

LESSON ONE

Understanding social issues



Key question

What are the social issues affecting our community?

Lesson summary

Students will define and investigate social issues in their local communities. They will identify causes and look at who is responsible for addressing these social issues. By the end of the lesson, students will have selected one social issue that they will focus on as a class. It is important that students have autonomy over this decision. The social issue must be an issue affecting **people** in the local community. **Social issues affecting animals should therefore not be selected.**

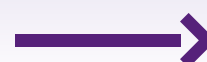
Resources

- ◆ Student coursebook pages 3–7
- ◆ Lesson 1 PPT
- ◆ Charity videos
- ◆ Case study document.

Lesson preparation

- ◆ Watch: Lesson 1 – Teacher briefing video
- ◆ Choose two of the video clip options to show.

Time (mins)	Page	PPT slide	Activity	Challenge
12	3	2–3	What is a social issue? <ul style="list-style-type: none"> ◆ Students watch the first video clip and answer the first two questions. ◆ Students watch the second video clip and students complete their definition of a social issue and the class definition. 	Are there any other social issues that the students can think of that aren't covered by the video?
12	4	4	Identifying causes and making links Read out Gary's case study. Students to: <ul style="list-style-type: none"> ◆ Identify the social issues present in the case study, write these in the boxes. ◆ Draw arrows to connect social issues that are linked in some way. ◆ Think about the causes of the social issues. 	If Gary's issues are not dealt with they will become problems that affect society on a wider scale. How far do the students agree or disagree with this view?
12	5	5	Who's responsible? <ul style="list-style-type: none"> ◆ In pairs, students discuss how the different groups listed should address the social issue they selected. For this activity, students choose one social issue from page 4 to focus on. 	What might prevent these groups from being effective in tackling the social issue?
12	6	6–7	Which social issues can you identify in your area? <ul style="list-style-type: none"> ◆ In pairs, students will write down three social issues affecting their local area. (One minute timed task). ◆ Students will feed these back to the class, while you make a list on the board. ◆ Facilitate a student discussion so that the whole class makes a decision on one social issue to support going forward. We recommend asking the students if there is any issue on the list that they definitely don't think the class should choose, discussing why and by general consensus removing these as options. The class then votes on the remaining social issues until they pick one. ◆ If students are struggling to think of ideas, they can use page 7 as a guide. 	



Time (mins)	Page	PPT slide	Activity	Challenge
2	7	8	Reflection ♦ Students to RAG rate their understanding of social issues.	

Safeguarding: During the course of this lesson students are asked to discuss social issues. We strongly recommend setting clear ground rules around how to discuss such issues sensitively. Students in your class may have been directly or indirectly affected by the social issues being discussed, and in some cases, students may make a disclosure which should be reported through your school's safeguarding procedures.

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	Finding a charity near you <ul style="list-style-type: none"> ◆ 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). ◆ 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.
30	11	8–9	Charity research <ul style="list-style-type: none"> ◆ Students use the website of their chosen charity to complete the research questions. ◆ A spokesperson for each small group is nominated to read out the answers to the research questions to the rest of the class. ◆ 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. ◆ Ask students to read out the name of the charity they have selected and create a long list of all possible class charities. ◆ 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. ◆ Students will write the charity in their coursebooks.
2	11	10	Reflection <ul style="list-style-type: none"> ◆ Students to RAG rate their research and group decision-making skills.
N/A	N/A	TBC	Teacher reminder <ul style="list-style-type: none"> ◆ 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.

A note on charities. In order to be eligible to receive the £1,000 First Give grant charities must be registered with the Charity Commission of England and Wales. The charities chosen must benefit people within the community, who are affected by the social issue chosen in lesson 1. Animal charities should therefore not be selected.

LESSON THREE AND FOUR

Meeting our charity

Key question

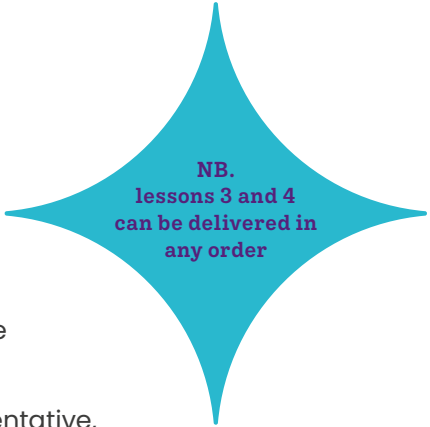
What can we learn from the charity representative or website?

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.



NB.
lessons 3 and 4
can be delivered in
any order

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! 	

