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# ACT!

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## Volunteering and charity

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Type of module	Creative communication
Level	B1
Target group	16-19 year-old learners
Written by	Csíky Anna, Fehér Judit

A kiadvány az Educatio Kht. kompetenciafejlesztő oktatási program  
kerettanterv alapján készült

A kiadvány a Nemzeti Fejlesztési Terv Humán erőforrás-fejlesztési Operatív Program 3.1.1. központi program (Pedagógusok és oktatási szakértők felkészítése a kompetencia alapú képzés és oktatás feladataira) keretében készült, a suliNova oktatási programcsomag részeként létrejött tanulói információhordozó. A kiadvány sikeres használatához szükséges a teljes oktatási programcsomag ismerete és használata.

A teljes programcsomag elérhető: [www.educatio.hu](http://www.educatio.hu) címen.

Szakmai vezető: Kuti Zsuzsa

Szakmai bizottság: Enyedi Ágnes, dr. Majorosi Anna, dr. Morvai Edit

Szakértő: Enyedi Ágnes, Tartsayné Németh Nóra

Idegen nyelvi lektor: Mark Andrews, Peter Doherty

Alkotó szerkesztő: Sákovics Lília

Felelős szerkesztő: Burom Márton

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Szerzők: Csibi Erzsébet, Csíky Anna, Dóczi Brigitta, Fehér Judit, Prievara Tibor, Victor Mónika

**Educatio Kht. 2008**

# INFORMATION TABLE

<b>TYPE OF MODULE</b>	Creative communication
<b>DESCRIPTION OF MODULE</b>	This module focuses on volunteering and charity, and their relevance for teenagers. Ls learn about different types of voluntary work and various ways of being charitable. On the last lesson they draw up their own charity proposals: the class votes on the best one, which can actually be implemented in the school.
<b>AIMS AND OBJECTIVES OF MODULE</b>	<ul style="list-style-type: none"> <li>■ to familiarize Ls with voluntary service and create a positive attitude in Ls about it;</li> <li>■ to practice listening for gist and for detail about voluntary service;</li> <li>■ to arrange to do some voluntary service activity jointly with others;</li> <li>■ to list the pros and cons of voluntary service done by high school students;</li> <li>■ to read and speak about different ways of donating money;</li> <li>■ to practise speaking using notes;</li> <li>■ to practice writing a proposal following a template</li> </ul>
<b>TIMEFRAME</b>	3 lessons
<b>TARGET GROUP</b>	16-19 years-old learners
<b>LANGUAGE LEVEL</b>	B1
<b>SUGGESTED LANGUAGE COMPETENCE</b>	<p>Learners can:</p> <ul style="list-style-type: none"> <li>■ read a gapped text and predict what kind of information is missing;</li> <li>■ work together in a group to complete a task;</li> <li>■ work individually at home as part of team work;</li> <li>■ speak continuously on a given topic;</li> <li>■ evaluate each other's and their own work critically</li> </ul>
<b>LINKS OF THE MODULE</b>	
<b>Cross-curricular links</b>	Geography, Sociology, Life skills
<b>Links with other modules</b>	Protest (16-19 years )
<b>Links with school-leaving exam</b>	<p>Topic Areas: Society, The world of work, Education</p> <p>Tasks: Reading and listening activities, role play and debate</p>

## FOCI OF SKILLS- DEVELOPMENT

### Communicative language skills

- speaking about charity and volunteering;
- listening for main ideas and for factual details about voluntary service;
- reading for gist and for specific information about charity;
- exchanging factual information and opinions;
- arguing for a decision;
- writing a proposal for a charity cause

### General, educational skills

- reflecting on social issues and one's own role in society;
- co-operating with peers;
- planning action to help others in need

### EVALUATION

- Ls draw up a proposal on the last lesson that comprises everything covered in the module. This proposal is evaluated by the others using a list of criteria that follows from the template which Ls used to write the proposal. Then Ls are asked to evaluate their own performance based on the same list of criteria.

