

Lesson plan: Charities

Topic

Charities

Aims

- To encourage learners to use English in a creative way
- To develop learners' speaking skills for fluency
- To develop skills of persuasion in spoken English
- To encourage learners to think about the role of charities

Age group

Older teenagers, adults

Level

B1 +

Time

50 - 60 minutes

Materials

Worksheets A, B, C and D: one per student or one for every 2 students

Introduction

Every year as Christmas approaches, thousands of charities launch appeals, asking for donations. Christmas is a time of giving and it is a time when many charities raise a large proportion of their total annual income. With so many charities to choose from how can we decide which one to donate to? In this activity learners will imagine the class has £100 to donate. They will work in groups to decide which of four charities they should give the money to.

Learners will first work in a group, reading about **one** of the charities and preparing their arguments for why their charity should receive the £100. Then they will separate into new groups with representatives speaking on behalf of the four different charities. They will take turns to present their arguments and try to convince others in the group that their charity deserves the donation. At the end of the discussion learners will vote for the most deserving charity.

Procedure

1. Warmer (5 - 10 minutes)	<p>Write the word 'charity' on the board and make sure everyone understands what it means. Then brainstorm a list of charities and write them on the board. You may need to research the names of a few charities to help the students.</p> <p>Write these questions on the board and ask learners to discuss them in pairs or small groups.</p> <p><i>Why do people give money to charities?</i></p> <p><i>Which charities are the most popular in your country?</i></p>
2. (15 - 20 minutes)	<p>Divide the class into groups of more-or-less equal numbers and give each group copies of one of the worksheets (A, B, C or D) – enough for each student.</p> <p>Learners should read the information about their charity and make sure they understand the meaning of all of the words and phrases. If necessary, they should look them up in a dictionary or discuss them with their group.</p> <p>Learners then discuss which points they should highlight about their charity when they try to convince their colleagues that it deserves the donation. They should try to guess arguments against their charity and share ideas for counter arguments.</p>
3. (20 – 30 minutes)	<p>Regroup learners into new groups of at least four, with representatives of charities A, B, C and D. Explain that learners should take turns in presenting their arguments to the rest of the group. They should allow 1-2 minutes each for this. Then the group should have a discussion, trying to convince each other of the most worthy charity, using some of the useful language on their worksheet (for giving opinions, disagreeing, emphasising a point and persuading).</p> <p>Monitor and observe the groups as they speak and help where necessary.</p> <p>Make a note of any important errors that you notice. There will be time at the end for feedback you might want to give learners.</p>
4. (5 minutes)	<p>Have a class vote for the most worthy charity to receive the donation.</p>
5. (5 mins)	<p>Give feedback on language as necessary.</p> <p>As an optional homework task ask learners to find out 5 interesting facts and figures about a charity organisation of their choice.</p>

Contributed by

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