LESSON FIVE

Planning our presentation



Key question

What does the plan of our presentation look like?

Lesson summary

Students will have made a plan for their presentation.

Resources

- ◆ Student coursebook pages 22–32
- ◆ Lesson 5 PPT
- ◆ Presentation video
- ◆ Pritt Stick/glue (for content cards).

Lesson preparation

- ◆ Watch: Lesson 5 – Teacher briefing video.

Time (mins)	Page	PPT slide	Activity	Challenge
3	22	2	Presentation guidelines ◆ Read through the guidelines for the presentations.	
3	23	3	Judges' criteria ◆ Show students the criteria that the judges will be using (on page 23). To give the class the best chance of winning, students should keep the criteria in mind while they are working on their presentations.	
15	24–25, 29	4	Play presentation video – content ◆ This video explains judges' criteria for both the presentation and social action. ◆ This explains the importance of choosing the right content for the presentation. <i>Pause video for students to complete the content activity.</i> ◆ In their groups, students look through the content cards on page 29 to make sure they know the answers to all of the questions.	Students in their groups should look at the 'challenge yourself' questions on page 29 and decide how they can address these in their presentation.
15	24–29	5	Play presentation video – creativity ◆ This gives ideas of creative elements that students could use to make their presentation stand out. <i>Pause video for students to start planning their presentation.</i> ◆ Students will tear out the content cards on page 29. They should think about where in their presentation they will answer each question, and how. ◆ Students will decide who will be in charge of each part of the plan and add their name to the plan. They'll note down ideas for each part as a group.	



Time (mins)	Page	PPT slide	Activity	Challenge
12	26-28	5	<p>My presentation planning</p> <ul style="list-style-type: none"> ◆ Students have pages 26-27 available to write any notes they may have on the sections they are delivering. ◆ On page 28, students have space to draft what they'll write on their notecards. This is so the tear out notecards on pages 31-32 are used for the final draft only, which will keep them neat. 	
2	N/A	6	<p>Reflection</p> <ul style="list-style-type: none"> ◆ Students to discuss in pairs a RAG rating for their project planning, leadership and teamwork skills. 	

Safeguarding: Safeguarding: Students in your class may want to add creative elements to their presentations. In some cases, this might be a roleplay or a short film.

Creative representations of challenging social issues should be dealt with sensitively. To avoid students inadvertently creating inappropriate content, you should review any films, roleplays or other creative representations, and support students to ensure they are suitable before they are presented in class, at the Presentation Skills Workshop and your First Give Final.

It may also be suitable to advise students to deliver a "trigger warning" if their presentation deals with potentially sensitive or distressing issues.

LESSON SIX

Creating our presentation



Key question

What will our final presentation look like?

Lesson summary

Each group will have created their script, notecards and (PPT) presentation ready for rehearsal next lesson.

Resources

- ◆ Student coursebook pages 22–32
- ◆ Lesson 6 PPT.

Lesson preparation

- ◆ Watch: Lesson 6 – Teacher briefing video
- ◆ We recommend booking IT.

Time (mins)	Page	PPT slide	Activity	Challenge
3	22	2	Presentation guidelines <ul style="list-style-type: none"> ◆ Recap the presentation guidelines. 	
10–15	22–32	3	Finishing presentation planning <ul style="list-style-type: none"> ◆ Use some of lesson 6 to finish any presentation planning that the students didn't finish in lesson 5. ◆ NB. The notecard activity (pages 28 and 31–32) can be done either before or after the presentation creation. Either order is fine and down to student preference. 	Remind students to look back at the 'challenge yourself' section on page 29 to make sure they have covered all of these in their plan.
40–45	N/A	3	Creating a presentation <ul style="list-style-type: none"> ◆ The majority of this lesson will be for the students to create their presentation. ◆ If the students are in an IT room, they may choose to do a PowerPoint/Slides presentation. ◆ If IT is not available that is fine. Students should plan their presentation with an accompanying script and creative elements. 	
2	N/A	4	Reflection <ul style="list-style-type: none"> ◆ In pairs students RAG rate their project planning, leadership and teamwork skills. 	

LESSON SEVEN

Practising our presentation



Key question

Is our presentation ready?

Lesson summary

Each group will have analysed good presentation skills and practised their presentation.

Resources

- ◆ Student coursebook pages 33–35
- ◆ Lesson 7 PPT
- ◆ *What does “good” look like?* videos.
Video 1: year 8 England. Video 2: year 8 Wales. Video 3: year 12 England.

Lesson preparation

- ◆ Watch: Lesson 7 – Teacher briefing video.

