



## 9. Charity

### Learning Objectives

To:

- promote understanding that charitable giving may involve donations other than money
- think about how a charity might promote its cause

### Learning Outcomes

By the end of this lesson students will:

- have considered their potential to donate time, items or money to charity
- have a better understanding of how a charity works

### Links to pfeg Financial Education Planning Framework 3-11 years

#### Age 7-9

**Understanding the important role money plays in our lives**  
Role of charities

#### Age 9-11

**Understanding the important role money plays in our lives**  
Wider and global communities

### Vocabulary

- charity
- donation
- good cause
- promotion

### TIMING

10 MINS

### STARTER ACTIVITY

**Watch the video and raise the following questions:**

- What are the different charities that appear in the video (Give 4 Grain; Run 4 Water; Children's hospital; Community garden; Food bank)
- Why might people need charitable help? (They might have financial difficulties, an illness or disability or be in a difficult situation where they cannot any longer help themselves)
- Why do Charity and others like her want to help? (They want to make the world a better place to live in and help to make others, who are less fortunate, happier)
- Apart from money what else can we donate? (Items such as books, clothes, toys and our time)

### RESOURCES

Video: Charity



### Tasks

Two contexts which might be used are a TV advert or as a journalist interviewing charity workers about a recent campaign

### TIMING

### MAIN ACTIVITIES

### RESOURCES

20 MINS

- 1) Divide the class into groups of about six. Give each group one of the scenario worksheets from and ask them to discuss and fill in the relevant answers. After a few minutes issue a second sheet to each group and let them work through this. Do this one more time so each group has worked through three different scenarios.

Donation Scenarios

10 MINS

- 2) Break each of the groups down into trios and issue the blank version of the scenario worksheet. Now the smaller groups should come up with their own scenario and answers.

15 MINS

- 3) The trios now work on a short **role play/piece of drama** as a one minute TV slot to promote their charity. These can be acted out as a stimulus to further discussion.

### PLENARY

5 MINS

- Ask students to share in pairs one thing they can do in the immediate future to help a particular charity (if the school has a nominated charity then make it this one).

### EXTENSION WORK WITH PARENT /CARER ENGAGEMENT

Ask students to research and report back on a charity of their own choice – perhaps the school's own chosen charity – finding out what work they do and how they are helping others.

Popular choices may well be ones such as Comic Relief, Sport Relief, Children in Need or the Poppy Appeal.

Parent/carer works with student to research a particular charity and helps them to compile a report.