



GivingNation



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The British Red Cross www.redcross.org.uk

Leonard Cheshire www.leonard-cheshire.org

Cancer Research UK www.cancerresearchuk.org.uk

Macmillan Cancer Relief www.macmillan.org.uk

Save the Children www.savethechildren.org.uk

Help the Aged www.helptheaged.org.uk

National trust www.nationaltrust.org.uk

RSPB www.rspb.org.uk

Guide Dogs for the Blind www.gdba.org.uk

RNLI www.rnli.org.uk

Marie Curie Cancer Care www.mariecurie.org.uk

Multiple Sclerosis Society www.mssociety.org.uk

WWF-UK www.wwf.org.uk

Giving Nation is an independent youth initiative working with young people in secondary education to raise awareness of all kinds of charitable giving, whether giving time and energy through volunteering, giving money through fundraising or 'giving voice' through speaking up for other people. It is a project of the Citizenship Foundation, a charitable organisation that aims to empower individuals to engage in the wider community through education about the law, democracy and society. It focuses particularly on developing young people's citizenship skills, knowledge and understanding.

This pack is designed to give a basic education in the role of charities and volunteering in society. It leads students to plan charitable action that could be carried out as part of a school-based programme. It encourages student leadership and would fit well with initiatives to improve and extend their participation in school activities and policy-making.

It has been developed in particular to support the Citizenship curriculum at Key Stages 3 and 4, but can also be used as a cross-curricular support.

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Giving Nation and the National Curriculum

This pack is designed to support many aspects of the curriculum in England, Scotland, Wales and Northern Ireland (which are charted separately at the back of this booklet). Teachers can use the lesson plans contained in the two modules to work towards either a charity action plan or a school volunteering framework. The charity and volunteering activities can be adopted by individual classes, whole year-groups or an entire school. They can contribute towards the promotion of moral and social development as defined in the English National Curriculum, as follows:

— Students' moral development involves students acquiring an understanding of the difference between right and wrong and of moral conflict, a concern for others and the will to do what is right. They are able and willing to reflect on the consequences of their actions and learn how to forgive themselves and others. They develop the knowledge, skills, understanding, qualities and attitudes they need in order to make responsible moral decisions and to act on them.

— Students' social development involves students acquiring an understanding of the responsibilities and rights of being members of families and communities (local, national and global), and an ability to relate to others and to work with others for the common good. They display a sense of belonging and an increasing willingness to participate. They develop the knowledge, skills, understanding, qualities and attitudes they need to make an active contribution to the democratic process in each of their communities.

How to use the Giving Nation pack

The pack is divided into two modules, covering Charities & charitable giving and Volunteering for young people. (It is possible that further modules will be added at a later date.)

The resource and activity cards can be used in different ways to suit your particular styles of class management, teaching and learning. How you use them will also depend on how much time you have available.

You could tackle one or both of the modules over a block of teaching time – say, one hour a week over half a term. Your students could then work through each of the cards in turn, ideally in small groups to facilitate and encourage discussion. Alternatively, the plans work well across different Key Stages, as the later sessions increase in conceptual complexity.

If you have less time or want to use the cards as a focus for classroom activities during G-Week (see page 2 for more information on G-Week), you could divide the teaching group into teams to concentrate on each of the different themes in the pack. Each team would then prepare a short report or presentation for the rest of the class, so that outcomes and ideas can be shared and built on.

You may want to adapt some of resources available to use in school assemblies. The Giving Nation website, www.g-nation.co.uk, contains presentations for G-Week that can also be used at other times of the school year.

Introduction

Resource cards

Side one of each card provides information about the key concepts. These meet the questions:

Charities and charitable action

— What is charity?

— Who wants to change the world?

— How do charities use the money we give them?

— How do you decide which charities to support?

The charitable action module ends with an action-planning lesson resource card.

Volunteering for young people

— What is volunteering?

— The benefits of volunteering

The volunteering module is supplemented by an online project, and the teacher notes end with advice on how to develop a school volunteering framework or policy.

Side two of each card gives either research information or a case study – based on real-life examples – of people and charities in action. In the Charities and charitable action module, students find out about what other young people think about charities, how the WWF was established, the 2004 Asian tsunami appeal, the 2005 Make Poverty History campaign and how young people can lead activities in schools to support charities. In the Volunteering for young people module, they find out about other young people's views and experiences of volunteering.

Activity cards

These cards engage students in a range of activities designed to reinforce the messages and themes of the resource cards. For example, they ask students to think about groups in their local community, the relationship between services provided by charities and those provided by the Government, and how to start a campaign.

Differentiation

The activity suggestions are deliberately open-ended so that students can tackle them at their own level. They are designed to be used at either Key Stage 3 or 4. There are extension activities for more able KS3 students which you may find suitable also for many KS4 students.

The activities will be richer if students work in mixed-ability, mixed-gender groups.

The text has been written in a clear, straightforward way that will be accessible to most of your students. Naturally, some students will need support with the reading level.

The following pages provide you with ideas for delivering the activities in a series of 45-50 minute lessons.

The lesson plans set out the objectives, suggest ways of introducing the lesson, give ideas for group and individual work and explain how to round off the lesson in a plenary session.

Support and extension ideas are given at the end of each lesson plans.

These are only suggestions – they are not meant to be prescriptive. You and your students will have your own ideas and enthusiasms about what to do first. The activity suggestions allow – indeed, encourage – plenty of scope for individuality.

Opportunities for students to use ICT are suggested as additional activities where teachers find it more appropriate.

G-Week

G-Week is a week of celebration about, and reflection on, schools' involvement with charitable giving and volunteering. It is held annually in the first week in July. The Giving Nation website, www.g-nation.co.uk, provides information and resources for schools wishing to participate in G-Week, and an events booklet is available all year. Additional resources are available in the run-up to G-Week on any specific themes for that year's celebration.

CD-ROM

This pack contains a CD-ROM of interactive versions of the lesson plans in MS PowerPoint. It includes two videos linked to specific lessons in the Charities and charitable action module. The first is a Red Cross/BBC video about how money donated is being used to rebuild lives in Banda Aceh and is linked to lesson 3. The second video is of the Giving Nation 2004 winners visit to a Save the Children project in India and is linked to the Giving Nation action plan. The CD-ROM also contains a plethora of resources to support your school's charity and volunteering work, from sponsor forms to guidelines on good practice in fundraising to volunteer support contracts. They are mostly Word files: easily adapted or personalised to your setting.

Online

All of the resources available in this pack and on the CD-ROM are available on the Giving Nation teachers' website www.g-nation.co.uk/teachers. This site also contains additional information and resources for organising giving activities in your school. From time to time Giving Nation produce additional lesson plans on topical issues around giving which will also be available on the website. If we have your email address we will let you know when these come out (if not – let us know it and we'll add you to the list!).

