



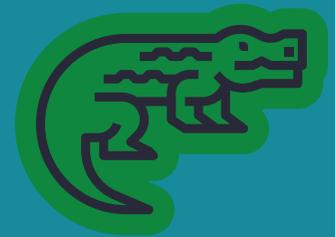
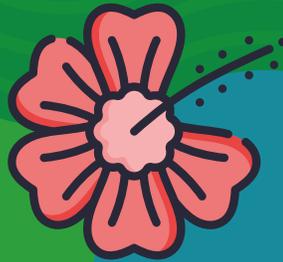
ALCALDÍA DE  
**BARRANQUILLA**

| Soy **BARRANQUILLA** |



Soy **Bilingüe**

# 21st Century **KIDS**



**B1 Secondary  
Teacher's Guide**

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Martha Cecilia Delgado Cañas, Emily Olivia Gibbons,  
Stefani Pacheco González, Leidy Viviana Torres López

Volunteering in the Neighborhood, Teacher's Guide

**Colección 21st Century Kids**

**Directora Académica del Proyecto:** Paige Michael Poole

**Diseñadora gráfica y diagramadora:** Gloria Pilar Lizcano Cabrales

**Imágenes tomadas de:**

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Emily Gibbon, Paige Michael Poole, Leidy Viviana Torres López

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Hecho en Colombia

*Made in Colombia*





I'm Isa the Iguana, here to welcome you to **21st Century Kids!** These materials will help you teach English in a way that will allow your students to explore, understand, and participate in their local and global communities.

**Are you ready to start? Let's go!**



**¡Soy Isa la Iguana** y te doy la bienvenida a **21st Century Kids!** Estos materiales te ayudarán a enseñar inglés de una manera que les permitirá a tus estudiantes explorar, entender y participar en sus comunidades locales y globales.

**¡Estás listo? ¡Vamos!**





## Volunteering in the Neighborhood



**Learning objective:** By the end of this lesson, students will be able to propose a volunteer project in their neighborhood using the target language.

### **DBA 7° Ciencias Sociales**

2. Interpreta las relaciones entre el crecimiento de la población, el desarrollo de los centros urbanos y las problemáticas sociales.

- Compara las problemáticas urbanas más recurrentes de las ciudades actuales (contaminación, movilidad, sobrepoblación, falta de viviendas dignas, desempleo, inseguridad y migraciones internas) con algunas similares en otros períodos históricos.

### **DBA 11° Ciencias Sociales**

1. Analiza cómo el bienestar y la supervivencia de la humanidad dependen de la protección que hagan del ambiente los diferentes actores (políticos, económicos y sociales).

- Propone acciones a seguir para disminuir las causas y los efectos actuales del calentamiento global y el futuro en la vida del planeta.





## Pre-task

### Activity 1

**Synchronous:** Ask students to think about different ways to volunteer related to each category listed below. Tell them to write their ideas in the table. If teaching virtually, you could also create a Google Document and allow all students to contribute with their answers collaboratively (5 minutes).

**Asynchronous:** Ask students to fill in the table with their ideas individually. If possible, you could have the table in a Google Document that allows students to contribute collaboratively to the table and see each other's answers.

### Activity 1

What are some ways we can volunteer? Think of different activities you can do to volunteer for each category.

#### Education



- 
- 
- 





### Health



- 
- 
- 

### Poverty



- 
- 
- 

### Community Building



- 
- 
- 





### Environment



- 
- 
- 

### Language Tip

Volunteer can be used as a verb and noun.



Don't say:

**"to do volunteer"**



Do say:

**"I volunteered"**

**"I am a volunteer"**

### Activity 2

**Synchronous:** Ask students to complete the activity by thinking about where the events occur on the timeline (Event #1 vs. Event #2) in order to identify the cause and effect of each sentence. Discuss cause and effect relationships and how they are expressed in a sentence. Explain that cause and effect clauses can be switched in a sentence. However, it's important to think about what happens first in the timeline to know how best to write the sentence. Then, ask students to demonstrate what they have noticed about cause and effect by categorizing each connector word based on whether it introduces the cause or effect in a sentence. Finally, ask students to demonstrate their comprehension by labeling the cause and the effect





and including the connector word that best completes each sentence (10 minutes).

**Asynchronous:** Have students complete the activities below by focusing on when things occur on the timeline of events. Send supplementary materials online if you feel they need additional explanations.

## Activity 2

We volunteer to generate changes in our neighborhood and our communities. Let's look at some sentences about volunteering in our community.

