

11

Community engagement

The proposed syllabus is a 'menu' for ESOL learners working towards Entry 1, 2 or 3. It is not exhaustive. Below is a suggested list of topics which could be studied under this section.

The items in bold are those which have teachers' notes and learners' activities associated.

- PTAs
- **Helping in your child's school**
- **Other opportunities for voluntary work**
- Mentoring
- Police committees
- **Working for charities**
- Faith communities/multi-faith councils
- Recording voluntary work as part of your CV
- **National fund-raising events**
- Leisure
- Environment

Sources of the material used in this section

- www.do-it.org.uk
- www.comicrelief.com
- A mock-up of a poster made with clip art pictures.

Sources of other useful material

- Leaflets from a local volunteer bureau.
- *Skills for Life* learner materials pack, ESOL E3, unit 7: 'Local communities'.

Useful Websites

Website	Web address	Description
Community Do-it!	www.do-it.org.uk	A huge database on volunteering opportunities throughout the UK and overseas, based on information from local volunteer bureaux. A chance to browse through local opportunities.
Timebank	www.timebank.org.uk www.timebank.org.uk/volunteer/volunteering_stories.php	A volunteering promotion site. Information on volunteers' personal stories and experiences.
Volunteering England	www.volunteering.org.uk www.volunteering.org.uk/imagebank	A volunteer development agency promoting volunteering as a powerful tool for change. Excellent photos of different volunteering situations and activities.
Environment Friends of the Earth	www.foe.co.uk/campaigns/local_groups_and_campaigns	Opportunities to work as a volunteer at local and national levels.
Greenpeace	www.greenpeace.org/international_en	Opportunities to work as a volunteer at local and national levels.
Worldwide Fund for Nature	www.wwf-uk.org	Opportunities to work as a volunteer at local and national levels.
Human rights Amnesty International	www.amnesty.org.uk/action/localgroups	Opportunities to work as a volunteer at local and national levels.
Oxfam	www.oxfam.org.uk/coolplanet	Opportunities to work as a volunteer at local and national levels.
Animal rights Institute for Volunteering Research	www.ivr.org.uk www.ivr.org.uk/projects.htm#7	Site aiming to develop knowledge and understanding of volunteering for practitioners and policy makers. Detailed summaries of research undertaken.
RSPB	www.rspb.org.uk	This organisation works to help secure safe environments for birds and wildlife.
RSPCA	www.rspca.org.uk	Information about animal care, pet care sheets, recipes, local and international RSPCA organisations.

Type of resource	Online or downloaded?	Level/adaptability
Interesting section 'ask the site' – www.thesite.org/community/askthesite Questions posed by young people are answered by trained volunteers. Deals with issues such as welfare, houses, health, legal rights.	Online search engine to search for types of volunteering and local opportunities.	With help, E1
Information about campaigns, frequently asked questions, celebrity quotes, and so on. Text on both the UK and overseas volunteering. www.yorkshirechampions.org.uk/stories.php has information and stories of volunteers in Yorkshire.	Media centre > Quotations – celebrity quotes. There is the option to tell your own story online .	E1+ High E1+
Articles, news and events on volunteering, mostly text . A-Z of images including children, health and social care, education and prisons. Must be paid for.	Ideas of what to volunteer for; names of charities in the UK and abroad, residential as well. View for free online or send off for copies.	High E1+ E1+
Text based in general – success stories has stories about the successes and experiences of local groups. Also basic contact details for each group.	Online search engine to find a local group via your postcode. Lots of online resources.	E2+
Information on volunteering and job searches, text quite advanced.	/photosvideos – photos and video clips of Greenpeace activists and their campaigns.	E2+
Information on volunteering as an individual and joining a volunteer group.	Information on endangered species online .	Short chunks of text, high E1+
Information on what you can do and how to help. /what_you_can_do/volunteer/	Online A-Z of local groups. Role plays and interactive activities.	Large text, quite simple, E1+ Quite dense text, high E1+
Highly text -based site. Not very student friendly. Text only.	Online journal, site works best if you download and adapt the text. Needs to be downloaded .	E2+ Adaptation necessary, E3+
Text -based site. Vacancies for volunteering available.	Possible to listen to bird song online . Pictures and Webcams online too.	E2+
Lots of text on stories of animal cruelty.	Text to download . 'Playpen' has online activities directed at children but suitable for some ESOL adult learners.	Low E2+

