Use your skills and talents
- 5 Use social media to spread the word

✓ **DO** stay safe

✓ **DO** tell your charity your plans

✓ **DO** tell people what they are donating for

✓ **DO** thank people who donate

✓ **DO** take pictures and videos to record your social action and use in your presentation

✗ **DON'T** collect money in public or knock on people's doors

✗ **DON'T** leave it to the last minute

✗ **DON'T** be afraid to ask for help

✗ **DON'T** do anything outside of school without a responsible adult

✗ **DON'T** do any fundraising without getting permission from teachers

Reflection

After this lesson, how would you rate your project planning skills?



Please tick one

... your teamwork skills?



Please tick one

... your leadership skills?



Please tick one

LESSONS FIVE AND SIX

Planning and creating our presentation

You are going to prepare a presentation that explains the social issue and charity that your class have chosen, all the social action that you have carried out and why your class should win the £1,000 for your charity.

Presentation guidelines

Your presentation should...



...be five minutes in length



...be no more than five slides long (if using PowerPoint)



...use no more than 30 words per slide (if using PowerPoint)



...only contain videos you've made yourself (not the charity's own videos)



...have all group members speaking



Judges' criteria

Class social action project

COMMITMENT TO CHARITY

- ◆ Have the class developed a relationship with their charity?
- ◆ Have students shown passion for their charity?
- ◆ Are there plans to continue to support the charity?

10

CREATIVITY

- ◆ Is the social action unique and interesting?
- ◆ Have students used their skills and talents to raise awareness or money?

10

IMPACT

- ◆ Has the class's social action raised money or awareness?
- ◆ Has the class's social action made a positive change in the school or community?
- ◆ Have the students evaluated their social action?

10

Presentation

KNOWLEDGE

- ◆ Is there a detailed understanding of the social issue?
- ◆ Have students explained the work of the charity?
- ◆ Have students explained how the £1,000 would be spent?

10

CREATIVITY

- ◆ Is the presentation unique & interesting?
- ◆ Have students used features such as their own video, role play, poetry or audience participation?

10

DELIVERY

- ◆ Is the message conveyed clearly?
- ◆ Is the presentation well-rehearsed?
- ◆ Are the students confident and engaging in their presentation?

10

TOTAL

60

Planning our presentation

Your teacher will now show you a video. As a group, choose which of the questions on the tear out “content cards” on page 29 you will answer in each part of your presentation. You should answer all the questions on these cards. Decide who will be responsible for each element of your presentation.

EXAMPLE

Why did you choose your social issue?	Class video: “Why we chose homelessness” – record responses from class members to share in presentation.	Ali
---------------------------------------	---	-----

1	Content What will you include?	Creative elements How will you present it?	Who Who is responsible?

Notes

2	Content What will you include?	Creative elements How will you present it?	Who Who is responsible?

Notes

3	Content What will you include?	Creative elements How will you present it?	Who Who is responsible?

Notes

4	Content What will you include?	Creative elements How will you present it?	Who Who is responsible?

Notes

5	Content What will you include?	Creative elements How will you present it?	Who Who is responsible?

Notes

My presentation planning notes

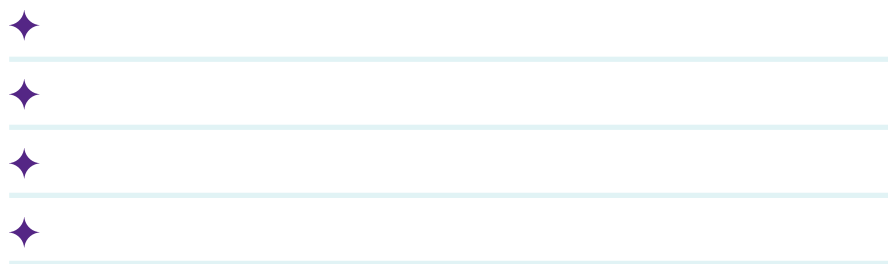
Use pages 26 and 27 for any notes you might have on the sections of the presentation that you will be delivering.

Turn over to draft your notecards.