Jorge really likes animals,

**so** he volunteered at a local animal shelter.

Camilo volunteered to paint beautiful murals on his street

**because** the houses looked old, and the paint was deteriorating.

Jon donated food to the homeless shelter and,

**as a result**, a lot of people received food today

María wants to volunteer all the time

**due to** her passion for helping others.

Taking care of the environment is vital for our future,

**therefore**, members of Ecocampus at Uninorte plant trees and teach people about the importance of nature.







Is there a difference between Sentence A and Sentence B? What is the difference?

---

---

Are the events connected in each sentence? If so, how are they connected?

---

---

When two events are connected as we see in these sentences, we can call one event the **cause** and the other event the **effect**.

### Timeline of Events



The **cause** is the reason why something happens, and the **effect** is what happens as a result.

When we use **cause** and **effect** in a sentence, it's important to think about the order of events on a timeline. Sometimes Event #2 (**effect**)





goes first in the sentence even though it is what happens as a result of Event #1 (cause).

Let's look at some more examples of cause and effect. Circle whether each sentence begins with the cause or the effect.

1. The people didn't clean up their trash after visiting the beach, and, as a result, the beach at Puerto Colombia became polluted.



Foto: Paige Poole

Cause → Effect

Effect → Cause



2. Health professionals often volunteer to teach the public how to find accurate information since there is a lot of disinformation related to health online and on social media.

Cause → Effect

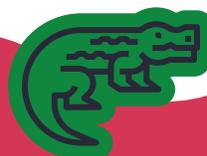
Effect → Cause

3. Many immigrants have migrated to Colombia looking for a better life, and, consequently, many volunteers are working hard to help them receive a legal status.



Cause → Effect

Effect → Cause





Now, look at the connector words from the sentences in the box below.

## Connector Words

as a result      due to      consequently  
because      therefore      since      so

What do you notice about these connector words? Are there specific words that introduce the cause and other words that introduce the effect? In the table below, organize the words based on your observations.

| Introduce the Effect<br>Cause → (connector word) Effect | Introduce the Cause<br>Effect → (connector word) Cause |
|---|--|
| As a result<br>Consequently<br>Therefore<br>So          | Because<br>Because<br>Due to<br>Since                  |

### Activity 3

Let's practice!

Label the cause and the effect in each sentence below and include the connector word that best completes each sentence.

| Cause  | Connector word                 | Effect  |
|--|--------------------------------|---|
| Angela's neighborhood used to be a little unsafe | therefore,<br>consequently, so | she and some of her friends created a petition for the government to build an extra police station. |





**Effect**

**Connector word**

**Cause**

Camilo helped his grandmother to clean her house

**because, due to, since**

she lost some of her mobility and now uses a wheelchair.

**Effect**

**Connector word**

**Cause**

Andrés and Jasmín created a foundation to teach English to young adults

**because, due to, since**

they wanted to help them have more opportunities.

## Task

### Activity 1

**Synchronous:** Read the instructions and go over the listening comprehension questions with students. Then, watch the video about Felinorte. After watching, go over students' answers. Once finished, give students some time to write down their answers to the reflection questions. If you have time, you can have students discuss their answers to the reflection questions in small groups (10 minutes).

**Asynchronous:** Send students the video about Felinorte and ask them to answer the comprehension and reflection questions below. You could consider having





students share their answers to the reflection questions in a forum or on a platform like Padlet where all students can read them and respond to them.

Let's look at some examples of local volunteering around Barranquilla!

### Activity 1

Our first example is Felinorte, a volunteer organization created by Uninorte students and staff. Watch a video to find out more about this organization. As you watch, listen for the answers to the comprehension questions below.



Video link: <https://youtu.be/7Q-8UL46-9g>

#### Comprehension Questions:

1. Why are there so many cats on the Universidad del Norte's campus?

Many cats have been abandoned there or they are born there.

2. What are some of the responsibilities of the volunteers for Felinorte?

Felinorte volunteers take care of the cats. There are several different departments that aid the cats in different ways. The volunteers are responsible for feeding the cats, sterilizing them, and giving them medication, among other things.



Foto: Paige Poole

3. Why do the students like helping the cats on campus?

They like helping the cats because Felinorte feels like a family, and they've made a lot of friends from the organization.





### Discussion Questions:

Let's think about what we just listened to. Write your answers to the following reflection questions.

1. What should people do to help animals in need?

Possible answer: People should give stray animals food and water and create campaigns to vaccinate and sterilize them.

---

2. What do you think about volunteer initiatives like Felinorte that help stray animals?

Possible answer: I think these volunteer initiatives can be very helpful for stray animals.