### SUGGESTIONS

We have written this module to give it actual relevance to Ls' life. By voluntary work, we don't mean unrealistic projects like spending a year in Africa, and nor do we mean millions when we say charity. Most of the stories and movements presented in the module work on the principle that every little can help. Our aim is to sensitise Ls about their social responsibility and offer them some ways to act. We consider it very important that you actually start implementing the charity project the class votes to be the best one on Lesson 3.

The length of many activities in the module will largely depend on how genuinely interested and active your Ls get. If you find that they are interested in the topic, are ready to share ideas, make suggestions and research charity-related topics locally and globally, we recommend that you give them more time than just three lessons. The material can easily fill four lessons if Ls are interested and ready to contribute.

### BACK UP SYSTEMS

<http://www.universalgiving.org/volunteer/>  
<http://www.globalvolunteers.org/>  
[http://www.cheaptickets.com/App/PerformMDLPDealsContent?deal\\_id=volunteer&cnt=OVI](http://www.cheaptickets.com/App/PerformMDLPDealsContent?deal_id=volunteer&cnt=OVI)  
<http://www.charityguide.org/volunteer/vacations.htm>  
<http://www.americanhiking.org/events/vv/index.html>  
<http://www.justgive.org/html/ways/vacations.html>  
<http://www.volunteerinternational.org/>  
<http://www.transitionsabroad.com/listings/work/volunteer/index.shtml#VolunteerWorkAbroadParticipantReports>  
<http://www.justgive.org/html/guide/50wayshomeless.html>

<http://www.justgive.org/html/ways/index.html>

<http://www.fairtrade.org.uk/>

Phillip Hoose: *It's Our World, Too!: Young People Who Are Making a Difference* <http://www.amazon.com/Its-Our-World-Too-Difference/dp/0316372455>

# MAP OF THE MODULE

LESSON	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
1	<p>Listening and reading for gist</p> <p>Listening for specific information</p> <p>Choosing from a set of options and arguing for this choice</p> <p>Debating about voluntary service</p>	<p>Listening to stories of young volunteer workers</p> <p>Reading about high school students doing voluntary service</p> <p>Choosing the right kind of voluntary work or</p> <p>Debating about whether voluntary work is good for high school students</p>	<p>Verbs of liking followed by the gerund</p> <p>Numbers in listening</p> <p>Expressions about voluntary service</p> <p>Expressions used in arguing for a decision</p>	<p>1.1 Slips, 1.2 Worksheet, 1.2 Recording, 1.3 Listening task, 1.4 Worksheet, 1.5.A Worksheet, 1.5.B Debate Worksheet, 1.6 Worksheet</p>
2	<p>Speaking from notes</p> <p>Persuading a partner about a decision</p> <p>Reading for gist about charity</p> <p>Speaking about charity</p>	<p>Deciding on an appropriate volunteer vacation</p> <p>Reading about different methods of donating money</p> <p>Brainstorming ways of charity for different people</p>	<p>Expressions about volunteer vacations</p> <p>Persuading someone to accept an alternative</p> <p>Charity and ways of being charitable</p>	<p>1.6 Worksheet with Ls' homework, 2.1 Role Cards, 2.1 Volunteer holiday options if needed, Post-its notes, 2.2 Texts, 2.2 Worksheet, 2.3 Worksheet, 2.4 Worksheet</p>
3	<p>Speaking from notes</p> <p>Writing an action plan for a charity proposal</p> <p>Peer- and self-assessment</p>	<p>Doing a quiz on Fairtrade</p> <p>Designing a charity proposal for the class</p> <p>Evaluating others' proposals</p> <p>Evaluating own performance</p>	<p>Expressions connected to commerce and trade</p> <p>Writing a proposal</p> <p>Writing an action plan</p>	<p>3.1 Worksheet A and B, 3.2 Worksheet, 3.2 Template, 3.2 Scoring sheet, 3.3 Self-assessment form</p>