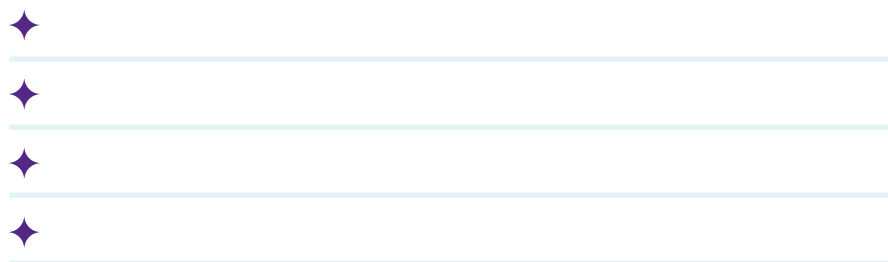
Drafting your notecards

You can use this space to draft what you'll write on your notecards (page 31) to help you remember everything you need for your presentation.

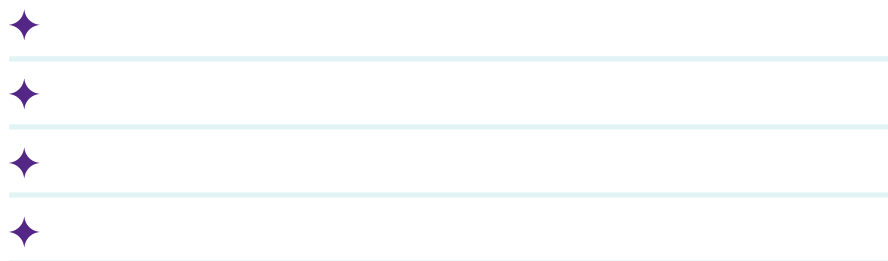
Card 1

A white rectangular card template with four horizontal light blue lines. Each line is preceded by a small black four-pointed star icon.

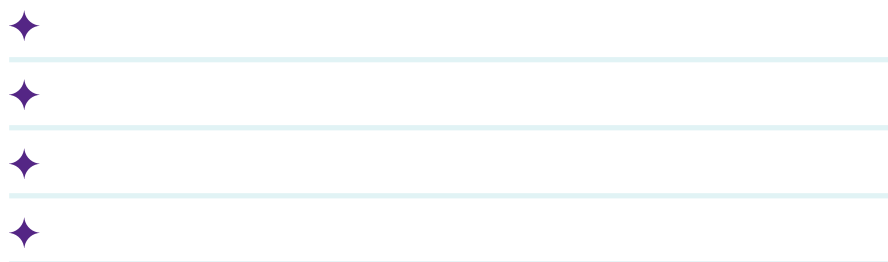
Card 2

A white rectangular card template with four horizontal light blue lines. Each line is preceded by a small black four-pointed star icon.

Card 3

A white rectangular card template with four horizontal light blue lines. Each line is preceded by a small black four-pointed star icon.

Card 4

A white rectangular card template with four horizontal light blue lines. Each line is preceded by a small black four-pointed star icon.

Content cards

Tear out to use for planning your presentation on page 24 and 25.

What is your social issue?	Why do you care about your charity?	Why did you choose your social issue?
What does your charity do?	What social action did your class do?	What positive change has your social action made?
How would your charity spend the £1000?	Why should your charity be chosen for the grant?	How do you know that your social action was successful?
How have you interacted with your charity?	What plans do you have to support your charity in the future?	Is there anything that you could do better next time?

Challenge yourselves

If you have time, add these to your plan on pages 24 and 25, and consider how you will address them in your presentation.

How will you make the beginning of your presentation powerful?

How will you inspire the audience to take action ("call to action")?

Can you demonstrate how your social action relates to your social issue?

How will you grab the audience's attention?

How will you make the end of your presentation powerful?

Can you show the impact of your social action outside of school?

How will you introduce your group?

How will you make your presentation interesting?

Have you included different ways of sharing information?
For example, a role play to show the importance of your social issue or a video you have made?