All details were correct at time of publication

11.1 Fund-raising for a school

Entry 1	Entry 2	Entry 3
<p>Read information from a poster. (Rt/E1.1b)</p> <p>Make statements about ability. (Sc/E1.4a)</p> <p>Request items in a semi-formal situation. (Sc/E1.2a)</p>	<p>Skim and scan leaflets. (Rt/E2.1b)</p> <p>Produce a leaflet. (Wt/E2.1a)</p>	<p>Plan a fund-raising event, agreeing on details. (Sd/E3.1f)</p>

Suggested procedure (Entry 1)

- Ask learners to talk about their own children and the schools they go to.
- Introduce the idea of a school needing extra money and ask learners how they think extra money can be used. Introduce the idea of a school sale to raise extra money for a school.
- Show the poster, check vocabulary and ask comprehension questions.
- Give each learner a number of picture cards with items that could be sold, asking them to say 'I can give...', with reference to what is on their cards.
- Divide the learners into four groups, with a 'stall' each – books, toys, children's clothes, kitchen things – and ask them to collectively decide on a price for each item and write it on the card.
- Learners take it in turns to staff a stall while other learners circulate round the stalls and role play buying and selling. The aim is to be the first group to sell out of items.
- Show learners the picture of hand painting. Ask if they know it and if not, ask them to guess which culture it comes from.
- Ask learners to read the text and to do the true/false exercise.

- Ask them if there is anything that they can do to raise money; encourage them to say what it is and to write it.

Differentiation

- *With beginner readers, use the simplified text and help them to read the most useful sentences.*

Language points

Integrate the following specific language points:

- use of 'can' to express ability;
- language of shopping, for example 'Have you got...?', 'Can I have...?'

Extension activities

- Plan a class party or outing, with learners saying what they can bring.
- Make a poster for a class fund-raising event, real or imaginary.

Additional materials needed

- Pictures taken from catalogues, showing a wide range of books, toys, children's clothes, kitchen things.

Fund-raising for a school

11.1

FUND-RAISING DAY

Lidget Green Primary School is organising a fund-raising day to raise money for the school. We plan to have toy sales, book sales and the sale of food brought in by parents for the day. If any parents are interested in fund raising and being part of this event, please let us know.



Book sale
Give books



Toy sale
Give toys



Cake sale
Bring food to sell



Any ideas?
Contact the school

Please contact:
Lidget Green Primary School
Tel: 01274 506045
Or speak to your child's teacher

11.1 Fund-raising for a school

Simplified text

My name is Shazia.

I have a son.

My son is eight years old.

He goes to school.

It is a good school.

I can paint.

I paint hands.



Fund-raising for a school

11.1

Text and true/false exercise

My name is Shazia. I live in Bradford. I am married. I have a son. His name is Ahmad. Ahmad is eight years old. He goes to primary school. I like Ahmad's school. It is a good school.

I help the school. I am a Mehndi artist. I can paint beautiful Mehndi designs on hands. I paint the hands of other mothers. I have a stall at the fund-raising days. It brings extra money for the school.

Circle 'true' or 'false'

- | | |
|------------------------------------|--------------|
| 1) Her name is Shazia. | True / False |
| 2) She has a son. | True / False |
| 3) Her son is nine years old. | True / False |
| 4) Her son goes to nursery school. | True / False |
| 5) She is a Mehndi artist. | True / False |
| 6) She paints people's faces. | True / False |

What can you do?