# PROCEDURE

## LESSON 1: MAKING GOOD USE OF YOUR TIME – VOLUNTARY WORK

### Aims of the lesson:

- to familiarize L with voluntary service and create a positive attitude in Ls about it
- to listen to stories of young people doing voluntary service
- to arrange to do some voluntary service activity jointly with others
- to list the pros and cons of voluntary service done by high school students

### Materials and resources:

- 1.1 Slips, 1.2 Worksheet, 1.2 Recording, 1.3 Listening task, 1.4 Worksheet, 1.5.A Worksheet, 1.5.B Debating practice Worksheet, Post-its, 1.6 Worksheet

<b>STAGE 1</b>	<b>Warmer – So you like volunteer work!</b>
<b>TIME</b>	5 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Asking questions based on prompts Answering questions
<b>ORGANISATION</b>	Whole class mingle
<b>AIDS AND MATERIALS</b>	1.1 Slips

### TEACHER'S ACTIVITIES

1. Tell Ls to think of things they like doing to get themselves into a positive mood and tell the class what these are. If necessary, remind Ls that we use the gerund form of verbs after verbs expressing likes and dislikes, such as *like doing* and *enjoy doing*.
2. After some good examples of the sentence structure, give each L one of the 1.1 Slips and tell them to ask at least five of their classmates whether they like the activity shown on the slip. Ask Ls to put a tick on their slip in case the person they have asked answers 'yes'. As this is just a quick poll, turns are supposed to be very short, just a quick question-answer exchange. Give Ls about three minutes.  
Note: If your class is small and you need to leave out some of the slips, do not leave out "cooking" and "upgrading bikes and computers" as these will be focused on later.
3. While Ls are milling, monitor and encourage Ls to change partners fast.

### LEARNERS' ACTIVITIES

1. If Ls come up with nouns exclusively, ask them to think of activities, too, so that they include gerund forms of verbs.
2. Ls use the prompts on the slips to make 'yes or no' questions to ask their classmates.

4. Have a quick feedback session on the answers your Ls gave to each other. We expect that the majority of the class will answer “yes” to most questions, which means they would enjoy a lot of the activities that volunteer workers do! Elicit from Ls what voluntary work means.
4. Ls say how many people in the class said they liked the activity on their slips. Ls explain what voluntary work means.

<b>STAGE 2</b>	<b>Listening – Whose story?</b>
<b>TIME</b>	10 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Listening and reading for gist: comparing information gained through reading with information gained through listening
<b>ORGANISATION</b>	Whole class
<b>AIDS AND MATERIALS</b>	1.2 Worksheet, 1.2 Recording

#### TEACHER’S ACTIVITIES

1. Ask Ls if they have ever done any voluntary work or received help by a voluntary worker. Ask them to share their experience. Tell Ls that they will hear stories about two people who – when they were very young – helped people in need. Give Ls 1.2 Worksheet and explain that the book mentioned there has the stories of twelve children and teenagers who changed people’s lives for the better around them. Ask Ls if they have read the book or heard about any of these young people. Get Ls to read the short descriptions what each of the people in 1.2 Worksheet did. Help them with vocabulary as needed. Ask them what the listening task is, and then play 1.2 Recording.
2. After listening, ask Ls whose stories they think the mini radio dramas are about and what they think about these two children.  
Answer: *Dwaina Brooks and Justin Lebo*

#### LEARNERS’ ACTIVITIES

1. Ls share their experience of voluntary work, and then do the task in 1.2 Worksheet.

<b>STAGE 3</b>	<b>Listening – Find the numbers</b>
<b>TIME</b>	10 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Listening for specific information

**ORGANISATION** Individuals then pairs

**AIDS AND MATERIALS** 1.3 Listening task

**TEACHER'S ACTIVITIES**

1. Give Ls 1.3 Listening task and give them some time to read it through. Play 1.2 Recording.
2. Ask Ls to compare their answers with a partner. Ask pairs if there is anything they disagree about with their partners and check those with the whole class. You may want to ask your Ls to re-tell the stories.  
Key: *a.7, b.4, c.9, d.1, e.5, f.10, g.8, h.3, i and j:2 and 11, k:5*
3. Ask Ls if they can think of any activity they like and could be a voluntary activity to help others.

