

Schools in England using Airbnb-style strategy to raise funds

Level 3: Advanced – Teacher's notes

Article summary: The article talks about some UK schools' new strategy to raise money, renting out the school

Time: 60 minutes

Skills: Reading, Speaking, Writing

Language focus: Reported speech

Materials needed: One copy of the worksheet per student

1. Warmer

- a. This activity aims to get students thinking and discussing ways to raise money, particularly around schools. You may wish to elicit examples of fundraising activities and donations. Students may make parallels to charities or other non-profit organisations. Encourage students to share personal experiences and opinions.

2. Key words

- a. Ask students to do the exercise individually and compare their answers in pairs or small groups. You may wish to mention that *boilerplate* is frequently used in legal and business contexts, particularly with contracts.

Key:

- | | |
|---------------------------|-----------------------|
| 1. <i>tactic</i> | 9. <i>boilerplate</i> |
| 2. <i>anonymous</i> | 10. <i>slash</i> |
| 3. <i>innovative</i> | 11. <i>blur</i> |
| 4. <i>photo shoot</i> | 12. <i>niche</i> |
| 5. <i>revenue</i> | 13. <i>facilitate</i> |
| 6. <i>online platform</i> | 14. <i>undercut</i> |
| 7. <i>commercial</i> | 15. <i>cope</i> |
| 8. <i>barebones</i> | |

- b. Before reading the article carefully, students use some of the key words to fill the gaps in the sentences to ensure that they understand and know how the words are used in other contexts. Students may be familiar with *blur* to mean *something that*

cannot be seen clearly, but the article provides a new context. Students may also know *niche* as 'a comfortable role or place that suits someone or something'.

Key:

1. *tactics*
2. *boilerplate*
3. *slash*
4. *facilitate*
5. *undercut*
6. *photo shoot*
7. *anonymous*
8. *blurs*
9. *coping*
10. *revenue*

3. Comprehension check

- a. Students answer the questions based on the information in the article. They may do this in different ways, e.g., in item 1, they may say, 'They are using a platform like Airbnb to rent out different spaces in their schools' or something similar.

Key (suggested answers):

1. *renting out different spaces in the school, including canteens, car parks and gyms*
2. *over £700,000*
3. *Sharesy*
4. *special-needs schools with sensory rooms and soft-play areas*
5. *because of a government blunder*
6. *£370 million*
7. *87 per cent*
8. *They're worried the line between education and commercialism will be blurred.*
9. *170 per cent*
10. *having enough staff to do the admin, open and close the premises, and supervise the renters*

4. Key language

- a. Students could be asked to do this exercise individually and then compare their answers in pairs. More informally, reported verbs can be kept in the original tenses, but students practise making the tenses 'more past' here.

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Key:

1. *Tahira Khan, the school's business manager, said that all schools were looking for unique ways to raise additional revenue.*
2. *Felix Atkin, founder and CEO of Sharesy, said that schools weren't naturally commercial but they were having to think of additional revenue streams and were becoming increasingly innovative.*
3. *Brandon Bennett from School Space said that his company saw an average increase in income of 170 per cent in the first six months of handling lettings for schools.*
4. *Ann Flaherty, the director of Solar for Schools, said that if a school was big enough, it could make money both by replacing its main electricity and through the profits that came through as additional income.*
5. *Charlie Gothold from SchoolHire said that schools had to have the staff to cope with what was like a business.*

- b. Allow the class to try out reported speech with *that* on their own. Monitor and assist students as you walk around the class. Allow time for feedback so students can share some of the sentences they have written. Students who want more practice can look up another article and convert quotes to reported speech. As an alternative, make it a discussion. Have students interview each other and write down direct quotes from their partner. Then, ask students to rewrite the quotes as reported speech.

5. Discussion

- a. Students discuss the statements related to the article and give their reasons and justifications for each answer, referring to their own experiences wherever possible.

6. In your own words

- a. Ask students to research fundraising strategies schools use to generate additional revenue.
- b. Students then present their reports to the class. Encourage students to share the information they've gathered and their opinions about the issue. Encourage students to use some of the given phrases in their presentations when stating facts and their views.