11.2 Choosing volunteer activities

Entry 1	Entry 2	Entry 3
Talk about wants. (Sd/E1.1c)	Talk about wishes. (Sd/E2.1c) Reading and understanding information from a Website. (Rt/E2.3a)	Phone a volunteer bureau. (Sd/E3.1b) Taking part in formal interaction. (Sd/E2.1b)

Suggested procedure (Entry 2)

- Introduce the idea of voluntary work and establish the fact that it means working for no money.
- Ask learners to think of reasons why people do this, then look at the statements and see if the ideas are the same as their own.
- Encourage learners to talk about whether they are interested in volunteering and what their reasons would be.
- Ask the learners if they do any volunteer work, and what it is.
- Ask learners to read 'What can you do as a volunteer?' and then look at the websites.
- Clarify unknown vocabulary, for example 'earthquake'.
- Ask learners to suggest what else a volunteer could do, in addition to the activities they have found.
- Ask learners to say what they would and wouldn't like to do, and, if possible, to give reasons based on the language in the 'Can you...?' questions.

Differentiation

- *Stronger speakers can discuss a number of options, while others choose one they would like to do and talk about it briefly.*

- Record the dialogue on tape and play it several times. Ask learners comprehension questions, then let them read the script.
- Practise key phrases orally.
- Ask learners to work in pairs, practising the dialogue.

Differentiation

- *Stronger learners can work together to write their own dialogue. They can also play the part of the volunteer organiser in a freer role play.*

Language points

Integrate the following specific language points:

- would and wouldn't like to;
- giving reasons, using 'because'.

Extension activities

- Learners go to www.do-it.org.uk, enter their post code and look for volunteering opportunities in the local area.
- Read leaflets from a local volunteer bureau.

Additional materials needed

- Leaflets from a local volunteer bureau.
- Access to Internet.

Choosing volunteer activities

11.2

Statements

... I like to help people

... I need work experience

... I want to meet people

... I want to practise my English

... I can write it on my CV

... I feel bored at home

... I want to give something to other people

... It can help me get a job in the future

11.2 Choosing volunteer activities

What can you do as a volunteer?

Look at these Websites:

- www.yearofthevolunteer.org
- www.do-it.org.uk
- www.homeoffice.gov.uk/communities/volunteering
- www.mvonline.gov.uk

Search the Websites for a page of frequently asked questions (FAQs).



Can you:

- help in playgroups?
- collect money for places with earthquakes or floods or famine?
- visit an old person?
- help victims of crime?
- work for hospital radio?
- plant trees in the inner city?
- take dogs for walks?
- support women in 'women's aid' centres?

Choosing volunteer activities

11.2

Tape script

Hello. Can I help you?

Yes, I'm looking for work as a volunteer.

We have a lot of opportunities. What are you interested in?

I'm not sure.

What language do you speak?

I speak Arabic and Kurdish.

Well, I think you can volunteer in the Kurdish community centre.

Yes, I know. I already do that. But really, I want to meet people and speak English.

Well, we are looking for people to help disabled people. They are mostly English speakers.

That sounds good. What can I do?

Are you free on Wednesdays?

Yes, I am.

Every Wednesday, there is a trip somewhere for people in wheelchairs. They go to museums or to parks and other places. They need people to volunteer to go with them. It's really interesting.

That sounds perfect. I can help people and speak English, and go to interesting places. Yes, I would really like to do that.