**LEARNERS' ACTIVITIES**

1. Ls do the task in 1.2 Recording

**STAGE 4** Reading – CAS

**TIME** 8 mins

**SKILLS AND COMPETENCIES IN FOCUS** Reading for gist  
Inserting parts of a text into their original place  
Discussing a new school initiative

**ORGANISATION** Individual work  
Pair work

**AIDS AND MATERIALS** 1.4 Worksheet

**TEACHER'S ACTIVITIES**

1. Tell Ls that there are some schools where youth service is part and parcel of the curriculum and where Ls have the chance to participate in voluntary service programmes organised by the school. Give out the 1.3 Worksheet and ask Ls to follow its instructions.

**LEARNERS' ACTIVITIES**

1. Ls read the text and identify the place of some missing parts – another task type for reading comprehension at the final exam.

2. Check answers as a class.

KEY:

1 – G

2 – B

3 – I

4 – E

5 – A

6 – H

7 – C

**STAGE 5A** Finding common interests – What voluntary work shall we do?

**TIME** 10 mins

**SKILLS AND COMPETENCIES IN FOCUS** Choosing from different kinds of voluntary service  
Persuading someone else to provide voluntary service together

**ORGANISATION** Individual work  
Mingling

**AIDS AND MATERIALS** 1.5.A Worksheet

**TEACHER'S ACTIVITIES**

1. Tell Ls to imagine that the CAS programme has been introduced in their school. Give out the 1.5 Worksheet and ask Ls to choose which three activities they would be the most interested in and tick them on the list. Then ask them to write down some arguments to persuade other people to choose the same activities, too.

Suggestion: Instead of using 1.5 Worksheet, you may want to give Ls a list of local institutions and some examples of voluntary activities in them. The type of institutions and activities may be similar to the ones listed in the 1.5 Worksheet, but you will have the advantage of being able to give the full name of organisations your Ls may know about. The name of the local hospital, a nursery, a school or an animal rights organisation may be more motivating for your Ls and therefore implementing ideas will be much easier and more straightforward.

**LEARNERS' ACTIVITIES**

1. Ls choose the kind of activities they would like to do as voluntary service and write arguments to persuade other people to choose the same activities, too.

2. After a few minutes, tell Ls to stand up and find people with whom they could do the service part of the CAS programme together. Tell them to try and persuade as many Ls as possible so that they can give a continuous service. Once they have agreed to provide a service together with someone, they continue to work together and persuade other people to join them. Their aim is to have the largest possible group of who would provide the service together. They have a maximum of 5 minutes to agree about the groups.

Note: The reason why we have asked Ls to tick three activities is to give them flexibility as they establish their groups.

3. Ask Ls to stand in groups according to the activity they have chosen and see which activities and organizations are the most popular in your class and why.

2. Ls ask each other about their voluntary service preferences, trying to persuade as many Ls as possible to join them and establish groups that would do voluntary work together.

3. Established groups stand together and give their reasons why they have chosen to provide a particular service in a particular institution.

<b>STAGE 5B</b>	<b>Debating practice – One clap - two claps</b>
<b>TARGET GROUP</b>	B2 Ls
<b>TIME</b>	10 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Debating: using arguments flexibly considering both sides Fluency
<b>ORGANISATION</b>	Pairs
<b>AIDS AND MATERIALS</b>	1.5.B Debating practice worksheet, Post-its

#### TEACHER'S ACTIVITIES

1. Put Ls in pairs and give them each a copy of 1.5.B Debating practice worksheet. Ask them to write as many counter arguments, then arguments of their own as they can in about four-five minutes.