There is a third online lesson for the volunteering module on our web site. This guides students through the process of finding online support to choose and take up a volunteer activity, illustrating the vast range of opportunities close to home and world-wide and the guidance available for those ready to get involved.

Lesson plans to guide the delivery of the Giving Nation materials

Teachers' Notes

www.g-nation.co.uk/teachers



Module 1: Charities and charitable action

Lesson 1: What do we mean by 'charity'?

Objectives

— To clarify the two meanings, of 'a charity' and 'charitable giving'

— To understand some of the ways to get involved in charitable activities

— To understand how charities are regulated in the UK

Getting started

Ask the students to define the word 'charity'. At Key Stage 3, they will probably give you a list of charities they know or have heard about. Older students may extend the idea to 'helping people who are worse off than you' etc. You could try for a class definition and ask the students to write it down.

Now ask the students to try writing a definition of 'giving' – what sorts of things can be given? Ask them to make a list. Their ideas may be quite practical and material at first – e.g. giving old clothes or games to a charity shop or donating money to a good cause. How many of them include giving time and energy, or support for campaigns?

Discuss the findings of the research about young people's attitudes towards charity and charitable giving on side two of the resource card. Did anything surprise the class about these findings?

Group/individual work

The students can then work, each with a partner or in small groups, to complete the tasks on activity card 1. Allow 20-30 minutes for this and encourage them to discuss and share their ideas and opinions.

Plenary

Allow time for the students to report back and share their ideas and outcomes/conclusions.

Give them a few minutes to make a summary of the things they have learned and to list anything else they would like to find out.

ICT activity

Divide the class into three groups

Ask students to search the Internet to find different types of charities (you can find a

number of charity databases on www.g-nation.co.uk/charity). For example, they could research the different types of charities that:

— Help and support people who are blind or partially sighted

— Campaign to improve or protect the environment

— Help and support poor people in other countries

Ask pupils:

— To focus their research on no more than three charities in each category.

— What different things do those charities do?

— Why do they think there is more than one charity working for these causes?

— Prepare a presentation using ICT to show the rest of the class what they have found out.

Extension

More able students who finish early could look again at the information on side two of the resource card and write a summary of the findings of the Giving Nation survey.

Students could carry out research into their classmates' giving and compare what they find out with the findings of the Giving Nation survey.

Resource card note

The 'Did you know?' fact about giving in the UK is taken from the ESRC/NCVO research published in June 2005 in 'Charitable Giving and Donor Motivation'. The full research can be found on the publications section of the NCVO website, www.ncvo-vol.org.uk.

Lesson 2: Who wants to change the world?

Objectives

— To find out how charity and charitable giving can help to make society a fairer, more inclusive place to live

— To understand the passion and commitment required to set up a charity, and some of the practicalities involved

— To identify the causes and issues the students believe in and care most about

Getting started

Resource card 2 talks about how some people have felt so passionately about a cause that they have devoted a large part of their lives to making something happen.

The three brief examples given are: Esther Rantzen and ChildLine, Marie Curie and her connection with cancer care, and Richard Curtis, the co-founder of Comic Relief.

The case study takes a more substantial example, the establishment of the WWF.

Ask the students to spend a few minutes noting down what they already know about Rantzen, Curie and Curtis and their pioneering work. Ask them which other people they can think of who have devoted their lives to a charitable cause.

Group/individual work

It's best to let students work in small groups of four or so for the activities outlined below. Make sure all the groups have a chance to read the resource card during the lesson.

The activities focus on a scenario where the students have to imagine they are setting up a new charity to tackle something they feel strongly about. The task for each group is to produce a set of aims for its new charity and to identify the sort of people and skills it will need in order to achieve those aims. They will need half an hour or so to reach their conclusions.

Plenary

Allow about 10 minutes for the groups to report back on their findings. Is there a consensus about what a fairer world would look like and how charity and charitable giving could play a key role in it?

ICT activity

Using ICT programs available in your school, ask students to design a home page for their charity's website. What message would they want it to put across when they visited the site? How would people instantly recognise their charity?

Ask students to prepare an ICT presentation explaining the reasons behind their design.

Extension

Using the Internet and literature produced by the charity in question, students could research the establishment of a particular charity or a charitable event such as Live Aid. They could look at how it gained

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support, raised money and used the funds to work towards achieving its aims.

More able students could also try to write an action plan for a new charity to guide its work over the first two years. Who will do what, how and by when?

Supporting less able or younger students

Tell students the story of the establishment of the WWF and ask them to retell the story in their own words, using pictures and a few key phrases.

They can also use the Internet to find out more about the impact this charity has had in different parts of the world, such as Africa or South America.

Lesson 3: How do charities use the money we give them?

Objectives

- To understand how charities use the money people donate
- To understand the difference between governmental and charitable help
- To understand the difference between charities and charitable appeals

Getting started

Share the information on Resource card 3 with the class – or make sure they have access to it during the lesson.

Still working with the whole class, ask them to tell you where they think the money goes once they have put a donation in a charity tin in the street or sponsored someone to run the Marathon.

Make a diagram of their thoughts on the board or using ICT.

To do this well may take 10-15 minutes – but it's important to get your students' views and ideas about this before you begin, not least because research has shown that young people are unclear about how much money actually ends up where it's needed most – at the front line.

Group/individual work

The students need to discuss the questions on the Activity card with at least one other person, preferably in a small, mixed-ability, mixed-gender group. The tasks aim to

challenge their attitudes and ideas about who should take responsibility for what in society – the Government or charities. They are also asked to think about the tsunami appeal and how they felt about what was achieved. Schools across the UK raised a significant amount of money for this appeal, and reflection on this, combined with the case study of how the money was spent, aims to show students how charities use their money.

Plenary

Have an open debate in as much time as you have about one of the subjects highlighted on Activity card 3. You could choose either of the following:

— This class believes that it is the job of the Government rather than charities to fight poverty/help people with disabilities/care for old people.

— This class believes that charities should always say how they are going to use the money we give them/charities should decide for themselves how money should be best spent

ICT activity

You could ask your students to research the way money was used by charities that are members of the Disasters Emergency Committee (DEC), e.g. Oxfam. They could use a spreadsheet to compare funding allocated to different services, such as shelter or health, and consider how this reflects the differences or similarities between different charity's priorities.

Extension

Look at the case study of the tsunami appeal. Ask students to consider what sorts of jobs were done by the people who volunteered to help. This can include those who helped collect funds in the UK and those who travelled abroad to help with the relief work. Ask students to think about how charities work with local people and how they may also need to bring in experts to provide specialist skills.

