



Take Positive Action!

Age: Primary

Level: A2+

Global Knowledge or Global Attitudes and Action:

Global Attitudes and Action

Standard for Learning outcome: Student is actively encouraged to exercise their responsibility as a global citizen through modelling tasks.

Learning outcome: P.D2.S5.LO2 Take positive action in the community

Standard for Global Skill: P.D3.S3.LO1 Identify a problem and provide a solution

Global Skill: Student acquires the skills to be a collaborative citizen.

Sustainable Development Goal: 4: Quality Education

Part 1 (15 mins)

- A.** Look at the images one by one and ask students who the people are, what they are doing, and what problem they are helping with. For example: *There is a girl and an elderly woman. I think the dog is the woman's dog. The woman can't walk her dog, so the girl is walking the woman's dog for her.*

Allow students to work in pairs to complete the sentences with the words in the box.

Answer Key: 1. Walk 2. Pick up 3. Visit 4. Carry 5. Plant 6. Feed 7. Raise 8. Collect

Part 2 (20 mins)

- A.** Write the word *volunteer* on the board and ask students if they know what it means. Elicit any information they know about volunteering, e.g., that you don't get paid, that there are many different ways to help, etc. Have students look at the text and photograph and ask them to identify who might read this website. (It's for children who want to help in the community.) Ask if students can identify what the children in the picture are doing (planting trees). Tell students to read the information in the website. As they read the text, ask them to find and underline examples of who volunteers help.

Answer Key: Volunteers help other people, animals, or the environment in different ways.

Explain unfamiliar vocabulary, such as *donation* (things you give to people like food or money), *shelter* (a place to live if you don't have a home), *social media* (websites, Twitter, or Facebook).

- B.** Allow students to read the text again. Explain that they should use their own words to answer the questions using what they learned from the text before working with a partner and comparing information.

Answer Key: Possible answers

- a. older people:** carry heavy bags, take their dog for a walk, talk to them, read to them
b. the environment: Pick up litter in parks, pick up litter in the school playground, pick up litter on the beach, plant trees
c. animals in shelters: give them food, give them water, love them, and help to find them a home
2. Volunteering is important because it helps make others happy. It also makes you happy. It makes the community safe and clean.

Part 3 (20 mins)

- A.** Read the advertisements as a class and use the opportunity to present any unfamiliar vocabulary. Put students into small groups. Explain that they should work together to choose one of the three causes to help and write why they want to help that organization, e.g., because they love animals/sports, because there are a lot of people who don't have food in the community, etc. Students complete the sentence. Invite a member from each group to share which cause they want to help and why.
- B.** Read the brainstorming questions as a class and remind students that they can look for ideas in Parts 1 and 2 or think of their own ideas. Tell them that first they should think about what the people or animals need. For example: *The school needs money for a new gym. The dogs need food, water, brushing, baths, walking, love. The hungry people need dry or canned food, hot meals, and drinks.* Help students think of more ways to raise money, such as car washes, bake sales, or yard sales, or donations on social media.



Primary | Teacher's Notes

C. Check that students know what kind of information they are going to write after each sentence starter. Invite students to respond to the advertisement they chose by completing the e-mail with the information they discussed.

Extension

A. Invite students to think of real problems in their school, e.g. the library needs more English books, the school needs to be painted, or there is too much litter. Give students time to brainstorm their ideas.

Depending on the time you have, allow students to choose one of the three ways that they can raise awareness of the problem in the school. Remind them to think of a good title for their cause, give information about what needs to be done, and describe ways volunteers can help. Allow at least a week for students to complete their volunteer campaigns.

B. Invite students to share their ideas with the class. They must include:

- a title for the cause
- information about the problem and why it's important
- what volunteers can do to solve the problem

Once all groups have presented their campaigns, ask them to create sign-up sheets for their classmates to write their names on to volunteer. If students are interested in taking this further, invite heads of school, teachers, and other students to hear about the campaigns.