



Get involved !

Charitable organisations

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Descriptif :

This teaching unit / sequence about charitable organizations is designed for a Professional Baccalaureate class. It serves multiple educational and practical purposes, particularly in helping students acquire specific vocabulary related to charitable work, enhancing their speaking abilities and fluency (communication skills), fostering understanding of social responsibilities and promoting active citizenship among students.

The final task consists to promote a charitable organization of your choice through radio broadcasting.

Séance 1 : Anticipation sur le thème abordé

Activité langagière travaillée : PE/PO

Mise en œuvre :

- Describing two pictures : In this exercise, students are shown two pictures and they have to describe, compare and contrast them. It's usually done in pairs and takes between 9 to 10 minutes.

▲ Order to follow :

1. Describe the first and the second picture without going into much detail using expressions like : "The first picture shows...", "In the top picture I can see...", "Picture A shows...", "In the first picture there is/are...".
2. Express comparisons, similarities, contrasts between both pictures by using expressions like : "On the other hand picture B shows..." ; "Similarly in the second picture there is/are...", "However, in picture A I can see...".
3. Highlight differences
4. Answer the questions asked by the teacher. Avoid Yes/No answers !
5. The lexical field is given to help students associate words and approach the exercise vividly and effectively.

- Mise en commun des idées au tableau.
- Donner un titre à la séquence et essayer de faire deviner la problématique. La noter

Séance 2 : Volunteering ? What for ?

Activité langagière travaillée : POC/PE

Mise en œuvre :

- Correction du travail maison
- Warm up – Réactivation de la séance précédente

1. Write down this following thought-provoking question on the whiteboard : Why being a volunteer ?

▲ Feel free to discuss this question with your students and take notes on the whiteboard.

► Exemple de trace écrite : I think that most people who volunteer want to foster connections with others, helping to combat feelings of isolation and loneliness. It creates a sense of belonging and community involvement.

2. Projeter la fiche "**Why volunteering ?**" et faire défiler les questions 1,2,3 et 4. Noter les réponses des élèves. Une fois toutes les questions passées, donner la fiche et valider les informations récoltées. Les élèves recopient ce qui

est noté au tableau.

3. Writing skills : Travail en interaction en groupe de 4. Projeter cette question au tableau : If you decided to volunteer, which cause would you support ?

▲ **Order to follow :**

► On your own first : you have two minutes to think about an answer. You need a cause and to justify your choice (If...I would ...) : Eg : Travail sur If + preterit, I + would – Faire un exemple. Then you have 10 minutes to discuss your choice with your group and to decide altogether which cause would be the best and why.

Séance 3 et 4 : Charities in Great-Britain
Activité langagière travaillée : CO/PE

Mise en œuvre :

- Warm up
- Réactivation de la séance précédente

1. CO/ Charity recording listening exercise

▲ **Charities in the UK :** Overview about various British charities.

- **Order to follow :**

- **Group 1 :** Only two charities.

- **Group 2 :** Listen from the beginning until the end.

A - Look at the different logos of different charitable organizations. What could be their objectives ? Do you think they're famous and that many people resort to them ? Why ?

B – Listen three times to audio recordings (and more if you need it !) then complete the grid.

2. Poster activity : Another Charitable organization

▲ **Save the children – “Child worker poster” :** here is an exercise you can do with students to practice describing a poster. Firstly, show the students a poster on a screen or handout copies of the poster. Then, give the students a few minutes to silently observe and analyze the poster. Next, ask the students to describe the poster in detail. Finally, have the students share their descriptions with a partner or the whole class and encourage them to ask clarifying questions and provide feedback on each other description.

3. Active writing (Trace écrite active)

4. CO/ Radiohead awareness campaign

► **Group work instructions :**

Split the class into two groups. One group will focus on the image on the right, while the other group will concentrate on the image on the left. Afterward, we will come together to review and correct our findings. Additionally, we will develop emotional vocabulary and expressions to articulate feelings effectively and contrast them.

Séance 5 et 6 : Charities
Activité langagière travaillée : CE

Mise en œuvre :

- Warm up
- Réactivation de la séance précédente – Rebrassage sur la vidéo « **All I need** » de Radiohead
- Correction et apport point de grammaire : Whereas/Unlike/While

1. Written comprehension : Joel Harper's life / Graig Kielburger's fight (**Adapte the text as needed**)

▲ Study the text below and answer the questions that follow.