Notes on the tsunami case study

The tsunami case study shows Oxfam's expenditure of money raised for the Tsunami appeal. A description of these categories is set out below:

— Public health – Oxfam quickly sent dozens of water engineers, sanitation

specialists, health promoters and equipment to prevent mass outbreaks of deadly diseases like cholera.

— Food security – A top priority for Oxfam was making sure that everyone who lost homes, livelihoods and family members were able to feed themselves immediately after the Tsunami

— Shelter – During the month immediately following the Tsunami, Oxfam provided emergency shelter materials like plastic sheeting, tools and tents. In the long term Oxfam is helping local people have a say in where their new homes are built.

— Restoration of social services – Oxfam is helping to rebuild local social services e.g. primary education, and providing trauma counselling.

— Restoration of livelihoods – Many people in the Tsunami countries lost their jobs or businesses so Oxfam are helping them not only to rebuild those livelihoods but also to improve them so they don't have to continue living in poverty.

— Programme support – it costs a lot of money to organise disaster relief on such a huge scale, even with help from volunteers.

— Disaster management – Oxfam is helping the people affected by the Tsunami recover from the disaster and play a leading role in how their communities are rebuilt

The CD-ROM with this pack contains a video from the DEC explaining how the money raised for the tsunami appeal is being spent that you might want to show to the class.

Lesson 4: How do you decide which charities to support?

Objectives

- To understand how charities communicate in order to win support
- To discern the relative merits of a variety of communication methods to elicit a response for charitable work

Getting started

You could ask your students what images they remember of charity appeals on television and in newspapers. Make a list on the board of the ones they remember

most clearly. Alternatively, you could use the Internet to retrieve images from campaigns concerning e.g. disaster relief, mistreated animals or child abuse and see which were the most widely recognised by the class.

Discuss with the whole class their responses to these images. Were they shocked, amused, left cold...?

Focus on the methods campaigners use. Do they have the desired effect on your students? Are they balanced and fair or deliberately provocative and emotionally manipulative? Use the recent case study of Make Poverty History (MPH) and ask students how successful they think that campaign was.

Group/individual work

Ask the class to work on Activity card 4. It's best to ask students to work individually at first, as our responses to images and campaign messages are subjective and personal. Give them time to formulate and record their own thoughts, and then ask them to share their views with a partner or in a group of three or four.

Set a challenge such as preparing a short report to the rest of the class about which methods are effective. Ask students to consider which of the methods used by MPH had the biggest impact on them. What else could the MPH charities have done to get young people to support them?

Allow at least half an hour for the activities and for the students to draft their reports.

Plenary

Recap how students feel about the methods charities use to get their key messages across. Which ones did they think were most effective? If they were launching a campaign to support a cause they felt strongly about, how would they get their message across to potential supporters and donors?

ICT activity

Ask students to design a poster for a campaign aimed at young people. The poster should include:

- What the campaign is trying to achieve
- Images that reinforce the message
- An instantly recognisable logo

Supporting less able or younger students

Students could read the case study on MPH – or listen while someone else reads it to them – and then write down a list of five things they didn't know about the campaign.

Ask them to consider if they would support this campaign and why. Ask them to write down some things they could do.

Extension

You will expect able students to have written a letter for a campaign inside the school that includes the issues suggested in question 1 of the Activity card and shows awareness of tone and stance.

The more able and older students could also make a detailed critique of the advertising materials, logos and messages used by a range of charities. Do they have anything in common – do they all use strong, vibrant images, for example?

Lesson 5: Giving Nation action plan

Objectives

— To develop a personal plan of action that puts into practice what has been learned in the previous lessons

— To recognise what the students themselves will get out of participating in Giving Nation

Getting started

This lesson can be used to create a fictitious or real event. In practice you will want to do this planning exercise some time before you decide to hold your event.

Recap all that the students have learned about charitable giving. Spend some time reaching a consensus on which charity or cause you want to support (you may decide on more than one). It may help to think in terms of the causes listed on Resource card 1:

- Helping people who are poor
- Helping people who have been neglected or abused
- Helping the victims of natural disasters
- Protecting or improving the environment
- Helping communities in isolated or deprived areas
- Fighting prejudice and promoting diversity

— Supporting people who are ill or have disabilities

— Looking after sick or unwanted animals

— Promoting education

— Helping people to enjoy sport or the arts

You may be able to extend the action plan to involve all the students and staff in choosing what charity or cause to support and how to go about it.

The outcomes of this lesson will work well as a year or school wide project for G-week

Group/individual work

It's a good idea to build teams of students to concentrate on particular aspects of planning and running an event of their own – e.g.

- Scheduling and project management
- Budgeting
- Health and safety
- Promotion and publicity
- Running the actual day/event

Each team should plan a set of action points and set dates for achieving them. How will they keep track of progress? How should problems be addressed?

Evaluation

This will take place after the event has happened. Base your evaluations on key questions such as:

- How successful was the event?
- Were the maximum numbers of people from your school and community involved?
- Could anything have been done better or more efficiently?
- What were the best and worst things about it?
- How much money did you raise?
- What will the charity or cause be able to do with that money?
- What sorts of follow-up activity are required – e.g. writing to the charity you have supported, writing reports for the school website and newsletter or magazine, making a presentation to the governors...?

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Module 2: Volunteering for young people

Lesson 1: What is volunteering?

Objectives

— To broaden students' understanding of the concept of volunteering and present it as a form of organised help

— To introduce students to some of the wide diversity of volunteering opportunities that young people are involved in

— To encourage students to think about the people and causes they consider most deserve help and which they would like to or feel able to help

Getting started

Ask students to think about who they have helped in the last day, or week. Ask them how they have helped these people and why. Some of their responses could be written up on the board and put into categories – e.g. helping in the home, at school, in the community; helping members of their family, friends, 'strangers', those who are frail or vulnerable; helping because they were asked to, because they wanted to etc.

Explain that for the remainder of the lesson students will be working both individually and in groups to explore in more detail the idea of helping others.

Group/individual work

Ask each pupil to consider their own response to questions 1, 2 and 3 on Activity card 1. These questions consider the range of voluntary activities they are involved in, and how the help they already give might be valuable to others they don't yet know. They consider a series of volunteering activities and rate how likely young people are to be interested in doing them. This introduces young people to the wide diversity of volunteering opportunities available and starts them thinking about which issues are most important to them and what interests and skills they have to offer. These issues are explored further in later activities in this module.

Ask students to form into small groups and compare and discuss their responses (question 4). It's important that they realise that there is no correct answer here and that their individual responses reflect their perceptions, attitudes, interests and skills, their level of confidence and the importance they attach to different issues and voluntary activities.

Having compared their thoughts and ideas, ask them to agree on an activity they all think is important and may like to get involved in (question 5). They should then write a short 5 minute play showing how a volunteer could help in the situation they have identified.