#### LEARNERS' ACTIVITIES

1. Ls write counter arguments and arguments of their own.

2. Repair Ls and give them a post-it sign with A or B to wear during this activity. If there are level differences, A should be given to Ls with better speaking skills and better fluency. Tell them that As will talk for about one or two minutes non-stop. During this time, they will have to argue for or against the motion in 1.5.B Debating practice worksheet as A indicates. This indication will be done by clapping. If B claps once, A needs to argue for the motion. If B claps twice, A has to speak against it. Write this on the board:

*1 clap – for*

*2 claps – against*

Tell Ls to use the arguments and counter arguments in 1.5.B Debating practice worksheet and elaborate on them. You may want to give a short demonstration asking one of the Ls to do the clapping for you. Encourage clapping at short intervals, after about two or three sentences.

Signal ‘start’ and time the activity strictly. Give time between 1 and 2 minutes. The better the students, the longer you can give them to talk.

3. Ask Ls to find a different partner with a different letter sign from theirs so that there are new A+B pairs. This time, Bs do the talking and As do the clapping. Again, match the time you give to Bs to talk to the fluency levels of B Ls with a minimum of 1 minute and a maximum of 2.

4. As a follow-on, you may want to ask your Ls how it was for them to argue both for and against the same motion. Elicit – if possible – that we cannot see the whole picture if we only look at it from one point of view.

2. Ls work in pairs. As talk for one or two minutes non-stop arguing for or against the motion as Bs signal by clapping once or twice.

3. Now Bs do the talking and As do the clapping.

<b>STAGE 6</b>	<b>Setting homework – Where to go on a volunteer vacation?</b>
<b>TIME</b>	2 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Research
<b>ORGANISATION</b>	At school: whole class; At home: depending on Ls choice can be individuals, pairs or small groups
<b>AIDS AND MATERIALS</b>	1.6 Worksheet

### **TEACHER'S ACTIVITIES**

Tell Ls that for homework, they will do some research on Volunteer vacationing. Give out 1.6 Task sheet and encourage Ls to work together with the people who have the same interest as established in 1.5.A and share their research and results.

Suggestion: Ls can use 1.6 Task sheet more easily if they get it electronically. If possible, instead of printing it and handing it out, either send it to them by e-mail or upload it and give Ls the link to it.

### **LEARNERS' ACTIVITIES**

Using 1.6 Task sheet and the Internet, Ls acquire information on volunteer holidays and choose a holiday for themselves. They may share the research and the information they gain with Ls with similar interests to theirs.

## LESSON 2: MAKING MUCH OF LITTLE – CHARITY

### Aims of the lesson:

- to speak about volunteer holidays and choose the appropriate one
- to read about different ways of donating money
- to brainstorm ways of charity for different people

### Materials and resources:

- 1.6 Worksheet with Ls' homework, 2.1 Role Cards, 2.1 Volunteer holiday options if needed, post-it notes,
- 2.2 Texts, 2.2 Worksheet, 2.3 Worksheet, 2.4 Worksheet

**Classroom arrangement:** Optionally, have this lesson in a classroom with Internet access and enough computers for every two Ls.

<b>STAGE 1</b>	<b>Checking homework – Where to go on volunteer vacation?</b>
<b>TIME</b>	15 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Giving factual information about a volunteer holiday Giving opinion about a volunteer holiday Giving reasons for personal choice
<b>ORGANISATION</b>	Pairs
<b>AIDS AND MATERIALS</b>	1.6 Worksheet with Ls' homework, 2.1 Role Cards, 2.1 Volunteer holiday options if needed, post-it notes

### TEACHER'S ACTIVITIES

1. Ask Ls what volunteer vacationing means and get them to pool their ideas. Ask them if they have found a volunteer vacation that would be interesting to go on. Ask them to get their homework ready: If you are in a classroom with no Internet access, Ls will use their notes. If you have computers with Internet access, ask Ls to open the page where their chosen voluntary work is advertised. If some of your Ls have not done the homework, give them 2.1 Volunteer holiday options to choose from.
2. Tell Ls that in about two-three minutes, they will talk to someone about the volunteer holiday they have chosen. They need to describe the volunteer holiday and explain their choice. They can make notes. Encourage them to ask for help as needed. Walk around and ask Ls if they need any help.

