

Unit 23 Children's World – Supporting a charity

Teacher's notes

Preparation

Before you use this lesson plan:

- make one copy of each worksheet per student.
- visit the proposed websites to check they are operational.

Warmers

Short (5 minutes)

Ask the students whether the company they work for supports any charities. If yes, ask whether this support is publicised and whether they think it has any impact on the company's image.

Long (10–15 minutes)

Brainstorm the possible benefits to both a company and the charity it supports of such a relationship. Are there any potential problems they can identify?

Set the scene

(10 minutes)

Distribute the worksheet. Ask the students to read the *situation*. Emphasise that they are all on the board of the same company. Brainstorm the information the students should look for when they research their charity to help them decide the benefits for both the company and charity. For example:

- the type of people the charity helps
- how it helps these people
- the coverage of the charity, i.e. national or international
- sponsorship opportunities, e.g. events, awards or scholarships
- existing sponsors or partners

Present the tasks

(2 minutes)

Explain the procedure:

- 1 The group divides into small groups of three to four students.
- 2 Each student in each group uses one of the websites to research and collect information about a single charity, and then fills in the data research table. The advantages and disadvantages box is for the student's opinions about sponsoring this charity.
- 3 The small groups reconvene to discuss the information and choose one charity to support at the meeting. They prepare a short presentation to explain their choice.
- 4 All the students meet to present their group's choice and make a final decision.

Do the tasks

Research (20 minutes)

- If computers are available, allocate one to each small group or pair.
- If computers are not available, set the research as homework to be performed at home or during free time at work. Emphasise to the students that they do not need to spend more than about 20 – 30 minutes collecting information.

Meeting (25 minutes)

Encourage the students to make use of the phrases where appropriate during the meeting. Remind them that they must make a case for choosing the charity they have chosen. Appoint a chairperson. The students hold a meeting and decide which charity to support. Monitor and give language feedback after the meeting.

Unit 23 Children's World – Supporting a charity

Aims

- Talking about charities
- Discussing and reaching an agreement

Tasks

- 1 You are going to use the Web to find out about a sports-based charity.
- 2 You are going to then have a discussion with your colleagues to agree which charity to support.

Situation

You are a director of a rapidly growing British company that manufactures sports equipment and clothing. The board of directors has decided that the company should support a sports-based charity in order to demonstrate its commitment to social responsibility. You believe that this will also enhance the company's image as more than just a commercial enterprise.

Task 1 – the research

These websites will give you information about the shortlisted charities. Your teacher will tell you which one to research. Record the information in the research data table.

Women's Sports Foundation UK

<http://www.wsf.org.uk> – Supports women in sport.

Youth Sports Trust

<http://www.youthsporttrust.org> - Promotes physical education for young people

Sports Aid

<http://www.sportsaid.org.uk> – Supports individual talented sports people.

Tackle Africa

<http://www.tackleafrica.org> – Combines football with AIDS awareness in Africa.

Research data table

Charity	UK/International
Main activity of the charity	
Group(s) helped by the charity	
Sponsorship opportunities	
Existing sponsors	
Advantages and disadvantages of supporting this charity (your opinion)	

Task 2 – the discussion

Language box

In the meeting you will need speak in support of the charity you researched before discussing with your colleagues about which one to choose. Use the phrases in the box.

Finding agreement:

We need to agree on ...
I'd like to suggest ...
What about ...
If we ..., we could ...
I can accept that.
I'm afraid, I can't accept that.

AGENDA

Aim: to select a charity to support

1 Research findings.

2 Discussion

3 Conclusion.