Points you will want to look for in the plays are:

— Did the volunteer ask the person being helped what sort of help they want?

— The person being helped should not be 'helpless'.

— Has the group recognised what the volunteer got out of helping?

— Has the volunteer shown how they are using their own skills to help someone?

Have a look at the 2nd side of the resource card. Did the students' representation of the volunteering situation relate to the facts and figures gathered from research with young people? What are their opinions of this research?

Finally, students are asked to consider whether they already think of themselves as volunteers and to what extent they would like to do more volunteering, either now or some time in the future. They are asked to mark where they see themselves on two scales. It may be useful for them to discuss these scales first in their groups, but each pupil should mark their own scales individually.

Plenary (10 minutes)

This is an opportunity for students to report back some of the discussion they have had on the people and causes they think most deserve help and which they would like to or feel able to help. Groups could share their ideas for helping and how this would benefit both the people being helped and them as the helpers.

It is important to emphasise that there are no right or wrong responses or ideas here, as it will depend on student's perceptions, attitudes, interests, skills and confidence. However, it is important that any prejudices that emerge towards particular groups in society, such as homeless people or drug addicts, are challenged.

Finally, in the light of what they have learned about volunteering from this lesson, invite your students to say whether they feel they are already volunteers and whether they would like to do more volunteering, either now or some time in the future.

Ask students to reflect and comment on what they have learned from the session.

Notes on resource card information

The United Nation description of volunteering is from the United Nations Volunteers Report, prepared for the UN General Assembly Special Session on Social Development, Geneva, June 2004

2 The volunteering facts are based on figures from IVR. See www.ivr.org.uk/economic.htm.

3 The research into the views of young people aged 16-25 on what comes to mind when they think of volunteering is based on the YouthNet quantitative survey quoted in Young People and Volunteering: Preliminary findings and emerging lessons from primary research. This report by the Institute of Volunteering Research, June 2004 was commissioned to inform the Russell Commission on the attitudes of young people towards volunteering.

Lesson 2: The benefits of volunteering

Objectives

— To examine case studies of young people to highlight the positive benefits of volunteering

— To understand the benefits of volunteering to the volunteer, to others and to the wider community and how these benefits can interrelate

— To consider how volunteering support structures enable young people to develop their skills and confidence

Getting started (approx 10 minutes)

Begin with a discussion of who benefits. Ask students who or what benefits in a society in which many people spend time volunteering. The responses could be put into such categories as:

— Different kinds of people – e.g. elderly people, children, sick people, vulnerable people etc

— The environment, from the local to the global

— Different groups in society – local groups, national organisations, global campaigns etc.

— The volunteers themselves

Try to encourage students to explore the ways in which they themselves might benefit from becoming volunteers and list some of these ideas on the board.

Explain that for the remainder of the lesson they will be exploring in more detail the questions of who benefits from volunteering and how. Specifically, they will be examining the benefits to the volunteer, to others and to the wider community and how these interrelate.

Group/individual work

Provide students with Resource card 2, which outlines the benefits that young people gain from volunteering and looks at the case studies of Mohammed and Yasser. Further case studies are available on the Giving Nation website (www.g-nation.co.uk) and may be used in addition to or instead of these stories.

Ask students, in pairs or in small groups, to consider the selected case studies and list all the benefits they can think of to the volunteer, to others and to the wider community. They should use the table provided on Activity card 2 to note down their thoughts.

They should then work in groups of 3 and role-play a call to the helpline described in the case studies. The role-play exercise aims to demonstrate the following:

— That it is important to listen to what the person asking for help wants

— That volunteers don't have to know everything – a supervisor is always there to help them out

— That helping one person who calls the helpline can have a knock-on effect for the wider community

— That a volunteer project is an asset to the community – feeding in local knowledge to improve services in the area

In this context, 'the wider community' could be understood as the school community, the local community of which they are members and/or the national and international communities.

Finally, individually or with a partner, students should reflect on the way that structured volunteering takes into account their own reservations – using questions 4 and 5 to explore how volunteering agencies enable young people to overcome their own reservations and try to develop the skills and confidence to meet the challenges involved.

Plenary (10 minutes)

Invite students to share which benefits of volunteering they consider important and whether these are benefits to them as volunteers, to others or to the wider community or a combination of two or three of these. This may lead to a broader discussion about how volunteering can provide many interrelated and overlapping benefits to many groups in society.

Ask students to reflect and comment on what they have learned from the session.

Extension

Using what they have learned from this activity, the information on Resource card 2 and any other information they have gained from face-to-face encounters with volunteers or from additional research, students could:

— write and produce a 30-second radio commercial to encourage young people to become volunteers. This should highlight how young volunteers can benefit themselves and others through volunteering.

— design a poster, leaflet or mini website to encourage young people to volunteer, identifying the many benefits of doing so. What logos and images would they use for these promotional tools?

Lesson/project 3: Do your own thing

The Giving Nation website hosts a further exercise for Key Stage 4. This guides students through sourcing and selecting a volunteer placement that suits their skills, aptitudes and interests. It will leave them able to embark on a volunteering career, aware of what might happen in the process, giving the individuals or class the confidence to put some of the lessons learned from this module into practice. Visit www.g-nation.co.uk/teachers for more information.

Online resources for volunteer support:

www.do-it.org is the largest national database for volunteer placements covering the whole of the UK. It offers a searchable database of more than 60,000 opportunities.

www.timebank.org.uk is also a great support for volunteering across the UK.

www.volunteering.org.uk is the comprehensive site of Volunteering England. It contains a wealth of resources on volunteering. Similarly

www.vds.org.uk is the web site of Volunteer Development Scotland

www.volunteering-wales.net is the equivalent for Wales and

www.volunteering-ni.org covers Northern Ireland.

www.wvv.org.uk contains WorldWide Volunteer's database of volunteering projects across the world. It has 350,000 different volunteering projects of one week upwards, supplied by over 1,200 organisations worldwide. The database is supported by a team of Volunteer Project Managers, who visit schools, particularly in disadvantaged areas, to show students how volunteering can benefit them whilst helping others.

Developing a school volunteering framework

This section supplements the lesson plans on volunteering. It considers the best way to create a volunteering system within the school in order to achieve targets for active citizenship. It is based on the principle that a small amount of preliminary work can harmonise the relationship between existing activities and the needs of the active citizenship curriculum, and offers resources to make that happen.

The Goal...

A low-maintenance volunteering structure in the school that supports young people in offering voluntary help, resulting in a valued outcome for all parties.

The Context...

Most schools have a variety of formal and informal volunteering/helping activities on the go. These can be actively shaped, and perhaps added to, in order to meet citizenship aspirations – drawing out the implicit learning within already existing initiatives.

The Benefits...