### LEARNERS' ACTIVITIES

1. Ls pool ideas on how they understand voluntary work and then they have their homework ready. Ls who have not done the homework can choose a voluntary holiday out of the four described in 2.1 Volunteer holiday options.
2. Ls get prepared individually to describe their volunteer holiday and say why they like it. They use this short time as an opportunity to clarify any language point in the description of the volunteer holiday they have chosen and ask the T's help.

3. Ask Ls to find a partner who has chosen a different volunteer holiday. The easiest way to do that is for Ls to walk around and give other Ls the location and the type of work they have chosen. In pairs, Ls decide who is A and who is B. Give Ls a post-it and ask them to put their letter sign, A or B on it, and wear it. Give out 2.1 Role Cards, cards A to Ls A and cards B to Ls B. Give them a minute to read their roles, then about 3 minutes to act them out.

4. Ask As and Bs to swap role cards, and then form new A and B pairs with Ls who have chosen different holidays. Ls act out the situation again with reversed roles and in new pairs. Again give them about 3 minutes again.

5. As a follow-on, ask Ls if anyone changed their mind and would rather go on a holiday their partner told them about.

3. Ls act out their roles. Ls A use the information on the volunteer vacation they have chosen. If you are in a room with computers, Ls A show the website of their choice to Bs, too.

<b>STAGE 2</b>	<b>Reading – Donations</b>
<b>TIME</b>	15 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Reading for factual details
<b>ORGANISATION</b>	Pairs
<b>AIDS AND MATERIALS</b>	2.2 Texts, 2.2 Worksheet

**TEACHER'S ACTIVITIES**

1. Ask Ls if they have ever given money, clothes, food, etc. for charity. Give Ls some time to tell the class their stories. Ask the class what they think the smallest amount of money is that can help. Ask them how far they think 50 pence – less than 200 forints – can go, how much it can help.
2. Put 2.2 Texts on the wall. If you have more than ten Ls, make two copies of all the texts so that Ls can get to the texts easily. Ask Ls to be in pairs and give out 2.2 Task sheet. Ask pairs to walk around, read the texts and fill in the forms in 2.2 Task sheet.

**LEARNERS' ACTIVITIES**

1. Ls share stories of charitable donations they may have made so far and discuss how much even a little money can help.
2. Ls walk around in pairs. They read the texts and do the task in 2.2 Task sheet.

3. Check with the whole class. You may want to ask some additional questions regarding the texts and Ls's opinion.

Key:

1. *To Conversation International for preserving wild life*
2. *To Wherever the Need for getting water to a family of four*
3. *To Care for providing a nourishing meal to 178 hungry children*
4. *To Charity Village for use in any of these organisation (Ls' choice): Computers for Schools/Amnesty International – Canada/ Canadian Diabetes Association*
5. *To Serving Our World for a Back to School Kit for a child*

**VARIATION: FOR CLASSES WITH COMPUTERS AND INTERNET ACCESS**

<b>AIDS AND MATERIALS</b>	The electronic version of 2.2 Texts, 2.2 Worksheet
<b>DESCRIPTION</b>	Follow the same procedure as above, but instead of using the printed version of 2.2 Texts, use the electronic one, so Ls will work sitting at the computers in pairs. Allow more time for Ls to check the links.

