

Activity 3: Charities (CEFR C1)

Level:

CEFR C1

Time:

90 minutes

Resources:

- ✓ Handout
- ✓ Short passage for T to read out and SS to recreate verbally
- ✓ You could also use the following:
<https://www.youtube.com/watch?v=EmYoB9av60s> (a video featuring Tom and explaining what he did and why he did it)
<https://www.theguardian.com/commentisfree/2020/apr/22/giving-nhs-charity-fundraising-coronavirus-state-taxes> (an article arguing against donating to NHS charities)

Aims:

- ✓ To develop skills and knowledge in speaking and listening at Level 2
- ✓ To explore vocabulary connected to L2 topics
- ✓ To develop students' ability to persuade people about something
- ✓ To practise explaining and giving reasons, persuading, giving views, opinions and justification and asking about people's feelings, opinions, interests, wishes and hopes

Exam task focus: Component 1 Task 2

Procedure:

Charities

1. Put the word 'charity' on the a sharescreen whiteboard and ask students (SS) what they understand by the term. Focus in particular on actual charities rather than the concept of 'charity' by giving an example such as The Red Cross – ask them what they know about The Red Cross. Put them in small groups and give them a minute to brainstorm as many national and international charities as possible. This should be done in Break Out Rooms (BORs). Return to the main room and conduct whole class feedback and elicit the sort of causes that charities focus on e.g. health, children, environment, hunger and poverty etc.
2. Tell SS that they are going to read about some British charities. Share handout via chatbox. Explain that having read the summaries of each of the charities they should decide which ones they would like to volunteer for and which they would like to donate money to. It might be different – they need to think about what they would gain from the experience of volunteering as well as whether they think the cause is important. Give them 5 mins to work individually. Focus their attention on the language box – expressions they can use to explore options. Put them into small groups of 3 or 4 to explore their choices in BORs. Close BORs and return to the mainroom to conduct whole class feedback. In this discussion ask SS to think about the reasons people volunteer to work for charities. Find out whether anyone has any experience of working for a charity

Handout
Activity 1

or volunteering either in their country or in the UK, by asking SS to use the hands up function and eliciting contributions.

Suggested answers:

- a. develop new skills which will help in getting a job in the future
 - b. get fit whilst doing something
 - c. socialising and meeting new people
 - d. might lead to paid work
 - e. networking
 - f. contributing to the local community
3. Find a picture of Captain Tom Moore and project it or show it via sharescreen to find out what, if anything they know about him. Tell them that during the pandemic he became an overnight sensation initially in the UK but also globally. Explain 'overnight sensation'. Handout Activity 2 a and b
4. Tell SS you are going to give them some information about Captain Tom. Explain that as you are telling the story, they should make a few notes to help them remember the story i.e. numbers and a few words. If necessary, you might need to repeat it. Explain the website Justgiving before reading the story. You don't need to read it – rather use it as the basis of telling the story. The aim of the activity is to give the SS some listening practice.
5. Captain Tom Moore, who is affectionately known as Captain Tom, is a former British Army officer. His hundredth birthday fell right in the middle of the Covid19 pandemic when the UK was still in lockdown. Inspired by the NHS staff who had nursed him with cancer treatment and a broken hip, he wanted to do something to say 'thank you' to them and NHS staff in general for helping him. So with the help of a walking frame, he pledged to walk 100 laps of his garden in aid of NHS charities. He used to do about 10 laps a day. His rather modest aim was to raise £1000. By the time he completed the 100th lap on his actual birthday, he had become a social media phenomenon and raised £12m. By teatime of the same day, donations had risen to £15m. The total kept growing throughout the day and by the end of the day, he had raised £32 million. At this point, the donation page was closed. JustGiving – the online platform which he used and which is used by millions of people worldwide, to make donations to charity, said it was "the largest total ever raised in a single fundraising campaign and also that it was "the fastest growing campaign on the platform". Alongside the money he raised, Captain Tom inspired people all over the country and even the world to undertake similar fundraising events thus raising even more money for related charities.
6. Put SS into small groups in BORs and tell them to use their notes to recreate the story. Also tell them to discuss why they think he raised so much money. Close BORs and return to main room to conduct whole class feedback then draw their attention to the comments from disgruntled donors. Discuss why they think these people were so unhappy. This purpose of this activity is to introduce the idea that there are some negative feelings associated with giving to charity. Ask SS whether they know any other negative stories about giving to charity. You could invite these via chatbox and then select a couple for elaboration.