A school ethos of volunteering promotes engaged responsible action by young people. This benefits their own development but also spills over into the communal life of the school and forms links into the community. At best these three outcomes reinforce each other (See Diagram 1).

Research has shown that volunteering meets aspirations in the citizenship curriculum and in school improvement plans in the following ways (See Table 1):

You might also find these tables useful in the following ways:

— Use them as a reference for evaluating the accomplishments of your volunteering system – choose from each column the qualities or goals that you want to achieve and periodically review if you are meeting them

— Use column 1 to pinpoint the specific developmental needs of a student group before designing a particular ‘volunteering’ experience for them. Then consult with them on the course of action that they would want to create for their own development

— Use column 2 as a starter for a student-led programme of school development, e.g. “How would you suggest we enhance

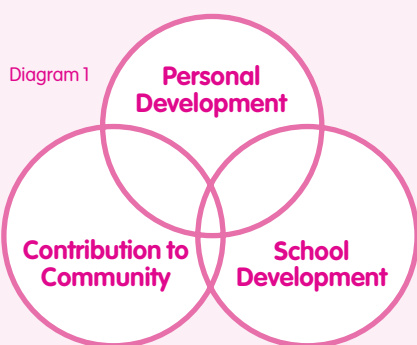


Table 1

Column 1

Personal

- Levels of self confidence
- Communication skills and ability to put forward their point of view
- Skills and ability to work in teams
- Problem solving skills
- Willingness to try out new things
- Willingness to meet and mix with a variety of people
- Awareness of the needs of others
- Attitudes towards others
- Perspective on the world around them
- Pride in their achievements
- Take on new challenges
- Work experiences and employment and career prospects

Column 2

School

- Encouraging a more positive attitude to school
- Having positive effects on student behaviour
- Encouraging greater engagement of students in the school community through involvement in decision-making
- Enhancing relationships between pupils and staff
- Raising the profile of the school in the community
- Improving the reputation of the school

Column 3

Community

- Link schools more with the local community and with external agencies
- Generate a greater sense of connectedness and belonging to the local community
- Enable activities to be delivered in the community by young people
- Challenge and change attitudes towards young people within the community
- Increase the likelihood of future volunteering among young people and so contribute to long term improvements in the community

relationships between pupils and staff in this school?"

— Use column 3 to develop a mutual exchange between school and community that involves students in the process, e.g. forming a task force on local safety

It might help to stop reading now and revisit Table 1, underlining or circling any statements that you feel are significant to your setting so that you are confident that the effort will be worthwhile!

What Attracts Young People to Volunteering?

Volunteering activity has three elements: the recruitment process, a unique type of helping action, and an outcome for the helped and the helper.

For each of these there are established recommendations for making the most of structured volunteering for young people – here they are in summary (See Table 2):

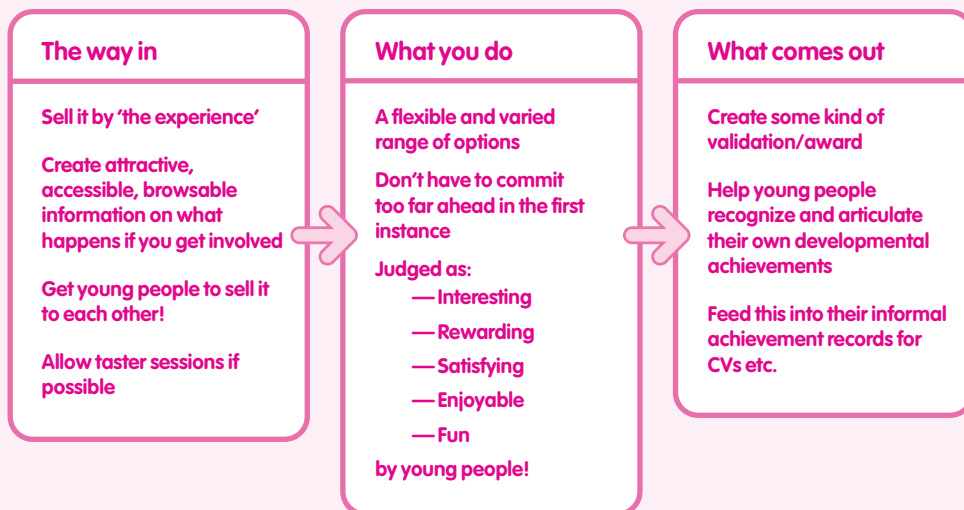
One of the clear principles evident in Table 2 is that young people are involved in many layers of the process. This means that they learn from the process and also they shape it to make it more attractive to their peers.

Levels of Student Involvement = Levels of Benefit...

To get the most 'citizenship value' out of a volunteering framework this principle applies across the board, and particularly to the process of deciding on the volunteering activity. Most voluntary activity will always involve four stages something like this:

1. Identify the social/environmental need that people want to give time to help
2. Devise a solution to the need
3. Recruit support to help meet the need
4. Reflect on the activity and refine further activity

Table 2



In some respects the ideal could be summarised by a 'shopping centre' analogy – come in by one of many doors – go in the direction you fancy – come out with what you went in for – and usually some stuff you never knew you wanted!

Developing a school volunteering framework

The extent to which young people are involved at any given stage will always affect how much they benefit from it. Often the sentence 'can I have volunteers for...?' precedes a request for some manual work from students. This is not what's under consideration here – and this table is a way of showing how the four stages become more enhancing for students as they get more involved in the process. Read scenarios 1 to 4 (from left to right) noting that in each case young people are increasingly involved in the process (boxes with shading): ranging from tokenism in 1 to students leading throughout in 4 (See table 3).

These four scenarios were devised to illustrate the benefits of student involvement at each stage of the volunteering process. However – student involvement in the process will inevitably be labour intensive for teachers, and your choice of option will depend on the availability of staff-time or external agency support. Each example might offer shades of an 'ideal' but an obvious element of any successful framework will be its achievability. If the goal is to create a formalised structure offering supported opportunities for young people to give voluntary help then one task is to measure available resources and create a system where the resources

match the ambition. The worksheet on page 13 presents an assessment tool to help this process. It is designed to help consider how to move some of your current activities into a framework that creates good practice in active citizenship plus devise new activities with current resources.