---

3. Would you like to volunteer in your school or neighborhood? If so, what would you like to do?

Possible answer: Yes, I would like to volunteer in my neighborhood. I want to clean up the park near my house.

---



### Activity 2

**Synchronous:** Discuss the template for writing a formal letter. Then, have students take turns reading the sample letter ("Cleaning up Puerto Colombia's Beaches") out loud. After reading, have students work with a partner to label the parts of the letter that correspond with the template. Then, have students answer the comprehension questions. They should look up the definition of any words that they are unfamiliar with from the text (15 minutes).





**Asynchronous:** Have students read the information about the structure of formal letters and the sample letter (“Cleaning up Puerto Colombia’s Beaches”). Ask them to label the parts of the letter in the text and answer the comprehension questions.

## Activity 2

We will often be asked to write formal letters for many things in our lives. Did you know that formal letters follow a specific format? Let’s check it out!

### Template for Writing a Formal Letter

**1. Address the letter to the reader:**

*Write the name of the person you’re contacting*

- Dear \_\_\_\_\_,
- To whom it may concern,

**2. Greeting:**

*Say hello in a friendly and respectful manner.*

- I hope this letter finds you well.
- I hope you are well.

**3. Reason for Writing:**

*Explain the purpose of your letter.*

- I am writing to you because....
- Are you aware that \_\_\_\_\_? I would like to discuss why we need to do something about it.

**4. Giving Information:**

*Provide further details about the project proposal.*

- I have several ideas for improving \_\_\_\_\_.





### 5. Signing Off:

*Wrap it up and thank the reader for their support.*

- Thank you for your time. I look forward to your response.
- Cordially,

### 6. Your signature:

*Be sure to sign your name after signing off.*



## An Example of a Formal Letter

A second volunteer example comes from Samuel. Let's read a formal letter he wrote to the Mayor's Office of Puerto Colombia explaining his project idea to improve the city's beaches.

As you read, label each part of the letter from the template above (*address the reader, greeting, reason for writing, giving information, signing off, your signature*). Also, highlight the use of cause and effect connecting words.

### Cleaning up Puerto Colombia's Beaches

Foto: Paige Poole





To whom it may concern,

I hope this letter finds you well. My name is Samuel and I'm 14 years old. I am writing this letter to you because I feel that something needs to be done about the problem of trash on the beaches of Puerto Colombia. I often walk along the seashore with my friends and our favorite thing to do is to go to Puerto's Malecón and eat together while we watch the people surf. We often notice that once we finish eating our snacks and candy, we can't find a good place to throw away the food wrappers. Sometimes we have to walk for a long time just to find a trash can or recycling bin. We have noticed that a lot of people will just leave their trash on the beach due to insufficient trash cans and recycling bins. This is a problem! Animals can eat the wrappers and, consequently, they can get sick.

In the past, I have worked with other volunteers to clean the beaches of Puerto by collecting the garbage, but I've noticed that once we clean the beaches they become contaminated again only a few weeks later. We want to make sure that the beach won't become contaminated again after we clean it, therefore, I decided to create a petition that I wish to present to you here. In the attached document, you will find that over 300 people have signed a petition stating that they would like to see more trash cans and recycling bins on the beaches of Puerto Colombia.

I think that the trash cans should be easy to see and creative in order to be successful. I saw that, in the Gran Malecón del Río in Barranquilla, there are unique recycling bins shaped like an icotea turtle and a María Mulata bird. I think that we should have something like that here. The idea is to make it easy for people to recycle and throw away their trash, so we can reinforce those good habits and the culture of taking care of the environment around us.

I would like to volunteer to help install the trash cans and recycling bins and to spend time educating people about why they should use them. However, we need the support of the Mayor's Office to make this project a reality. I know that I'm young, but I really want to make a difference in my city. Teenagers are the future, and we can improve our communities by using our voices. I hope you want to help, too!

Thank you for taking the time to read my letter and review the signed petition that is attached.

I can't wait to hear from you,

Samuel





What were some of the cause and effect connecting words that you highlighted in the text?

- Because
- Due to
- Consequently
- Therefore
- So

Who did Samuel address the letter to? **The Mayor's Office**

What greeting did he use? **I hope this letter finds you well. "To whom it may concern,"**

What was the reason he gave for writing the letter? **I am writing this letter to you because I feel that something needs to be done about the problem of trash on the beaches of Puerto Colombia.**

What are some of the details he gave when providing further information? **• The lack of trash cans and recycling bins.  
• The problem with the beach becoming re-contaminated after beach clean-up efforts.**

How did he end the letter? Did he thank the reader? **Thank you for taking the time to read my letter and review the signed petition that is attached. I can't wait to hear from you.**





Now, go back to the text and find the answers to the comprehension questions below.