7. Tell SS that they are now going to think a little more about the pros and cons of giving money to charity. Tell them to read each statement and decide to what degree they agree or disagree with the statement. They should do this initially on their own. Then put them into small groups in BORs to discuss their responses and find out to what extent they agree or disagree with each other. Close BORs and return to main room to conduct whole class feedback at the end of the activity to get an idea of the views of the class. Handout Activity 3 a and b

8. Tell SS they are going to make a joint decision about which charity to help as a group – probably by volunteering but also by fundraising or donating money. The charities are all fictional! To begin with ask the SS to read the information about the 3 charities individually. They should then decide which charity they would like to help and make notes on why they have chosen a particular charity. Then put them into small groups in BORs and explain that they have to come to a joint decision about which charity to help. They should think about their own skills and what they can offer as well as how they would benefit from volunteering and why they believe in the cause. Coming to a joint decision will involve some negotiation and persuasion so before they start working together, draw their attention to the language box with expressions which can be used to persuade / convince someone to do something. Close BORs and return to main room to conduct whole class feedback and then ask them whether any of them have been inspired to do some volunteering for a charity. If so, what type of charity and what would they like to do. Handout Activity 4

9. Focus SS attention on the exam box at the bottom of the handout to explain how the lesson has helped to prepare them for Task 2 of the Trinity Level 2 Skills for Life Speaking exam.

Handout Activity: Charities

Activity 1: Charities in the UK

Read the information about the UK charities in the table below.

- Which one would you like to volunteer for in the future? Why?
- Choose 2 you would donate money to? Why, have you chosen these charities?

 <p>A community of people who combine getting fit with doing good. Volunteers walk, run or cycle individually or in groups to help community projects with practical tasks or visit isolated older people to help them with tasks or simply chat to them over a cup of tea.</p>	 <p>Cancer Research UK funds scientists, doctors and nurses to help beat cancer. They also provide cancer information to the public. Volunteers organise fund raising events or work in their shops selling second-hand items donated by the public.</p>	 <p>The aim of Action for Children is to give children and young people the practical and emotional support they need to help them succeed. Volunteers can get involved by helping out in a children’s centre. They may be asked to take part in play sessions or assist parents with the child or develop the centre’s social media presence.</p>
 <p>The Trussell Trust supports a network of 428 foodbanks across the UK. The charity provides emergency food to people who are locked in poverty and also campaigns to end the need for food banks. Volunteers work for the food banks collecting food or handing it out to those who need it.</p>	 <p>The Royal National Institute for the Blind (RNIB) offers practical and emotional help and support for blind and partially sighted people. Help comes in the form of support, campaigns for change, reading services and specially adapted products available from an online shop. Volunteering opportunities include facilitating weekly social telephone groups for blind and partially sighted people, reading services and organising general assistance for the blind and partially sighted at local events.</p>	 <p>A charity that works with people, businesses and public bodies to look after the places where people live. Volunteers help by working in teams to pick up litter in parks, from canals and rivers, from beaches and in town centres.</p>

b Discuss your choices with your classmates.

Language Box: Discussing options

If I had to choose, I'd probably go with ...
e.g. If I had to choose, I'd probably go with RNIB because someone I know recently lost his sight.

It's a tough choice / tricky because ...
e.g. It's a tough choice because they all have their merits

Actually, having listened to you ...
e.g. Actually, having listened to you, I've changed my mind. I reckon I would ...

On reflection ...
e.g. On reflection, it might get a bit boring

Activity 2: Raising money for charity

During the pandemic, a man called Captain Tom Moore became an overnight sensation? What do you know about him and his story?

a Listen to the information about Captain Tom and make notes about his story. Work with a partner – what do you now know about Captain Tom?

Why do you think he raised so much money?

b Although Captain Tom became an overnight sensation, not everyone who donated money to his appeal was happy. Look at the comments below.

What I didn't know before I gave money was that The NHS charity is already rolling in money which they are sitting on and not using. If I'd know that before, I wouldn't have given any money to them.

