

# Lesson 1 – Deciding the Issue

## Aims

1. To enable students to propose a number of issues for the class to consider as its 'cause' for the Giving Nation Challenge
2. To enable the class to assess and decide on the cause it wants to support as its entry for the Challenge

## Learning Outcomes

1. Students increase their knowledge of the range of charities/causes that exist in the UK and gain a basic understanding of their work.
2. Students develop criteria for valuing one cause over another.
3. Students understand the need to prioritise issues.

## The Lesson

### 1. Teacher introduces the Giving Nation Challenge

Introduce the Challenge in terms of the key points below or amended from your own choices – see page 4.

#### The Giving Nation Challenge involves the following:

- The class will be choosing an issue where it wants to make a difference.
- The class will have at least five weeks (depending on time allocated by your school) to make a difference, and will be provided with £50 to resource its efforts.
- The rest of the school will be the audience and potential supporters for the class's efforts.
- The class will tackle its issue by simulating an activity of either a charity or a social-enterprise (differentiated as follows: Charities get most of their funds through donations towards their charitable purposes, whereas social-enterprise companies engage in trading on a not-for-profit basis in order to address a social issue).
- Other classes in the school are also entering the Challenge and will be competing with this class.
- Each class will make a mini website to promote what it is doing.
- [optional] One of the classes in the school will be declared the winner, and will win a prize. The school will decide the prize.

### 2. Brainstorm as a whole class

Ask students to state issues that concern them, whether in their local community or in the wider world. ('If it has been decided that each class is to support a charity', you could get the class here to brainstorm charities and then identify the issues each one addresses.)

You may find that student resource sheet 1A – Issue Fact File stimulates class debate. This contains brief information about 10 key issues and why your class might choose each one, and also provides contact details for appropriate organisations.

The class may also find student resource sheet 1B – Charity Prompt useful. This provides the logos of many well-known charities as an aide-memoire for students.

### 3. Small-group work

Supported by student activity sheet 1C – Voting for your Issue 1 or student activity sheet 1D – Voting for your Issue 2, depending on the class's choice of activity.

Using ideas from the brainstorm, students discuss which issue they feel is most important to them and also which might most grab the attention of the rest of the school. Groups spend a short period of time presenting a summary of their discussions to the rest of the class.

### 4. Whole-class voting

The worksheet asks students to list their personal preferences regarding the causes they wish to support (in order of preference from 1 to 5). The worksheet contains a balloting system which will enable the class to decide on its cause.

### 5. Homework

Once the class has chosen its cause, the students should research it in more detail. Use student activity sheet 1E – Homework. This is an activity sheet to help students to find out more and to examine how they and others feel about the issue.