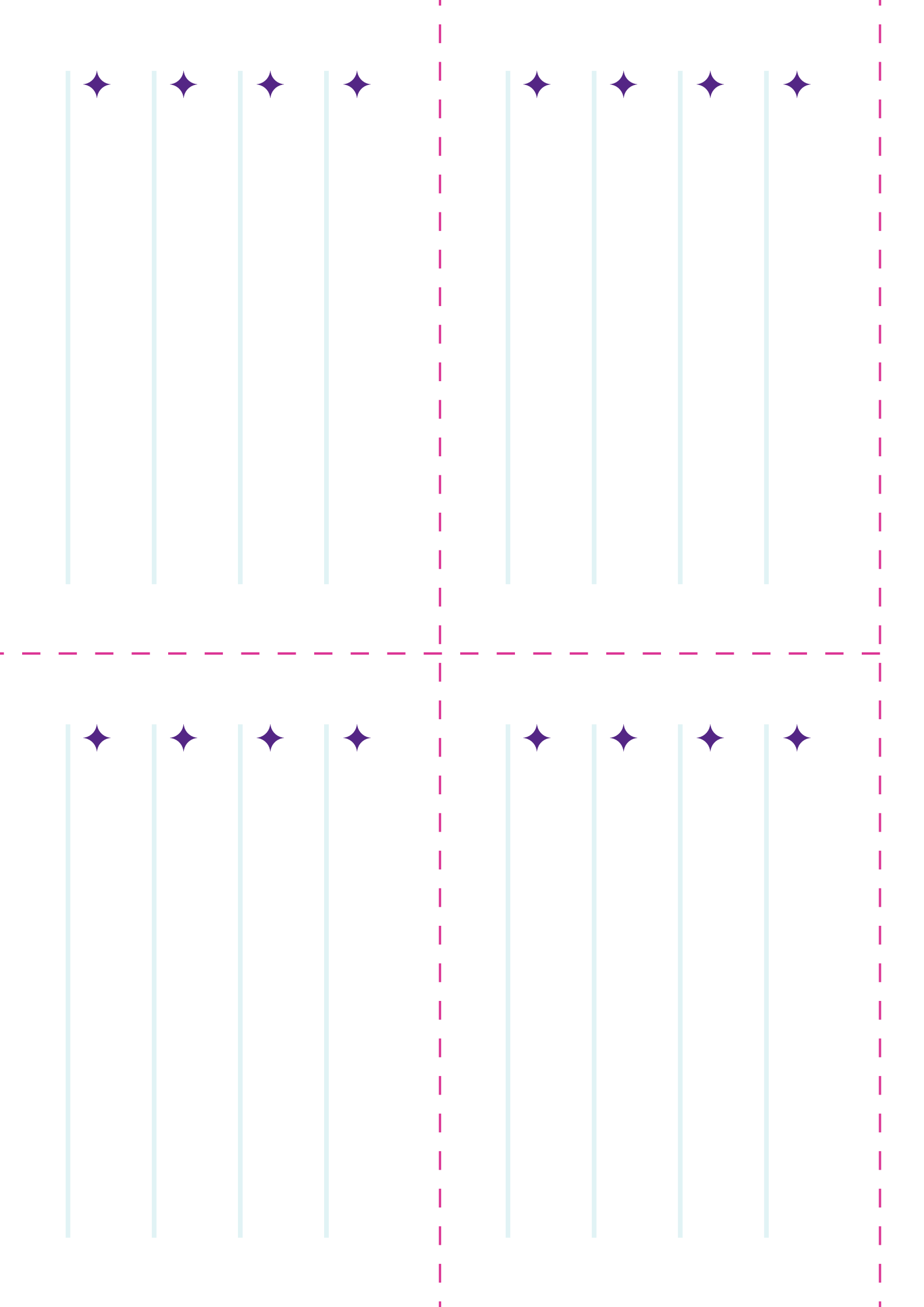
Next lesson, you will work together in your group to create your presentation, finalise your script and write out your note cards.

 **First Give**

 **First Give**

 **First Give**

 **First Give**



LESSON SEVEN

Practising our presentation

Evaluating our social action

Look back to page 18 – Your aim. As a class, fill out the details below for all social action projects that the class have completed.

What was the aim?

e.g. "To raise awareness of our charity's mental health services."

What did we do?

e.g. "We created a video presentation to be shown to lower year groups in assembly."

