

Lesson 2 – Researching the Issue

Aims

1. To enable students to increase their knowledge of their chosen cause
2. To enable students to understand why their cause may appeal to some people but not so much to others
3. To enable students to understand what elements make a successful Third Sector campaign.

Learning Outcomes

1. Students are able to understand why their chosen cause is important.
2. Students understand how Third Sector organisations recruit support.
3. Students appreciate the difficulties involved in persuading other people to give to their cause.

The Lesson

1. Recap

Remind students of the chosen cause that they had to research for their homework.

2. Small-group work

Ask the students to tear their homework sheets carefully into four along the fold lines. Each section has one question on it. Split your class into small groups (no more than five in a group). If your class has more than 20 students, get two groups to discuss the same question.

- | | |
|------------------------------------|----|
| Important facts about the cause | Q1 |
| Our feelings about the cause | Q2 |
| What others think of the cause | Q3 |
| What others might do for the cause | Q4 |

Ask the groups to analyse the questions so that they pick out the most common answers and any other information that stands out as helpful for their campaign. This is the kind of analysis a charity might do in order to understand what is likely to motivate prospective supporters in a fundraising campaign. The groups could make a very short presentation to the rest of the class about their findings.

3. Whole-class discussion

Using the questions below left as the base for their ideas brainstorm with the class the following headings in black print. Ideas the class might generate are suggested below in italics.

4. Understanding how this relates to organisations [individually/in pairs]

Each student needs a copy of student activity sheet 2A – the Chain of Help. Take the class through the logic and the examples given and ask them to fill in the blank row with the information they have gathered about their cause. In this way, you make clear the connection between their efforts and the composition of a charity or social enterprise.

Student activity sheet 2A – the Chain of Help! is designed to enable students to see how the activity they are planning relates to the type of activities that charities and social enterprises usually undertake.

Why people may respond to the cause	Obstacles/perceptions the students will need to overcome	What others have suggested they might do to help
Personal experience of issue Sense of responsibility Make giver feel good Improve quality of own life Passionate about issue	Does not understand issue Does not think issue is important Can't be bothered Other priorities Believes issue is misguided	List of starter ideas Level of support students have encountered

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The Chain of Help! Supporting Notes

What do charities, social enterprises, volunteering and campaigning all have in common?

They are all forms of ‘getting together to help others’ – or, you could say, ‘voluntary social action’. (Except that social enterprises might be better described as ‘not-for-profit social action’!4)

This help sheet provides a conceptual framework to communicate this to students as simply as possible. It shows the steps that are common to all charities and social enterprises and should help students to see how their own activities are parallel to real-life Third Sector organisations.

Put crudely, the chain of connections could be summarised as:



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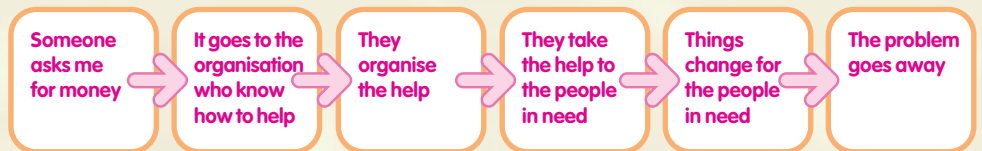
Some examples

People in Darfur are starving	Food!	Air drops / lorry convoys	Ordering planes, transport, buying food	Money	Appealing to sympathetic people who have money
Children still get abused	Public awareness that abuse is unacceptable	Change in public attitude resulting in pressure to stop abuse and change public policy	Posters, TV campaigns	Money	Appealing to sympathetic people who have money
Polluted drinking water in India	Ways to provide clean water from local sources	Machinery for finding and purifying water	Partnerships with people in the area	Money	Sell bottled water
Too much litter near the old people's homes	A litter pick, signs and litter bins	Students do a litter pick and lobby the local council for signs etc	Recruit helpers and talk to the local council	Time to volunteer and lead a campaign	Advertise in school and get a meeting with the local council

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In practice, people often think of charities as the people who do this bit i.e. “they ask for money”.



Finish by telling students that the following week they will have to decide what activity will go into column 6. This will be their activity for the Giving Nation Challenge!

5. Starting the online diary

Now that your class has a good idea where it is going, explain that you will need a few students to help by doing some

organisation outside class time. This group could start filling in the Students Site this week to start creating the class's action plan. You will need to explain to them how to access the website.

Summarise the story so far to spur this extra-curricular group into action.