1. What does Samuel identify as the problem at the beach in Puerto Colombia?

The problem is the lack of trash cans on the beaches, leading to the beaches becoming re-contaminated after beach clean-up efforts.

---

2. What solution does he propose?

He proposes that the Mayor's Office should install easy to see trash cans and recycling bins.

---

3. Do you think that he will be successful? Why or why not?

Answer will vary. Example: Yes, I think that he will be successful because he asked people from Puerto Colombia to sign a petition.

---

4. How could you improve his proposal?

Answer will vary. Example: He could improve his proposal by asking more people to sign his petition or raising money for trash cans and recycling bins.

---





### Activity 3

**Synchronous:** Ask students to think of something in their neighborhood or in the city that needs to be improved. Give them time to write a letter to the mayor or the mayor’s office about their idea for a volunteer project in that area that addresses the problem (15 minutes).

**Asynchronous:** Have students do the activity individually. Consider creating a digital space like Padlet where students can share their letters with their classmates and react to them.

### Activity 3

Take action on an issue you care about!

Write a letter to your mayor proposing a volunteer project to improve something in your city or town. Be sure to include some of the connector words and the key items from the template listed below.

#### Connector Words

|             |           |              |
|-------------|-----------|--------------|
| as a result | due to    | consequently |
| because     | therefore | since        |
|             |           | so           |

#### Parts of a Formal Letter

- |   |  |
|---|--|
| 1. Address the reader                         | 4. Give more details                   |
| 2. Include a friendly greeting                | 5. End the letter and thank the reader |
| 3. Provide your reason for writing the letter | 6. Include your signature              |

Write your letter here.





## Post-task

### Activity 1

**Synchronous:** Students will share their letters with their classmates in groups of 3-4 and discuss which project proposal they would like to present to the class. Then, give students time to create a visual aid for their presentation about what they plan to do to improve their neighborhood or town (15 minutes).

**Asynchronous:** Assign students groups to work asynchronously on completing the activities.

### Activity 1

Share your letters in groups of 3-4. Select one project proposal and create a visual aid (poster, presentation, etc...) together to present to the class.

Include the following in your visual aid:

- What do you plan to do?
- What support do you need from the Mayor's Office?
- What materials do you need?
- By when do you hope to fix this problem?

### Activity 2

**Synchronous:** Have students take turns presenting their project idea to the class using the visual aids that they created. While students are presenting, make sure the rest of the class is taking notes on each presentation. At the end of each presentation, you could ask students to ask some questions or have them give feedback on the project idea presented. You may also consider having students vote after all students have presented to choose what they think is the best, the most creative, the most feasible, etc... project (15 minutes).





**Asynchronous:** Students will submit their group work to you or send a picture of their visual aid to you with a recording of their presentation, depending on whether they worked in groups or individually. Consider having them share on a platform like Padlet or in a Google Drive folder where all students can see the visual aids and presentations.

## Activity 2

1. Present your proposals to the class by sharing your visual aid and discussing your group's ideas.
2. Listen to your classmates while they present. Take notes on their presentations in the table below.

| Group Number | Volunteering category | Project proposal | Method of Implementation |
|--------------|-----------------------|------------------|--------------------------|
| Group 1      |                       |                  |                          |
| Group 2      |                       |                  |                          |
| Group 3      |                       |                  |                          |
| Group 4      |                       |                  |                          |
| Group 5      |                       |                  |                          |
| Group 6      |                       |                  |                          |
| Group 7      |                       |                  |                          |
| Group 8      |                       |                  |                          |





### Activity 3

**Synchronous:** Ask students to discuss different ways they can put their plan into action and make their idea become a reality (5 minutes).

**Asynchronous:** Students will write about what they can do to put their plan into action. You could have them submit their ideas through a digital platform of your choice or create a forum where students can share their ideas and participate in a discussion.

### Activity 3

Let's put your plan into action! You can use your voice to create change!

How can you make your plan a reality? Here are a few ideas:

- Mail your letter to the mayor's office.
- Recruit volunteers to help you with your project.
- Teach your community about the importance of your project plan and motivate them to take action with you.

Which one will you choose? Write it below.

A green notepad with three horizontal lines for writing. The notepad has a spiral binding on the left side.