- Completing the worksheet should clarify how you might go forward. It analyses:
- Management issues in the School
 - Current activity and its potential for active citizenship learning
 - The benefits of a new system
 - Sources of external support

Table 3

	Identify the need	Devise the solution	Recruit the support	Refine and develop
1	An outside charity comes to the school for help.	They would like young people to help tidy up around an old people's home.	Teacher says "yes – we've got some really nice kids here – I'll ask them!" (instant muscle!)	Kids say they'll do it again some time but could the teacher ask other pupils not to drop so much litter please?
2	A teacher recognises there's a problem that young people could help solve.	The teacher devises and proposes a solution.	The teacher gathers young people and explains the issue – students refine the action and agree to help.	During the activity one of the students says – "this is good – let's do it again our way and we'll get more mates involved!"
3	Teachers recognise that some young people would benefit from getting more involved in helping locally.	The group are gathered and offered a list of options for action – they choose the one they prefer and plan it together.	The pupils suggest they get help from their local youth project; suddenly it all gets a bit easier.	A longer term partnership develops with local support.
4	Students are offered a process where they can identify an issue that concerns them and look to devise a volunteering opportunity to do something about it.	A partnership and plan of action is devised together – peer mentors and staff work through the practicalities.	Young people recruit less immediately enthusiastic friends to help with the task and ask for training.	Students reflect on what they've learnt and what else they might now achieve together.

To some extent the principles here are this:

Identify the need	Devise the solution	Recruit the support	Refine and develop
Can students and/or outside youth-supporting agencies be involved at this stage?	Can students and/or outside youth-supporting agencies be involved at this stage?	Can students and/or outside youth-supporting agencies be involved at this stage?	Can students and/or outside youth-supporting agencies be involved at this stage?

ACiS – Active Citizens in Schools

The DfES has already supported an extensive series of pilot projects and created extensive follow up materials to support this process. Called the Active Citizens in Schools Know How Pack it has a comprehensive range of materials for every step of this process and is thoroughly recommended for the next step in taking the process forwards once you have completed this review.

All UK Secondary Schools have been given the pack – but in case you can't get hold of it – contact:
DfES Publications, PO Box 5050,
Sherwood Park, Annesley,
Nottingham NG15 0DJ.

Tel: 0845 60 222 60 Fax: 0845 60 333
60 Minicom 0845 60 555 60

E-mail: dfes@prolog.uk.com and quote
ACiS RESOURCE

Sources of on-hand support

Your school might already have a wide range of supportive contacts in the locality already serving extra curricular or supported learning projects. Their help could be consolidated into the new framework giving an integrated approach to active citizenship learning (See Diagram 2).

Integrating these agencies might help lighten the load in the long run, but in the first instance you will need to agree on a consistent approach to active citizenship/the volunteering process. Perhaps the easier way to do this would be through developing a number of documents showing shared values and approaches, such as the following:

- Standard school volunteer contract
- Evaluation tool for students that have volunteered
- Welcome session for new recruits

— Publicity sheet explaining the school volunteering system

— Contract with external youth volunteer supporting agency

— Schematic showing the school volunteering structure for colleagues & students

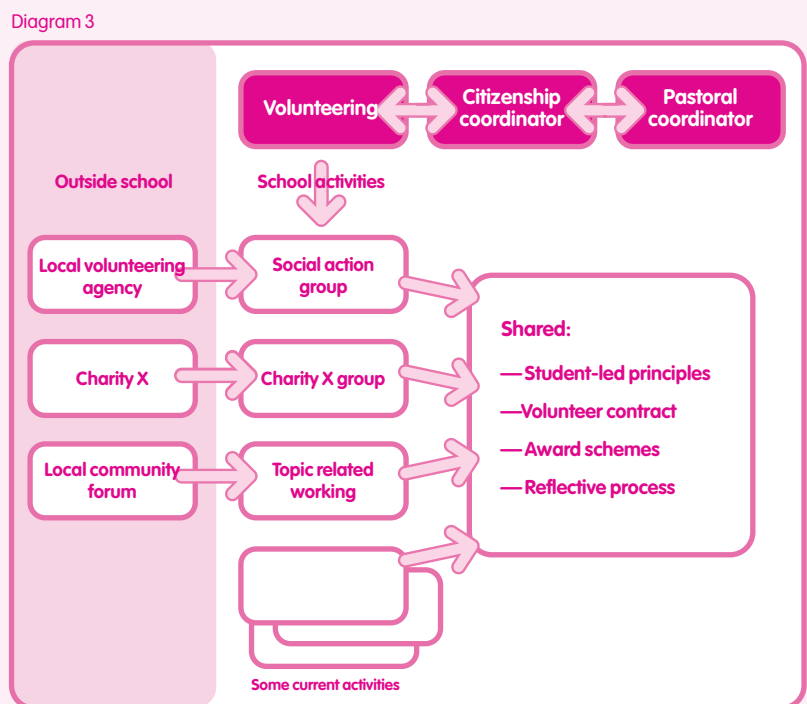
Perhaps most importantly you can develop your school's award scheme for recognising the voluntary endeavour of the students involved. You could use a pro-forma certificate like the Giving Nation one (order from us free), use one from the ACiS pack or develop your own. You would also have to have a form whereby students record their hours spent volunteering in order to gain the certificate.

Examples of these can be found on www.g-nation.co.uk/teachers/downloads as well as in the ACiS pack, and are easily adapted to your setting.



How might it all Look?

This is obviously a little speculative as you will create a model appropriate to your setting – but imagine you are a member of staff supporting the volunteering structure who works closely with the citizenship coordinator and perhaps a pastoral support coordinator – then the structure would end up looking something like this (See Diagram 3):



Developing a school volunteering framework

Worksheet

Human resources

Lead person

Senior management support

Other support (internal/external)

Current practice What can be converted into an Active Citizenship experience?

Current school 'helping' activities	Potential citizenship value	Affected students	Involved staff

Potential benefits Identify preferred outcomes from the table on page 1 for your setting

To students involved	To the school	To staff involved	Involved staff

In this table circle the approaches that you might have the resources to accomplish

Table 4

Identify the need	Devise the solution	Recruit the support	Refine and develop
Pre-existing causes/charities	Pre-existing causes / charities present the solution	Teacher or outside agency asks for volunteers	Teachers tell students what they can do next
Teacher-identified	Teacher devises the solution	Teacher and students devise a publicity campaign	Teachers and students hold a workshop to discuss how it went
Teacher and student process e.g. workshops to identify issues of concern	Teacher and student process e.g. workshops to identify how to help the situation (with those to be helped?)	Students recruit their friends	All concerned research and share what all parties have got out of the process
Students present their issues and teachers help develop their insight	Students research the situation with those to be helped + teacher support	Students develop an open-ended recruitment process for all-comers	Students are supported to evaluate their experience and plan further activities

More information about Giving Nation

Win an award! Post your school's activities on the Giving Nation Awards website (www.g-nation.co.uk/awards). Giving Nation runs an annual awards scheme for schools to recognise the achievements of young people in organising innovative, whole-school charitable events. Contact us on julie@g-nation.co.uk for your school's login details and password.

Supporting less able or younger students

A giving event is an excellent way of including all students, irrespective of age or ability. The less academically able students often shine in such situations and their skills should be used to maximum effect, e.g. to make sure that people have what they need on the day or to look after visitors and younger children. They may also have sporting or practical skills they can use.

