**ICT Opportunities:**

Digital photographs – child led

Video diary – child led

Research charities on the internet – child led

Research innovative methods charities use to achieve their purpose – child led

**Vocabulary:** Pier, charity, volunteer, budget, risk, heritage, restoration, not-for-profit, funding, Swanage Pier Trust

**NC References:**

The roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities.

The functions and uses of money, the importance and practice of budgeting, and managing risk

**Resources:**

Swanage Pier Presentation

Swanage Pier worksheets photocopied

Toilet role for activity 1

**Links to PSHE, Citizenship or Global Citizenship:**

* Collaboration
* Team building
* Communication

**Link to next session:**

Look at the future of Swanage Pier and the opportunities and risks that face Swanage Pier and charities as a whole.

Research and look at different charities and the work they do.

**Pupil Age: 12-14**

The Swanage Pier Trust has prepared this plan, presentation and resources for school groups visiting Swanage Pier. The plan and teaching resources are editable to enable them to be tailored to the different needs of student groups.

**Year Group: Y8 and Y9**

**Subject / Theme of Lesson:**

Citizenship – To think about the role of charities and the work they do, focusing on Swanage Pier and the Swanage Pier Trust.

**‘Child Speak’ Objectives:**

1. I know that the Swanage Pier Trust is a charity
2. I can define what a charity is
3. I can discuss different charities and their purposes
4. I can discuss the challenges charities face in achieving their aims

**Learning Objectives:**

To know what a charity is

To know that charities vary in their scope and aims

To discuss different charities and their purposes

To understand the challenges that charities face in achieving their aims

**Timing Overview of lesson**

**5 min Introduction to the theme.** To think about the role of charities and the work they do, focusing on Swanage Pier and the Swanage Pier Trust.

Discuss learning objective and aims.

**40 min. Presentation**

Presentation can be delivered in the classroom or in the Swanage Pier education room. Once a task is explained children should be given time to work out the answers in groups before discussing the answers as a whole.

**Presentation Differentiation:**

LA: TA to provide support to students who are challenged with the tasks.

MA: Students can be asked to develop more detailed answers to questions.

**1 hour Activities**

Activities should be completed on Swanage Pier. In bad weather the Swanage Pier education room can be used as this provides a view of the Pier. The details of each activity should be read aloud to the whole group.

Activities can be completed individually, in pairs or in small groups.

**Activity Differentiation:**

**LA:** Additional support to be provided by teaching assistant to help guide students through the activities. Each of the activities can be reduced in scope.

**MA:**

**Activity 1 –** Students can be asked to add more dates on the timeline

**Activities 2 – 5** - Students can be encouraged to provide more detailed answers

**5 min Plenary / Reflection on the learning**

Initiate discussion based upon their experiences and question it further through a dialogic based approach.

Just a minute - One pupil starts to speak about the their visit to Swanage Pier and what they have learnt. At the first repetition, pause or mistake another takes over - and so on until the minute is up. Several topics could be covered if there is time available e.g. The Purpose of charities, Swanage Pier Trust, Should we look after our Heritage?

**How the learning will be assessed:**

Teacher/Facilitator: Observation/ Questioning/photography/discussions

Child led: photography/video/ discussions/peer