

LESSON ONE

Understanding social issues



Key question

What are the social issues affecting our community?

By the end of the lesson

Students will be in groups of 4 to 6 and will have chosen a social issue that they want the class to focus on.

Resources

- ◆ Student coursebook pages 3–7
- ◆ Lesson 1 PPT
- ◆ Charity videos
- ◆ Print out: Case study

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"> ◆ Watch the first video clip and students answer the first two questions. ◆ 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 you 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. 	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?
12	5	5	Who's responsible? <ul style="list-style-type: none"> ◆ In pairs students discuss how the different groups listed should address social issues. Students note down their ideas. 	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 small groups or as a class compile a list of social issues affecting your local area. ◆ Students work in a group and decide on the social issue that they want to focus on. ◆ If needed students can use the suggestions on page 7. 	
2	6	8	Reflection <ul style="list-style-type: none"> ◆ Students to RAG rate their understanding of social issues. 	

LESSON TWO

Research and investigate



Key question

Which charities are addressing social issues in our community?

By the end of the lesson

Each group of students will have chosen a local charity that they want the class to represent.

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
30	8–10	2–7	Finding local charities <ul style="list-style-type: none">◆ Students work in pairs to follow steps 1 to 6 which guide them through finding a local charity and checking that the charity is registered with the Charity Commission and therefore one that they can support.
18	11	8	Your charity <ul style="list-style-type: none">◆ Students use the website of their chosen charity to complete the research questions.◆ Students get into groups and decide which of the charities they have researched they want to put forward to be the charity chosen by the class to support throughout the rest of the programme.
2	11	9	Reflection <ul style="list-style-type: none">◆ Students to RAG rate their research skills.

LESSON THREE

Planning our pitch



Key question

Which charity should our class support?

By the end of the lesson

The class will have chosen the charity that the whole class will support for the rest of the programme.

Resources

- ◆ Student coursebook pages 11–15
- ◆ Lesson 3 PPT

Lesson preparation

- ◆ Watch: Lesson 3 – Teacher briefing video

Time (mins)	Page	PPT slide	Activity
3	11	2	Looking back <ul style="list-style-type: none"> ◆ Students look back at the charity that their group selected last lesson.
15	12, 13	3	Planning our pitch <ul style="list-style-type: none"> ◆ Each group prepares a 2 minute pitch to deliver to the class to convince them to choose their charity as the class charity. Follow the format on pages 12 and 13 and cover all five sections as each group will be marked against these on page 14.
24	14	4	Pitches <ul style="list-style-type: none"> ◆ Each group to deliver their pitch to the rest of the class. ◆ Students to peer assess each pitch using the criteria to give a total mark out of 25 for each group.
5	15	5	Reflection <ul style="list-style-type: none"> ◆ Students to RAG rate how their own pitch went and write WWW and EBI. ◆ Students to RAG rate their presentation skills.
23	15	6	Voting <ul style="list-style-type: none"> ◆ Students vote for the charity that they want the class to support by tearing out the voting slip, completing and returning to their teacher.

After this lesson please get in contact with the charity that the class has chosen as soon as possible to organise for a representative of the charity to meet the class. To help with arranging this meeting please use the two documents:

- ◆ Guidance for organising the charity visit
- ◆ Template email to charity

When the charity meets students complete the questions on page 20.

LESSON FOUR

Our social action



Key question

How will we support our charity?

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 17–25
- ◆ Lesson 4 PPT
- ◆ Social action video

Lesson preparation

- ◆ Watch: Lesson 4 – Teacher briefing video

Time (mins)	Page	PPT slide	Activity	Challenge
5	17	2	Class charity <ul style="list-style-type: none"> ◆ Announce the charity that the class will be supporting based on the vote from last lesson. ◆ As a class use the chosen charity's website to complete the 'class charity profile' with key information. 	
10	18, 19	3–5	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 case studies and answer the questions. 	
3	21	6	Judges' criteria <ul style="list-style-type: none"> ◆ Look at the criteria that the judges will use at the Final to decide how many marks to award for social action. Students need to keep this in mind when planning their social action. 	
30	22–25	7	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 24 and 25. ◆ Students to check their plan with their teacher to make sure it is appropriate and achievable. ◆ If needed students can use the suggestions on page 24. 	What challenges might you and your group face when doing your social action? How can you plan to overcome these challenges?
2	25	8	Reflection <ul style="list-style-type: none"> ◆ Students to RAG rate their project planning, teamwork and leadership skills. 	

LESSON FIVE

Planning our presentation



Key question

What does the plan of our presentation look like?

By the end of the lesson


Students will have made a plan for their presentation.