11.3 Becoming a volunteer

Entry 1	Entry 2	Entry 3
n/a	Scan for key facts in a text. (Rt/E2.1b) Take part in formal interaction. (Sd/E2.1b)	Skim and scan texts. (Rt/E3.6a, Rt/E3.7a) Ask questions in a formal interaction. (Sc/E3.3b, Sd/E3.1b, Sd/E2.1b) Discussion skills. (Sd/E3.1d)

Suggested procedure (Entry 3)

- Set the scene by discussing the question of volunteering and the kinds of areas in which people can volunteer.
- Ask learners to predict what kind of work might be done by volunteers in the area of disability, then ask them to skim the extract on disability and find out if the 'jobs' mentioned were predicted.
- Ask them to answer the questions and discuss the answers.
- Elicit from the learners how many 'jobs' are mentioned, then list them. Ask learners to put the jobs in order of interest for themselves and to explain to each other in groups why they would, or wouldn't, find these jobs interesting.
- Elicit from learners the questions that they would want to ask if enquiring at the volunteer bureau. Elicit the questions they think the volunteer organiser will ask.
- Use either a leaflet from a local volunteer bureau or extracts from the Websites, and ask learners to prepare the questions they will ask or the information they will give about one of the jobs, taking care to ensure that there is an organiser and a prospective volunteer for each job.
- Ask learners to pair up with the appropriate partner and role play the telephone conversation.

Differentiation

- *If any learners are not confident about speaking, make sure they are in the role of the prospective volunteer.*

- Write the term 'Millennium Volunteers' and ask learners to guess what it means.
- Ask them to read the text on p. 287 and check their predictions.
- Check comprehension orally.
- Ask learners to work in pairs to discuss the MV scheme and then to go on to the other discussion questions.

Language points

Integrate the following specific language points:

- using appropriate register for a formal enquiry;
- question formation.

Extension activities

- Ask learners to research another area for volunteering on the Website, and give a short talk about it.
- Ask learners to make a poster, encouraging people to volunteer to support organisations working with disabilities.
- Ask learners to write a letter, introducing themselves to a voluntary organisation.

Additional materials needed

- Leaflets from a local volunteer bureau.
- Access to Internet.

Becoming a volunteer

11.3

Read this extract and discuss volunteering:



Disability

Volunteering opportunities in this category might be working face-to-face, for example as a befriender, or in more indirect support roles such as driving.

Disability organisations will often also have a wide range of opportunities in areas such as marketing, fundraising and admin. Volunteering in face-to-face roles can be good experience for getting paid employment, and is often required for acceptance on to social work courses.

Disabled volunteers might be particularly interested in campaigning organisations working for greater rights for disabled people, and in getting involved in the governance of organisations.

1. What do you think a befriender does?
2. What kind of things do you think a fundraiser does?
3. What kind of volunteer work should you do if you want to apply for a social work course?
4. What kind of work does the article suggest for people who are disabled?

- List all the volunteer 'jobs' contained in the extract, and then put them in order of your interest. Talk to someone else about which 'jobs' you would find most interesting and explain why.

11.3 Becoming a volunteer

Role cards

1

You work in a volunteer bureau. You organise volunteers.

What do you say when you answer the phone?

You have to give information to people who want to (insert a suitable volunteer post).

What is the important information you will give them? Look in the leaflet and try to remember the important points.

2

You want to volunteer as a (insert a suitable volunteer post).

You are going to telephone the volunteer bureau.

What will you say first?

What information do you want? What questions will you ask?

Becoming a volunteer

11.3

What do you think?

Read this extract on Millennium Volunteers and discuss volunteering:

Millennium Volunteers

Millennium Volunteers (MV) is a national programme aimed at young people aged 16–24.

As an MV you volunteer your time to help others by doing something you enjoy. You get the chance to develop your skills and personal qualities and something really worthwhile to add to your CV.

If you complete 100 hours of volunteering, you gain an award signed by the Minister for Skills and Vocational Education. If you complete 200 hours, you get an Award of Excellence, signed by the Secretary of State for Education and Skills.

Over 40,000 MVs have received an Award of Excellence so far!

- What are the advantages of volunteering for young people?
- Are there any disadvantages?
- Do you think the Millennium Volunteer scheme is a good idea?
- Why do you think people choose to do voluntary work? How many different reasons can you think of?
- Do people do voluntary work in other countries? If so, is the system the same as in the UK or different?
- Would you like to do voluntary work?
- Do you already have experience of voluntary work?
- What kind of activities are you interested in?