• Fin de travail sur les deux textes de compréhension écrite

▲ **Relire attentivement les textes**

- ▶ assurer d'avoir bien compris le sens général et les idées principales des deux textes
- ▶ Identifier les éléments clés

▲ **Répondre aux questions de compréhension**

- ▶ Lisez bien chaque question et assurez-vous de bien comprendre ce qui est demandé
- ▶ **Chercher** les réponses directement dans le texte

▲ **Vérifier votre travail**

- ▶ Relisez vos réponses pour assurer qu'elles sont cohérentes et pertinentes
- ▶ Vérifier l'orthographe, la grammaire et la ponctuation
- ▶ assurer vous d'avoir répondu à toutes les questions

Séance 7 : Being a philanthropist - Webquest

Activité langagière travaillée : CE/EE

Mise en œuvre :

- Warm up
- Réactivation de la séance précédente – Rebrassage sur le point grammatical

Task to accomplish – Working in groups

▲ In groups of 3, determine how much of your Aunt Eunice's gift will go to which charity or charities.

1. First, you will need to define "philanthropy."

2. Before you start writing checks, you'll want to identify what issues are the most important to you, clarify your preferences, and select an organization that you can count on to use your gift wisely. Check the three issues below that mean the most to you.

3. Now, think about where you want to make an impact.

4. Do you want to support a large or small charity ? A new charity or an old one ?

5. Complete the following grid

6. Once you have chosen a charity, you will need to decide how much of your great Aunt Tilly's generous gift you want to donate. Present the charity you are going to help, its goals, accomplishments, their mission and explain why you chose this charity and the amount of money you want to donate.

Séance 8 : Right to Play

Activité langagière travaillée : POC/POI

Mise en œuvre :

- Warm up
- Réactivation de la séance précédente

1. **Jeu** : I start a sentence, and they continue, in groups of 6.
2. **Funfair – speed sharing** : Each pair presents the charity they chose.
3. **Return in groups of 4** : a student from each presented charity association.
4. **Individual work** : each student stands up and go round the room to read what the others wrote.

Séance 9 : Action-oriented task

Activité langagière travaillée : POC/POI

Mise en œuvre :

- Preparing a radio program

RADIO SHOW – DEFENDING YOUR CHARITY AND ADVERTISING YOUR EVENT (3 to 5minutes)

You have chosen to work and engage with a charity organization. The local Radio Station has graciously offered you airtime to discuss and promote your non-profit charity association and the special upcoming event you have planned.

▲ Get ready ! The presenter is eager to hear your thoughts and questions on :

- ▶ Your charity, its history and its aims
- ▶ Why you are involved in it and why people should get involved
- ▶ The event you are planning – When, where, what, how much and why ?

Séance 10 : Action-oriented task

Activité langagière travaillée : POC/POI

Mise en œuvre :

- To be on the radio / Passage à la radio

Séance 11 : Action-oriented task

Activité langagière travaillée : POC/POI

Mise en œuvre :

- Summative assessment / Evaluation sommative

Documents joints

 [1__plan_charitable_organizations](#) (Word de 15.8 Mo)

 [1__plan_charitable_organizations](#) (PDF de 752.3 ko)

 [2_1__anticipation_theme_aborde](#) (OpenDocument Text de 6.9 Mo)

 [2_1__anticipation_theme_aborde](#) (PDF de 371.5 ko)

 [2__anticipation_theme_aborde__slideshow](#) (OpenDocument Presentation de 19.6 Mo)

 [3__volunteering__what_for__](#) (Word de 401.2 ko)

 [3__volunteering__what_for__](#) (PDF de 460.4 ko)

 [4__charities_in_gb](#) (Word de 14.8 ko)

 [4__charities_in_gb](#) (PDF de 154.6 ko)

-  [4__co_charities_in_gb___slideshow](#) (OpenDocument Presentation de 277.6 ko)
-  [5__poster_activity_-_save_the_children](#) (Word de 7 Mo)
-  [5__poster_activity_-_save_the_children](#) (PDF de 263.5 ko)
-  [6__radiohead_awareness_campaign___worksheet](#) (Word de 15.2 ko)
-  [6__radiohead_awareness_campaign___worksheet](#) (PDF de 320.4 ko)
-  [7__ce__a_young_volunteer](#) (Word de 269 ko)
-  [7__ce__a_young_volunteer](#) (PDF de 279.8 ko)
-  [7_1__ce__an_issue_of_the_heart](#) (OpenDocument Text de 13.7 ko)
-  [7_1__ce__an_issue_of_the_heart](#) (PDF de 395.2 ko)
-  [8__webquest__being_a_philanthropist](#) (Word de 109.2 ko)
-  [8__webquest__being_a_philanthropist](#) (PDF de 607.5 ko)
-  [9__right_to_play](#) (Word de 23.5 ko)
-  [9__right_to_play](#) (PDF de 425.8 ko)
-  [10](#) (Word de 14.4 ko)
-  [10](#) (PDF de 248.8 ko)
-  [11__assessment_grid](#) (Word de 79.5 ko)
-  [11__assessment_grid](#) (PDF de 539.2 ko)
-  [Charities](#) (MP3 de 2.1 Mo)
-  [6_Radiohead MTV EXIT _All I need](#) (MPEG4 de 11.3 Mo)



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