Time (mins)	Page	PPT slide	Activity
15	33–34	2	<p>Evaluating our social action</p> <ul style="list-style-type: none"> ◆ Students look back at the aim of their social action on page 18 and evaluate what they did using the table. As a class complete the table with all the social action that the class did. ◆ As a class complete the questions on page 34.
10	35	3	<p>What does “good” look like? Play the <i>What does “good” look like?</i> video. Students write their observations of the presentation. Students feed back their observations to the class. They are likely to have observations including, but not limited to, the following:</p> <p>Posture and dress</p> <ul style="list-style-type: none"> ◆ They are standing up straight. ◆ They look smart, wearing school uniform and t-shirts for their charity. <p>Nerves</p> <ul style="list-style-type: none"> ◆ They are probably nervous but they have rehearsed well so it doesn't show. ◆ They avoid actions that make them look nervous, such as fidgeting. <p>Hand gestures</p> <ul style="list-style-type: none"> ◆ They use hand gestures to emphasise certain points. ◆ They keep their hands still most of the time. <p>Voice</p> <ul style="list-style-type: none"> ◆ They vary the tone and volume of their voices to emphasise points. ◆ They speak loudly and clearly. <p>Eye contact</p> <ul style="list-style-type: none"> ◆ They maintain good eye contact with the audience. ◆ They look around the audience to engage everyone in what they are saying. <p>Non speakers</p> <ul style="list-style-type: none"> ◆ They are standing still and not fidgeting while their teammates are speaking. <p>Notecards</p> <ul style="list-style-type: none"> ◆ They are all using the First Give notecards from the coursebook.



Time (mins)	Page	PPT slide	Activity
20	N/A	4	Presentation rehearsal ♦ Students rehearse their presentations, practising the presentation skills that they identified in the <i>What does "good" look like?</i> activity.
2	N/A	5	Reflection ♦ In pairs, students to RAG rate their presentation skills.
N/A	N/A	4	Teacher reminder ♦ Make sure your students send their presentations to you before lesson 8 (this could be set as homework).

LESSON EIGHT

Choosing our class presentation



Key question

Which presentation will represent your class at your school's First Give Final?

Lesson summary

Each group will deliver their 5 minute presentation to their class and the students will vote on one group that they want to represent them at the Final.

Resources

- ◆ Student coursebook pages 36–39
- ◆ Lesson 8 PPT.

Lesson preparation

- ◆ Watch: lesson 8 – Teacher briefing video.

Time (mins)	Page	PPT slide	Activity
3	36	2	Recap judges' criteria <ul style="list-style-type: none"> ◆ Remind students that they will be watching each presentation today and ask them to turn to page 36 in the coursebook to look at the judges' criteria. Explain that by the end of the lesson, the students will have to vote on one group they think is the strongest. The chosen group will be the presenting team at the Final. Emphasise that this is a whole class effort to make the presentation the best it can be.
45	36–38	3–5	Presentations <ul style="list-style-type: none"> ◆ Each group will now deliver their 5 minute presentation. ◆ The students will use the table on page 37 to write their reflections about each groups' presentation while they are watching. ◆ Ask students to write in their coursebook which group they believe should be the presenting team and why. ◆ Ask the students to share their reasons and facilitate a discussion about these. ◆ Before the class decides on a presenting team, take this opportunity to remind the students that everyone will have the chance in this lesson to contribute to the Final presentation (whether they present on stage at the Final or not).
10	37–38	5–7	Vote and presentation improvement <ul style="list-style-type: none"> ◆ Facilitate an anonymous vote and the highest scoring group will then be selected as the presenting team. Students should write the presenting group on page 38. ◆ The students should now refer back to the table on page 37 and share their suggestions for improvement with the chosen presenting team. The focus here should be on the presenting team collaborating with the rest of the class to make sure the Final presentation has all the best elements. ◆ We would encourage you to tell the presenting team to make a note of these suggested improvements.
2	39	8	Our First Give Final <ul style="list-style-type: none"> ◆ Students will write down the date and time of the First Give Final on page 39. ◆ Students will read through the checklist that's appropriate to them and make sure they know what they need to do before the Final.
2	39	9	Reflection <ul style="list-style-type: none"> ◆ Students to RAG rate their presentation skills.
N/A	N/A	N/A	Teacher reminders <ul style="list-style-type: none"> ◆ Share the date of the Presentation Skills Workshop with the chosen presenting team. ◆ Invite the class charity along to your school's First Give Final. You can find the invite template in our resources on the Teacher Hub, under the 'overview' section.