More resources and information

The Giving Nation website (www.g-nation.co.uk) offers a huge amount of materials and advice to support this programme, for both teachers and students alike. There are ideas, guidelines, downloads, weblinks, templates and suggestions of ways that young people can get involved in local or national projects on a long-term basis.

Special schools

Many special schools currently use and tailor Giving Nation resources to fit their students' needs. In the coming year Giving Nation will be looking to work with SEN teachers to prepare tailored versions of these lessons that can be downloaded from the Giving Nation website.

UK Curriculum links

England

The grid below shows how each of the lesson plans will assist in the delivery of the Citizenship curriculum at 11-16. Lesson 5 of the charities and charitable action module is an action planning project rather than a formal lesson. Lesson 3 of the volunteering for young people module is an online action plan.

* NOTE: Charities and charitable action 5 and Volunteering for young people 3 are action plans and activities and are not specifically lesson plans.

Key Stage 3 Citizenship topic

Knowledge and understanding about becoming informed citizens

- 1(a) The legal and human rights and responsibilities underpinning society
- 1(c) Central and local government, the public services they offer and how they are financed
- 1(f) The work of community-based, national and international voluntary groups
- 1(h) The significance of the media in society
- 1(i) The world as a global community, and the political, economic, environmental and social implications of this

Charities and charitable action					Volunteering for young people		
1	2	3	4	5*	1	2	3*
✓	✓	✓	✓	✓	✓	✓	
		✓					
✓	✓	✓	✓	✓	✓	✓	
			✓				
✓	✓						

Developing skills of enquiry and communication

- 2(a) Think about topical political, spiritual, moral, social and cultural issues, problems and events by analysing information and its sources, including ICT-based sources
- 2(b) Justify orally and in writing a personal opinion about issues, problems or events in 2(a)
- 2(c) Contribute to group and exploratory class discussions, and take part in debates

Charities and charitable action					Volunteering for young people		
1	2	3	4	5*	1	2	3*
✓	✓	✓	✓	✓		✓	
✓	✓	✓	✓	✓	✓	✓	
✓	✓	✓	✓	✓	✓	✓	

Developing skills of participation and responsible action

- 3(a) Use their imagination to consider other people's experiences and be able to think about, express and explain views that are not their own
- 3(b) Negotiate, decide and take part responsibly in both school and community-based activities
- 3(c) Reflect on the process of participating

Charities and charitable action					Volunteering for young people		
1	2	3	4	5*	1	2	3*
✓			✓		✓	✓	
				✓			
✓	✓	✓	✓	✓	✓	✓	

Key Stage 4

Knowledge and understanding about becoming informed citizens

- 1(a) The legal and human rights and responsibilities underpinning society
- 1(d) The importance of playing an active part in democratic and electoral processes
- 1(f) The opportunities for individuals and voluntary groups to bring about social change locally, nationally, in Europe and internationally
- 1(g) The importance of a free press, and the media's role in society, including the Internet, in providing information and affecting opinion
- 1(j) The wider issues and challenges of global interdependence and responsibility

Charities and charitable action					Volunteering for young people		
1	2	3	4	5*	1	2	3*
✓	✓	✓	✓	✓	✓	✓	
				✓			
✓	✓	✓	✓	✓		✓	✓
			✓				
✓	✓	✓	✓				

Developing skills of enquiry and communication

- 2(a) Research political, spiritual, moral, social or cultural issues, problems or events by analysing information from different sources, including ICT-based sources, showing an awareness of the use and abuse of statistics
- 2(b) Express, justify and defend orally and in writing a personal opinion about such issues, problems or events
- 2(c) Contribute to group and exploratory class discussions and take part in formal debates

Charities and charitable action					Volunteering for young people		
1	2	3	4	5*	1	2	3*
✓	✓	✓	✓	✓	✓	✓	✓
✓	✓	✓	✓	✓	✓	✓	
✓	✓	✓	✓	✓	✓	✓	✓

Developing skills of participation and responsible action

- 3(a) Use their imagination to consider other people's experiences and be able to think about, express, explain and critically evaluate views that are not their own
- 3(b) Negotiate, decide and take part responsibly in school and community-based activities
- 3(c) Reflect on the process of participating

Charities and charitable action					Volunteering for young people		
1	2	3	4	5*	1	2	3*
			✓		✓	✓	
				✓			✓
✓	✓	✓	✓	✓	✓	✓	✓

Scotland

This resource fits within PSD and the social subjects component of Environmental Studies. There are also significant opportunities to develop citizenship education within Religious and Moral Education.

Personal and Social Development
Environmental Studies
Religious and Moral Education

	Charities and charitable action					Volunteering for young people		
	1	2	3	4	5*	1	2	3*
Personal and Social Development	✓	✓	✓	✓	✓	✓	✓	✓
Environmental Studies	✓	✓	✓	✓	✓			
Religious and Moral Education	✓	✓	✓	✓	✓	✓	✓	

Education for citizenship

Key features of citizenship covered by the Giving Nation pack for 11-16 year-olds include:

Knowledge and understanding of:

- The legal and human rights and responsibilities of citizens, individually and collectively, in a democratic society
- Economic and financial aspects of individual and societal needs and wants and how these relate to issues of environmental sustainability, cultural development and social equity
- The role of the media and marketing processes in shaping public opinion and influencing individual and collective decision-making
- The nature of change and continuity and the effects individuals or groups of individuals, including voluntary groups, can have on the evolution of society

Core skills:

- Communication skills, e.g. how to research, discuss and share information about social, political and community issues
- Problem-solving skills, e.g. how to identify and describe a practical community problem

Other generic skills:

- The capacity to work autonomously in pursuit of one's own needs and purposes and those of the community
- Decision-making skills, e.g. how to make thoughtful and informed decisions when involved in political and community issues
- Creative skills, including the ability to respond in imaginative ways to social, moral and political situations and the ability to apply knowledge and skills acquired in one context to another in order to take advantage of an opportunity, solve a problem or resolve an issue

Wales

The grid below demonstrates how the pack will assist in the delivery of the PSE curriculum at 11-16

Key Stage 3

Attitudes and values

- Show care and consideration for others and their property and be sensitive towards their feelings
- Consider the deeper questions in life and the search for meaning and purpose
- Be moved by injustice, exploitation and denial of human rights
- Be committed to practical involvement in the community
- Develop a sense of personal responsibility towards the environment and a concern for the quality of life both in the present and the future