NHS hospitals are struggling with shortages of protective clothing and medical equipment and yet the money that Captain Tom raised is being used for the well-being of staff and patients. Basically, our money is being used to buy snacks for the nurses and turn hospital rooms into a TV rooms. I can see this is nice for the staff but it's not what I donated my money for.

When I donated money to Captain Tom's appeal, I had to pay an administration fee to Justgiving on top of my donation. I was most unhappy about that.

Activity 3: Giving to charities

a Whilst some people believe strongly in the idea of charities others disagree. Look at the statements below about raising money for charities. Tick whether you agree or disagree with them.

1. Charities spend too much money on administration and high salaries so it's not worth giving them any money.

strongly agree generally agree neither agree or disagree generally disagree strongly disagree

2. If charities raise money in an area that is also funded by government, there is a risk that the government will choose to spend less in that area.

strongly agree generally agree neither agree or disagree generally disagree strongly disagree

3. People give money to charity because of a moral duty or religious belief that it is the right thing to do.

strongly agree generally agree neither agree or disagree generally disagree strongly disagree

4. The reason a lot of people give to charity is because it makes them feel good about themselves not because they actually care about the work the charity does.

strongly agree generally agree neither agree or disagree generally disagree strongly disagree

5. It's much better to volunteer for a charity than simply donate money. Charities are often sitting on millions of pounds that they don't use!

strongly agree generally agree neither agree or disagree generally disagree strongly disagree

6. There shouldn't be any need to have charities, it's the role of the government to fund essential services through taxes.

strongly agree generally agree neither agree or disagree generally disagree strongly disagree

7. If charities raise money for specific causes, then governments don't need to.

strongly agree generally agree neither agree or disagree generally disagree strongly disagree

8. A charity that specialises in one particular local project is more effective than the government.

strongly agree generally agree neither agree or disagree generally disagree strongly disagree

b Compare your responses with the people in your group.

Activity 4: Difficult decisions

Look at the information about 3 different charities. As a group, you need to decide which charity to support by volunteering, donating money and/ or fundraising.

a Read the information about the charities and decide which one you think the group should support. Make some notes.

Helping Hands

Helping Hands combats loneliness amongst older people through friendship services.

Volunteers are needed to:

- befriend an older person by chatting to them either on the phone or in person in their home
- take an older person on a visit or accompany them to hospital appointments
- train an older person to use technology to keep in touch with friends and family, access vital services, pay bills, do online shopping etc.

The Falcon Trust

The Falcon Trust provides alternatives to anti-social behaviour for young people aged between 8 and 19.

Volunteers are needed to:

- teach new skills such as handling money, cooking, bicycle maintenance
- organise social activities such as football, canoeing, basketball, street dancing
- deliver a range of art, music and media projects e.g. printmaking, photography, woodwork, working with textiles, sound mixing

The Growing Project

The Growing Project teaches people about gardening at the same time as protecting the local environment.

Volunteers are needed to:

- plant bulbs and flowers around the base of street trees, on roofs, on traffic roundabouts
- grow fruit and vegetables on disused areas of land e.g. land next to railway lines and distribute it in the local areas
- go into schools and help children create a school garden

b Tell each other in your group which charity you want to support and why.

Consider:

- ∇ your own skills
- ∇ what you would gain from the experience
- ∇ why the work this charity is doing is really important

c As a group, make a joint decision about which charity to support.

Language Box: Convincing other people

I'm convinced that ...

I'm convinced that we can make a real difference to an older person's life

There's no / little doubt that ...

There's no doubt that this project would improve our local surroundings

We should definitely ...

We should definitely support young people; they are our future

It makes sense to ...

It makes sense to work with this project because we already have the skills they need.

If we don't support them, there's a strong possibility that ...

If we don't support them, they may not have enough volunteers

One of the advantages of this project is ...

One of the advantages of this project is that we get to make new friends ourselves

Exam Hint

In Task 2 of the Level 2 Skills for Life exam, you need to enter into a debate with the examiner who will have different views to your own. You need to demonstrate that you are able to persuade the examiner to your point of view by supporting your opinions and arguments.

You will need to demonstrate that you can understand and use specific communicative functions such as *explaining and giving reasons, persuading, giving views, opinions and justification* and *asking about people's feelings, opinions, interests, wishes and hopes*. You have practised doing this in this lesson.