11.4 Comic Relief

Entry 1	Entry 2	Entry 3
n/a	Read for specific information. (Rt/E2.1b)	Read for specific information. (Rt/E3.7a) Ask for and listen to information. (Sc/E3.3b, Lr/E3.3b)

Suggested procedure (Entry 3)

- Discuss with learners the meaning of the word 'charity' and the charities they are aware of.
- Elicit or give background information about Comic Relief.
- Divide the class into four or eight smaller groups and give each group a different information sheet (sheet A, B, C or D). Give them a question sheet and ask them to work together to see how many questions they can answer by using their information sheet.
- Ask them to note the questions they could not answer from their own sheet and then to circulate and ask people from other groups these questions.
- Take feedback to check the answers to the questions.
- Ask for opinions about the facts they have discovered.

Differentiation

- Allow learners to work in mixed ability groups for this activity.

Language points

Integrate the following specific language points:

- asking questions, including embedded questions;
- use of the passive in the reading texts.

Extension activities

- Watch videos of Red Nose Day events and use them for listening practice.
- Discuss the issue of charity and other ways that richer countries can help alleviate poverty.
- Read charities' leaflets sent out by post.

Additional materials needed

- Videos, visuals, realia connected with Comic Relief.

Comic Relief

11.4

What are the three main things that the organisation does?	When will the next Comic Relief day be held?	When was Comic Relief set up?
Where has two-thirds of Comic Relief's money been spent? Where has the other third gone?	Whose idea was it to start Comic Relief?	How much money did Comic Relief raise in 2001?
How many experts work out where the money should be spent?	Where was the first Comic Relief broadcast?	Which author helped to raise £6 million?
How much money has been raised since Comic Relief started?	Which campaign raised £55 million?	How much money has been given to projects working with people in the UK?
<p>What is the symbol of the fundraising event held by Comic Relief?</p> <p>Who traditionally wears this?</p>		

11.4 Comic Relief

Sheet A: What is Comic Relief?

Comic Relief is about having fun and making the world a better place.

The organisation raises money and then uses it to help end poverty and unfairness.

It works in the UK and also in the poorest countries in the world.

Here is what it does:

- *Gets money in:*
Raises money from the public in the UK by getting them involved in fun special events.
- *Shares money out:*
Does a lot of research to find out which charities to support and then carefully decides how best to spend the money the public donated.
- *Educates people:*
Explains what causes problems like poverty in Africa and lets people in the UK know how they can change things for the better.

Comic Relief

11.4

Sheet B: Red Nose Day

A clown-style red nose is the symbol of Red Nose Day. It is a fund-raising event held by Comic Relief every two years.

When is the next one?

- The next one will be in March. People from all over the UK can take part.

What happened in 2001?

- The 2001 Red Nose Day raised a total of over £61 million.

£6 million was raised by people buying books written for Comic Relief by J. K. Rowling.

She wrote two Harry Potter books – *Quidditch Through the Ages* and *Fantastic Beasts and Where to Find Them*.

£55 million was raised from the Red Nose Day 'Say Pants to Poverty' campaign.

11.4 Comic Relief

Sheet C: How did it start?

- Comic Relief was set up in 1985.
- It was started by comedians who wanted to use comedy and laughter to let people know about poverty in the UK and in Africa.
- It was launched in 1985 from a refugee camp in Sudan. The launch was broadcast live on Christmas Day on BBC1.
- Since then over £250 million has been raised for some of the poorest and most vulnerable people across the UK and Africa.

Comic Relief

11.4

Sheet D: Where does the cash go?

- Two-thirds of the money from Red Nose Day has been spent in Africa. A third was spent in the UK.
- A group of 20 experts carefully works out which projects should receive money.
- Since Comic Relief started, £134 million has gone to projects working with poor and disadvantaged people in Africa.
- Over £75 million has been given to projects in the UK.