Did we meet our aim?

e.g. "Yes! The video was shown in a Year 7 and a Year 8 assembly."

Evidence

e.g. "The video we made and responses from 53 students to our follow up survey showed..."

1

2

3

4

As a class, work together to decide:

What was the most effective thing we did and why?

Remember to include your social action evaluation in your presentation.

What were the challenges we faced?

Assessing our impact

Whether you raised awareness and/or fundraised, this is a space to document your impact. *For example: Through our social action, we gave... / we raised £... / spent time...*

What does “good” look like?

Watch the presentation video. Write down your observations of this presentation in the table below.

Posture & dress

How are the presenters standing and what are they wearing?

Nerves

Can you tell if the presenters are nervous?

Hand gestures

How do the presenters use their hands?

Voice

How do the presenters use their voices?

Eye contact

Where are the presenters looking?

Non-speakers

What are the presenters doing when they are not speaking?

Notecards

How do the presenters use notecards?

LESSON EIGHT

Choosing our class presentation

You are now going to watch all of the presentations in your class and decide on one group that will represent your class at the First Give Final. Here is the judges' criteria. You should use this as a guide when you are watching the presentations.

Class social action project

COMMITMENT TO CHARITY

- ◆ Have the class developed a relationship with their charity?
- ◆ Have students shown passion for their charity?
- ◆ Are there plans to continue to support the charity?

CREATIVITY

- ◆ Is the social action unique and interesting?
- ◆ Have students used their skills and talents to raise awareness or money?

IMPACT

- ◆ Has the class's social action raised money or awareness?
- ◆ Has the class's social action made a positive change in the school or community?
- ◆ Have the students evaluated their social action?

KNOWLEDGE

- ◆ Is there a detailed understanding of the social issue?
- ◆ Have students explained the work of the charity?
- ◆ Have students explained how the £1,000 would be spent?

Presentation

CREATIVITY

- ◆ Is the presentation unique & interesting?
- ◆ Have students used features such as their own video, role play, poetry or audience participation?

DELIVERY

- ◆ Is the message conveyed clearly?
- ◆ Is the presentation well-rehearsed?
- ◆ Are the students confident and engaging in their presentation?

Use the table below to help you focus on the best element of the presentations and also to provide a suggestion to improve. This should be done for each group.

Group	The best thing was...	To improve they should...
1		
2		
3		
4		
5		
6		
7		

**The group I want to represent
my class at the First Give Final is...**

**Using my knowledge of the judges' criteria,
the reason I think they are the strongest is because...**

Your teacher will now ask you to share your reasons.
Be prepared to feedback.

The whole class will now vote on who will represent you
at the Final. Once the decision has been made, write the
name of the presenting students in the box below.

Our presenting group is:



Time to collaborate

Look back to your comments in
the grid on page 37 and share
these suggested improvements
with the presenting team.

Our First Give Final

Our First Give Final date and time is:

Read through the checklist below that is appropriate to you and ensure you know what you need to do before the Final.

Presentation checklist

Think about the following...

- ☐ Does your presentation meet the judges' criteria?
- ☐ Have you included a creative element to make your presentation stand out from the other class presentations?
- ☐ Have you taken on board your classmates' feedback?
- ☐ Have you thought about what each member of the group will be doing/saying?
- ☐ Have you set aside time to practise with your group?
- ☐ Are there other members of the class that you can bring in to help you?
- ☐ Have you sent your Final presentation to your teacher?
- ☐ Have you torn out your notecards in preparation for the Presentation Skills Workshop?

Social action checklist

Before the Final, you should have...

- ☐ ...completed all social action activities you have planned.
- ☐ ...shared your social action evidence and amount of money raised with the presenting group.
- ☐ ...thought about how you could help the presenting team before the Final.
- ☐ ...checked with your teacher that you've invited the charity representative to support you at your Final.

**If you aren't
in the presenting
team, there are still
activities that you need
to do to help your
class win.**

Reflection

After this lesson, how would you rate your presentation skills?



Please tick one

Empowering young people; igniting a spark of social conscience.

Share your journey with us



firstgive.co.uk



With thanks to