Resources

- ◆ Student coursebook pages 26–33
- ◆ Lesson 5 PPT
- ◆ Presentation video

Lesson preparation

- ◆ Watch: Lesson 5 – Teacher briefing video

Time (mins)	Page	PPT slide	Activity	Challenge
3	26	2	Presentation guidelines ◆ Read through the guidelines for the presentations.	
3	27	2	Judges' criteria ◆ Remind students of the criteria that judges will be using. Students should keep these criteria in mind while they are working on their presentations.	
15	28, 29, 33	3	Play presentation video – content ◆ Explains judges' criteria for presentation and social action. ◆ Explains the importance of choosing the right content for the presentation. Pause video for students to complete the content activity ◆ In groups, look through the content cards on page 33. Make sure you know the answers to all of the questions.	As a group look at the 'challenge yourself' questions on page 33 and decide how you can address these in your presentation.
15	28, 29	3	Play presentation video – creativity ◆ Gives ideas of creative elements that students could use to make their presentation stand out. Pause video for students to start planning their presentation ◆ Tear out the 'content cards' on page 33. Think about where in your presentation you will answer each question, and how. ◆ Decide who will be in charge of each part of the plan and add their name to your plan. Note down ideas for each part as a group.	
				

Time (mins)	Page	PPT slide	Activity	Challenge
12	30–32	4	My presentation planning ♦ Students record the individual tasks that they have been set to contribute to the group presentation. They can then start work on their individual parts of the presentation, they will continue this in lesson 6.	
2	32	5	Reflection ♦ Students to RAG rate their project planning, leadership and teamwork skills.	

LESSON SIX

Creating our presentation



Key question

What will our final presentation look like?

By the end of the lesson

Each group will have created their presentation ready for rehearsal next lesson.

Resources

- ◆ Student coursebook pages 26–36
- ◆ Lesson 6 PPT

Lesson preparation

- ◆ Watch: Lesson 6 – Teacher briefing video
- ◆ Book IT facilities

Time (mins)	Page	PPT slide	Activity
3	26	2	Presentation guidelines <ul style="list-style-type: none">◆ Recap the presentation guidelines.
45	30–32, 35, 36	3	Presentation planning <ul style="list-style-type: none">◆ Students continue working on their individual part of the presentation.◆ Students work together as a group to put together their finished presentation.
2	32	4	Reflection <ul style="list-style-type: none">◆ Students to RAG rate their project planning, leadership and teamwork skills.

LESSON SEVEN

Practising our presentation



Key question

Is our presentation ready?

By the end of the lesson

Each group will have practised their presentation.

Resources

- ◆ Student coursebook pages 37–40
- ◆ Lesson 7 PPT
- ◆ *What does “good” look like?* video

Lesson preparation

- ◆ Watch: Lesson 7 – Teacher briefing video

Time (mins)	Page	PPT slide	Activity
15	37, 38	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 22 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 38.
10	39	3	<p>What does “good” look like?</p> <p>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	39, 40	4	Presentation rehearsal <ul style="list-style-type: none"> ◆ Students rehearse their presentations, practising the presentation skills that they identified in the <i>What does "good" look like?</i> activity.
3	40	5	Our First Give Final <ul style="list-style-type: none"> ◆ Remind students of the date and time of their First Give Final. ◆ Students complete the presentation and social action checklists.
2	40	6	Reflection <ul style="list-style-type: none"> ◆ Students to RAG rate their presentation skills.

LESSON EIGHT

Choosing our class presentation



Key question

Which presentation will represent our class at the school final?

By the end of the lesson

Students will have delivered their presentations to each other and have chosen one to represent their class at the school final.

Resources

- ◆ Student coursebook pages 41–43
- ◆ Lesson 8 PPT

Lesson preparation

- ◆ Watch: Lesson 8 – Teacher briefing video

Time (mins)	Page	PPT slide	Activity
3	41	3	Recap judges' criteria <ul style="list-style-type: none"> ◆ Remind students that they are using the judges' criteria (page 41) to assess each presentation and will give a final mark out of 30 for each group.
40	42, 43	3	Presentations <ul style="list-style-type: none"> ◆ Each group presents to the rest of the class. ◆ Students peer assess and give each group a mark out of 30.
5	43	4	Results <ul style="list-style-type: none"> ◆ Students identify which group they awarded the highest marks to and teacher collects the results. ◆ Announce the group that will represent the class at the final.
2	43	n/a	Reminders <ul style="list-style-type: none"> ◆ Group who will be representing the class at the final will practice and finalise their presentation before the Presentation Skills Workshop. ◆ The whole class will complete any unfinished social action before the Final.