<b>STAGE 3</b>	<b>Communication – How to help?</b>
<b>TIME</b>	12 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Giving advice Making suggestions
<b>ORGANISATION</b>	Pairs
<b>AIDS AND MATERIALS</b>	2.3 Worksheet

**TEACHER'S ACTIVITIES**

1. Ask Ls to be in pairs. Give out 2.3 Task sheet and ask Ls to brainstorm ideas and put these in the worksheet. If you are in a room with computers, tell Ls to use the Internet to find options for these people. Emphasise that both Ls in the pairs have to put down their ideas on their worksheets.
2. While Ls are working, monitor and help as needed.

**LEARNERS' ACTIVITIES**

1. Using 2.3 Task sheet, pairs brainstorm or find charity options for different people, possibly using the Internet.

3. Put Ls in new pairs. Tell them that they will tell their new partners the charity options they found for the people in 2.3 Task sheet in random order without giving the person's name. Their partner will guess which person the charity option suits. Elicit using 'should' for giving advice and 'could' for suggestion. Give an example. Ask Ls to take turns in giving advice and in guessing the person the advice is given to.

4. Ask Ls if they found any of the suggestions attractive themselves.

3. Some examples:

*Perhaps this person could run for a cause. He should find a sponsor and also give away his prize, medal, T-shirt etc. (Mark)*

*This person should give away her old clothes. She could organise an auction perhaps. (Mary)*

*This person could adopt an animal in the zoo – 5,000 for a year. (Rebecca)*

*They could sponsor someone's education – 19,000 for a year (about 1200 per student per year if it's a group of 16 Ls). (Adam and classmates)*

*This person could build a hotel to boost tourism and give jobs to locals. (Gill Bates)*

**STAGE 4** Setting homework – What is Fairtrade?

**TIME** 3 mins

**SKILLS AND  
COMPETENCIES IN FOCUS** Research  
Reading for factual information

**ORGANISATION** At school: whole class; At home: individuals

**AIDS AND MATERIALS** 2.4 Worksheet

**TEACHER'S ACTIVITIES**

Give out 2.4 Task sheet to Ls and explain that they will learn about an organisation called fair-trade. Also, they will need to visit their website to collect information as next lesson there will be a short quiz.

**LEARNERS' ACTIVITIES**

At home, Ls read the short texts in 2.4 Task sheet and visit some websites to gather information about Fairtrade.

### LESSON 3: WE ACT

#### Aims of the lesson:

- to familiarize Ls with Fairtrade
- to draw up a charity proposal that the class could later implement
- to evaluate others' work using a list of criteria
- to do self-assessment along the same list of criteria

#### Materials and resources:

- 3.1 Worksheet A and B, 3.2 Worksheet, 3.2 Template, 3.2 Scoring sheet, 3.3 Self-assessment form

**Before the lesson:** Cut the 3.2 Templates (you will need four copies) along the lines indicated, so that more Ls can work on them simultaneously.

<b>STAGE 1</b>	<b>Quiz – What do you know about fair-trade?</b>
<b>TIME</b>	10 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Reading for detail Speaking using notes
<b>ORGANISATION</b>	Pair work
<b>AIDS AND MATERIALS</b>	3.1 Worksheet A and B

#### TEACHER'S ACTIVITIES

1. Ask Ls if they liked what they read about the Fairtrade Foundation. Put Ls into two groups, As and Bs. Give each A a copy of the 3.1 Worksheet A, and to each B a copy of the 3.1 Worksheet B. Tell them to do the quiz based on the research they did as homework.
2. Put Ls into pairs, with an A and a B in each pair, and tell them to check their answers by turning each question into a statement with the correct answer included.
3. Ask Ls how many correct guesses they had and which piece of info they find the most shocking. Also ask them how they could become involved in Fairtrade (buying things in one of its World Shops, telling others about Fairtrade etc.).