	Charities and charitable action					Volunteering for young people		
	1	2	3	4	5*	1	2	3*
Show care and consideration for others and their property and be sensitive towards their feelings	✓	✓		✓	✓	✓	✓	
Consider the deeper questions in life and the search for meaning and purpose	✓	✓		✓	✓			
Be moved by injustice, exploitation and denial of human rights	✓	✓	✓					
Be committed to practical involvement in the community	✓	✓	✓	✓	✓	✓	✓	
Develop a sense of personal responsibility towards the environment and a concern for the quality of life both in the present and the future	✓	✓	✓	✓	✓	✓	✓	

Skills

- Communicate confidently one's feelings and views and maintain with conviction a personal standpoint
- Critically evaluate others' viewpoints and messages from the media
- Empathise with others' experiences and feelings
- Use a range of techniques for personal reflection
- Make moral judgements and resolve moral issues and dilemmas
- Take part in debates and vote on issues

	Charities and charitable action					Volunteering for young people		
	1	2	3	4	5*	1	2	3*
Communicate confidently one's feelings and views and maintain with conviction a personal standpoint	✓	✓	✓	✓	✓	✓	✓	
Critically evaluate others' viewpoints and messages from the media	✓	✓	✓	✓	✓	✓	✓	
Empathise with others' experiences and feelings	✓	✓	✓	✓	✓	✓	✓	
Use a range of techniques for personal reflection	✓	✓	✓	✓	✓	✓	✓	
Make moral judgements and resolve moral issues and dilemmas	✓	✓	✓		✓	✓	✓	
Take part in debates and vote on issues		✓	✓		✓	✓	✓	

Knowledge and understanding

- Understand the nature of local, national and international communities with reference to cultural diversity, justice, law and order and interdependence
- Recognise moral issues and dilemmas in life situations
- Have a developed understanding of their aptitudes, interests, and personal qualities in order to make informed choices about learning and occupational options

	Charities and charitable action					Volunteering for young people		
	1	2	3	4	5*	1	2	3*
Understand the nature of local, national and international communities with reference to cultural diversity, justice, law and order and interdependence								
Recognise moral issues and dilemmas in life situations		✓	✓	✓				
Have a developed understanding of their aptitudes, interests, and personal qualities in order to make informed choices about learning and occupational options					✓			

UK Curriculum links

Key Stage 4

Attitudes and values

Show care and consideration for others and their property and be sensitive towards their feelings
 Consider the deeper questions in life and the search for meaning and purpose
 Be moved by injustice, exploitation and denial of human rights
 Be committed to practical involvement in the community
 Have a sense of personal responsibility towards the environment and a concern for the quality of life both in the present and the future

Charities and charitable action					Volunteering for young people		
1	2	3	4	5*	1	2	3*
	✓	✓	✓				✓
	✓	✓	✓				
✓	✓	✓	✓				✓
			✓		✓	✓	✓
	✓			✓		✓	✓

Skills

Communicate effectively their feelings and views in a wide range of situations
 Make decisions and choices effectively

Charities and charitable action					Volunteering for young people		
1	2	3	4	5*	1	2	3*
✓	✓	✓	✓	✓	✓	✓	
✓	✓	✓	✓	✓	✓	✓	✓

Knowledge and understanding

Know how democratic systems work and understand how individual citizens, public opinion, lobby groups, and the media can contribute and have an influence and impact
 Be aware of the factors involved in making moral judgements

Charities and charitable action					Volunteering for young people		
1	2	3	4	5*	1	2	3*
✓	✓	✓	✓	✓	✓	✓	✓
	✓	✓	✓		✓	✓	

Northern Ireland

The grid below demonstrates how the pack will assist in the delivery of the Learning for Life and Work Area: Local and Global Citizenship Strand for Northern Ireland at Key Stage 3. This is currently being piloted and may therefore be subject to change.

At Key Stage 4 the grid shows how the pack will assist in the delivery of the Learning for Life and work GCSE – module 1, Local and Global Citizenship.

Key concept – Human Rights and responsibility

Investigate why it is important to uphold human rights standards in modern democratic societies, including meeting basic needs, protecting individual and groups of people
 Investigate the principles of social responsibility and the role of individuals, society and government in promoting these.

Charities and charitable action					Volunteering for young people		
1	2	3	4	5*	1	2	3*
✓	✓	✓	✓		✓	✓	
✓	✓		✓		✓	✓	

Key Concept – Equality and social justice

Investigate how and why some people may experience inequality/social exclusion on the basis of their material circumstances in local and global contexts
 Explore the work of inter-governmental, governmental and non governmental organisations (NGO) which aim to promote equality and social justice

Charities and charitable action					Volunteering for young people		
1	2	3	4	5*	1	2	3*
✓	✓	✓	✓		✓	✓	
✓	✓	✓	✓		✓	✓	

Key Concept – Democracy and Active Participation

Investigate various ways to participate in school and society
 Investigate an issue from a range of viewpoints and suggest action that might be taken to improve or resolve the situation

Charities and charitable action					Volunteering for young people		
1	2	3	4	5*	1	2	3*
✓	✓	✓	✓	✓	✓	✓	✓
✓	✓	✓	✓		✓	✓	

Learning outcomes: Skills

Research and manage information effectively, including number and statistics where appropriate to investigate citizenship issues, explore problems, undertake action projects and make informed decisions
 Communicate effectively in visual, oral, written and ICT formats, showing clear awareness of audience and purpose
 Work effectively within teams
 Work independently to manage, evaluate and improve own learning and performance
 Demonstrate creativity, initiative, organisation and perseverance in carrying out tasks and developing own ideas

Charities and charitable action					Volunteering for young people		
1	2	3	4	5*	1	2	3*
✓	✓	✓	✓		✓	✓	
✓	✓	✓	✓				
✓	✓	✓	✓	✓	✓	✓	
✓	✓	✓	✓	✓	✓	✓	✓

Key Stage 4

Equality and Social Justice

Explore how inequalities can arise in society and the possible consequences of these
 Demonstrate awareness of how discrimination can occur at an individual and institutional level
 Understand the role of statutory and voluntary organisations in promoting equality and social inclusion

Charities and charitable action					Volunteering for young people		
1	2	3	4	5*	1	2	3*
✓	✓	✓	✓				
✓	✓	✓	✓				
✓	✓	✓	✓		✓	✓	

Democracy in action

Identify key features of modern democratic societies including participation and rule of law
 Recognise the role of Human rights standards in promoting and maintaining democratic societies
 Explore ways of influencing political decision making

Charities and charitable action					Volunteering for young people		
1	2	3	4	5*	1	2	3*
✓		✓		✓			✓
✓	✓	✓	✓		✓	✓	
✓	✓	✓	✓	✓			



A large, empty rectangular box with rounded corners and a thin blue border, intended for writing notes.



To order more packs contact us at:

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Giving Nation is a project of the Citizenship Foundation
www.citizenshipfoundation.org.uk



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Department for Education and Skills to support the teaching of Citizenship.