

Lesson plan: Local, national, international and global areas of interest – Social issues

This resource is a sample lesson plan for teaching one lesson from a series on one of the less familiar sub-topics in the GCSE Spanish specification (8698). In this lesson we explore Theme 2, Topic 2 - Social issues, focusing on the Charity/voluntary work sub-topic.

You can use the approach in this lesson plan or one of your own choosing and you can adapt the plan to meet the needs of your students. This plan can be used to teach a group of students aiming at Foundation, towards the end of the sub-topic, or slightly earlier with students aiming at Higher.

The lesson plan covers a lesson lasting one hour.

Learning objectives

* To introduce/practise useful vocabulary connected with the Charity/voluntary work sub-topic.
* To practise the skill of Listening and to be able to understand details and opinions in short utterances using material connected with the sub-topic.
* All students will be able to say in Spanish what they do to volunteer, what activities they do and give simple opinions about them, using material connected with the sub-topic. Some students will be able to add simple explanations to their opinions.
* To practise the skill of Reading and to understand the overall message and simple details and opinions in a short passage based on material connected with the sub-topic.
* To practise the skill of Writing using material connected with the sub-topic.
* To practise the skills of translation from and into Spanish using material connected with the sub-topic.
* All students will be able to use the construction querer + a direct infinitive. Most students will be able to extend use of this construction to the verbs poder, esperar and pensar.

Prior knowledge needed

We have assumed that the majority of the vocabulary needed for this lesson (see below) will have been introduced in a previous lesson on the sub-topic. However, you can adapt the plan easily to include activities to introduce new material, if necessary.

Useful vocabulary for sub-topic of Charity/voluntary work:

* Comedor social
* Organización benéfica
* Residencia para ancianos
* Tienda con fines benéficos/tienda solidaria
* Hogar de menores
* Banco de alimentos
* Grupo ecológico
* Un voluntario
* Los necesitados

Useful verbs to describe possible volunteer activities:

* Ayudar
* Participar en
* Formar parte de
* Trabajar
* Limpiar
* Repartir
* Recoger
* Servir
* Charlar
* Jugar
* Preparar
* Cultivar
* Recaudar fondos

We have also assumed that students will have some prior knowledge of the verbs querer, poder, esperar, pensar and their use in infinitive constructions.

Lesson preparation

You will need to prepare the following materials in advance:

* Activity 1: material for use with Interactive Whiteboard or sets of cards for pair work
* Activity 2: script or recording for Listening exercise
* Activity 4: suitable reading passage and questions. The following websites are useful sources of material for this sub-topic:
  + [voluntariado.lacaixa.es/cxvol/noticias](https://voluntariado.lacaixa.es/cxvol/noticias/)
  + [comparte.org](https://www.comparte.org/)
  + [voluntariosinternacionales.org](http://www.voluntariosinternacionales.org/)

For homework activities:

* translation materials if required
* possible prompts for written work.

Activity

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| Duration | Activity | Group size | Learning objective |
| 10 minutes  (Starter activity) | Activity 1  Revision of vocabulary connected with Charity/voluntary work.  Using the IWB, students match Spanish vocabulary items and their English translation.  Alternatively, this could be a pair work activity using sets of cards. The cards could also be used to play the memory game Pelmanism. | Whole class/pair work | Learning objective 1 |
| 10 minutes | Activity 2  Students listen to volunteers saying where they volunteer, what they do there and whether they enjoy it or not.  *eg* Ayudo como voluntario en una residencia para ancianos. Les sirvo tazas de té y café y charlo con ellos. No me gusta el trabajo porque los residentes son muy aburridos.  The items could be pre-recorded or read by the teacher or FLA (foreign language assistant).  Students write down (in English or Spanish) where they work, what they do to help there and what they think about it. | Whole class | Learning objectives 1 and 2 |
| 10 minutes | Activity 3  Students say where they volunteer and what they do there. Alternatively, if they do nothing to volunteer, they say what they would like to do, eg:   * ¿Ayudas como voluntario/a? * Sí, ayudo en una tienda con fines benéficos. * ¿Qué haces allí? * Sirvo a los clientes. * ¿Te gusta? * Sí, me gusta mucho.   Or   * ¿Ayudas como voluntario/a? * No, pero me gustaría ayudar en una tienda con fines benéficos. * ¿Qué te gustaría hacer allí? * Me gustaría servir a los clientes. * ¿Por qué te gustaría?....   This activity could be carried out as a whole class activity with the teacher asking the questions, or as a pair work or small group activity with students taking it in turns to ask and answer the questions.  More able students could be encouraged to add simple explanations to their opinions:   * ¿Te gusta? * Sí, me gusta mucho, porque ayudo a recaudar fondos para Oxfam. | Whole class/pair work/group work | Learning objectives 1 and 3 |
| 10 minutes | Activity 4  Students read a short passage about Charity work or volunteering and answer questions on it (in English or Spanish). | Whole class | Learning objectives 1 and 4 |
| 5 minutes | Activity 5  Brief revision/explanation of use of querer/poder/esperar/pensar + infinitive.  Reading passage used in Activity 4 could contain suitable examples. | Whole class | Learning objective 7 |
| 10 minutes | Activity 6  Students write 5 sentences involving querer/poder/esperar/pensar explaining their experiences or aspirations as volunteers.  Students then share their answers orally with their partner or a small group. | Whole class  Pair/small group work | Learning objectives 1,3,5 and 7 |

Further work and reading

Plenary

* Oral whole-class question and answer session recapping material in Activity 3 and encouraging students to incorporate material produced during Activity 6 (5 minutes) (Learning objectives 1, 3 and 7).

Extension

* Further more demanding Reading material (Learning objectives 1 and 4).
* Recorded Listening material using individual Listening facilities (Learning objectives 1 and 2).
* See also suggested homework tasks below.

Preparation for next lesson

* Revision of vocabulary from this lesson (Learning objective 1).
* Revision of grammar point (Learning objective 7).

Homework

* Learning vocabulary (Learning objective 1).
* Translate sentences or passage on the sub-topic of Charity/voluntary work from Spanish to English (Learning objectives 1 and 6).
* Translate sentences or passage on the sub-topic of Charity/voluntary work from English to Spanish (Learning objectives 1 and 6).
* Write a paragraph (with or without bullet points as a prompt) on 'Mi trabajo como voluntario/a'. What is written could be real or imagined (Learning objectives 1, 5 and 7).