#### LEARNERS' ACTIVITIES

1. Ls do the quiz in pairs or small groups, pooling together all the things they can remember about Fairtrade.
2. An example would look like this:  
*A: I think the price of coffee has dropped 50% in the 1990s.*  
*B: No, actually it was even higher than that: it was a 90% drop.*

**STAGE 2** **Communication – Our charity****TIME** 30 mins**SKILLS AND  
COMPETENCIES IN FOCUS** Collecting ideas about fundraising  
Deciding what to spend charity money on  
Writing a charity proposal  
Evaluating other charity proposals**ORGANISATION** Group work**AIDS AND MATERIALS** 3.2 Worksheet, 3.2 Template, 3.2 Scoring sheet**TEACHER'S ACTIVITIES**

1. Remind Ls about how much 50 pence can do to make the world a better place and ask them what they could do with 50 HUF. If they are at a loss, claiming that you can't buy anything with 50 HUF, ask how many of them could spare 50 HUF every week from their pocket money. Many of them are certain to volunteer and then group pressure would probably help getting everyone's hand up in the air.

Put Ls into groups of four or five and give out the 3.2 Worksheet. Tell them to look at Part I and calculate how much money the group would have if everyone put aside 50 HUF for a whole school year. (For a group of 16 Ls this amount would be around 30,000 HUF.) Check that everyone has the same number.

2. Now tell the groups to move on to Part II and brainstorm ways they could make this amount bigger. Give them a couple of minutes and then pool ideas as a class.

The pictures suggest the following ideas:

- 1) asking a wealthy businessman or company to sponsor Ls' cause
- 2) involving other Ls by telling them about the project
- 3) involving others by advertising the project outside the school, too

3. Give Ls a couple of minutes to decide what cause they are going to raise money for. Tell them to think about all the various projects they have heard about in the module, but also encourage them to come up with other ideas. They should put down the cause and some reasons why it is important under Part III.

Do not check this frontally: walk around and give individual feedback to each group.

**LEARNERS' ACTIVITIES**

1. Ls calculate how much money they could raise if they all put aside 50 HUF from their own money every week for a school year.

2. Ls collect ways of increasing or even multiplying the money they collect, using visual prompts.

3. Ls decide on a cause for their fundraising and give some reasons for its importance.

4. Now tell Ls to look at the sample proposal in Part IV and then write a similar proposal on the 3.2 Template. Distribute these templates and give Ls 10 minutes to complete it. Emphasise that using notes instead of full sentences is absolutely acceptable in this task.

Keep reminding Ls about how much time they have left.

5. When the ten minutes is up, give each group a copy of the 3.2 Scoring sheet and tell them to write their names on it. Then each group should pass on its proposal and scoring sheet to the group on their left. Ls now have 3 minutes to evaluate the proposal in front of them, using the 3.2 Scoring sheet.

After three minutes, tell Ls to pass on the proposal they have been reading to their left and repeat the evaluation with the new proposal.

After another three minutes, tell Ls to pass on the proposals one last time and fill in the scoring sheet for the last group.

Finally, ask groups to add up their scores and see which proposal got the highest result, which one Ls think is the best. If there is a draw, have a vote. The group that Ls think has the best proposal for implementing nominates a bursar. Start putting aside the money with the class. It might be a good idea to inform the classmaster of the class about the project.

4. Ls write a proposal about how they would spend the money that they raised, using the sample to help them.

5. Ls evaluate each others' proposals based on the template. Then Ls decide which proposal they like the best and the class can start putting the idea into practice.

<b>STAGE 3</b>	<b>Evaluation</b>
<b>TIME</b>	5 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Self-assessment
<b>ORGANISATION</b>	Individual work
<b>AIDS AND MATERIALS</b>	3.2 Scoring sheet, 3.3 Self-assessment form

**TEACHER'S ACTIVITIES**

Give back the 3.2 Scoring sheet to the group that it belongs to so that they can have a look at it and also give out 3.3 Self-assessment form. Ask Ls to fill in the form consulting the feedback they received from the others on the 3.2 Scoring sheet. Collect the sheets and file them for future reference.

**LEARNERS' ACTIVITIES**

Ls evaluate themselves using feedback from other Ls.