

Local volunteers build a new school in a village in Yinchuan, Ningxia Hui, China.



5

A Helping Hand

Q When does helping really help?

In the photo, a group of volunteers work together to build a new school in a village in China. It's hard to see how a project like this, funded by a French NGO, could have downsides. However, helping people isn't always straightforward, and even the best intentions can sometimes backfire. It's therefore important not just to want to help people, but to consider how best to do it. In this unit we explore various ways of helping others, and the unexpected effects "helping" can have.

THINK and DISCUSS

- 1 Look at the photo and read the caption. Why do you think the volunteers are helping to build the school? What do they get out of it?
- 2 Look at the essential question and the unit introduction. How might helping someone do more harm than good?

Building Vocabulary

LEARNING OBJECTIVES

- Use ten words related to charitable giving
- Use the prefix *under-*

LEARN KEY WORDS

A  Listen to and read the information below. Discuss with a partner.

1. What does the WGI measure?
2. How are WGI rankings determined?

The Worldwide Giving Index



A volunteer at a food bank in Winford, U.K.

Every year, the Charities Aid Foundation publishes the World Giving Index (WGI), a report based on the largest survey of charitable giving worldwide. The report is not based on the money a country **donates** or people's **motives** for giving. Rather, it looks at the percentage of people in each country who claim to have donated **funds**, volunteered time, or helped a stranger in the previous month.






One might **assume** that the most **generous** nations were the wealthiest and therefore most **capable** ones, but that would be incorrect. For many years, the top ten ranking has included countries at all stages of economic development. In fact, in 2020, the top five spots were taken mostly by less wealthy countries. Neil Heslop, who **took over** as CEO of the Charities Aid Foundation in 2020, believes that this was down to the COVID-19 pandemic.

According to Heslop, charitable activity in wealthy countries relies heavily on an **infrastructure** of fundraisers, thrift shops, community **allies**, and volunteers. However, the effectiveness of this infrastructure was **undermined** during the pandemic when many volunteers and charity workers were no longer able to participate as effectively.

Most Charitable Countries

2009–2018






Top 5 countries (aggregated data from 2009–2018)

	1	2	3	4	5
	United States	Myanmar	New Zealand	Australia	Ireland
					
H	72%	49%	64%	64%	62%
C	61%	81%	65%	68%	69%
V	42%	43%	41%	37%	38%
AVG	58%	58%	57%	56%	56%

H Helped a stranger **C** Donated money to a charity **V** Volunteered time to an organization

2020

Top 5 countries in 2020

	1	2	3	4	5
	Indonesia	Kenya	Nigeria	Myanmar	Australia
					
H	65%	76%	82%	51%	57%
C	83%	49%	33%	71%	61%
V	60%	49%	42%	31%	30%
AVG	69%	58%	52%	51%	49%

Source: Charities Aid Foundation Index, 2021

B Match the correct form of each word in **bold** in Exercise A with its meaning.

1. _____ likely to give more than is expected
2. _____ to make something weaker or less strong
3. _____ to accept that something is true without proof
4. _____ having the ability to do something well
5. _____ to gain control of a situation from someone else
6. _____ the facilities an organization or system needs to run
7. _____ to give money or goods, for example to a charity
8. _____ someone who works with you, not against you
9. _____ reason for doing something
10. _____ money that has been set aside for a specific purpose

C The word *under* is sometimes used as a prefix that means *beneath* or *less than*. Complete the sentences with the correct words from the box below.

underestimate **underprivileged** **undermine** **underground**

1. He tried to _____ my authority by complaining to my coworkers.
2. _____ children often do not have the opportunity to go to college.
3. Electrical wires are sometimes buried _____ so that they aren't visible.
4. He's quiet, but don't _____ him. He's good at what he does.

D Complete the passage using the correct form of the words in **bold** from Exercise A.

Why do people ¹_____ to charities? You might
²_____ it's because they care, and are ³_____ in
nature. But some people give because they want something back, like media
attention or a tax break. Should people's ⁴_____ really matter?
Charities need ⁵_____ to operate. Should they care about why
their ⁶_____ give, so long as they're giving?

COMMUNICATE

E Work with a partner. Discuss the questions below.

1. Think about how the WGI measures which countries are the most charitable. What are the pros and cons of this method?
2. Are people's motives for donating to charities important? Why, or why not?

Viewing and Note-taking

LEARNING OBJECTIVES

- Watch a video podcast about what people do to help others
- Note down causes and their effects
- Recognize signpost questions

BEFORE VIEWING

A Read the sentences below. Underline the causes and effects. Does each signal word or phrase introduce the cause or the effect?


Words and phrases for cause and effect

due to	Due to the earthquake yesterday, the event was canceled.
so	There was an earthquake yesterday, so the event was canceled.
as a result	There was an earthquake yesterday. As a result, the event was canceled.
result in	Yesterday's earthquake resulted in the cancellation of the event.
because	The event was canceled because there was an earthquake yesterday.

Note-taking Skill

Noting Down Cause and Effect

It's sometimes useful to identify and label causes and their effects in your notes. Often speakers will use signal words and phrases to indicate cause and effect, but sometimes you will need to infer the relationship.

B  **LISTEN FOR DETAILS** You are going to listen to a description of GiveDirectly, a charity started by aid worker Joy Sun. Complete the sentences below and discuss them with a partner.


Causes

- _____ is given to people directly.
- _____ can choose to buy higher quality food.
- Families can start _____ with the money they get.

Effects


- People can make their own _____ based on their own _____.
- Their _____ are born _____.
- They are able to generate _____ and meet local _____.

WHILE VIEWING

C  **PREDICT** Watch part of a video podcast about what people do to help others. What sort of help do you think the speaker is going to talk about? Share your ideas with a partner.




Donated goods need to be transported to disaster sites and containers like these need to be unloaded.

D  **LISTEN FOR MAIN IDEAS** Watch Segment 1 of the video podcast. What problem does it describe?

1. Most people respond too slowly to disasters.
2. Only a small percentage of people respond to disasters.
3. People often respond to disasters in ways that don't help.

E  **LISTEN FOR CAUSE AND EFFECT** Watch Segment 1 again. Note down the effects of each cause.

Causes	Effects
People see images of loss and suffering after a disaster.	
People donate too many things after a disaster.	

F  **LISTEN FOR SIGNPOST QUESTIONS** Watch Segment 2 of the video podcast. Write notes to answer the four questions that were asked in the video.

1. But just what are these problematic goods?	2. How do such large, unusual donations come about?
3. And what exactly is this right thing?	4. But what about those businesses that continue to behave badly?

Listening Skill

Recognizing Signpost Questions

Speakers often introduce new ideas—like causes and effects—by asking questions. Listening for signpost questions like *So how did ...?* or *And what about ...?* can help you follow a speaker's message.


AFTER VIEWING

G **APPLY** Work with a partner. Discuss the questions below.


1. Do you agree with the podcaster's point of view? Why, or why not?
2. How do you think Joy Sun, the founder of GiveDirectly, would react to the podcaster's point of view?
3. When might it be better to donate goods rather than money? Why?

Noticing Language

LISTEN FOR LANGUAGE *Appeal to emotions*

- A**  Listen to excerpts from the video podcast in Lesson B. Which words get emphatic stress? Underline them.
- But how much good does our help really do?
 - In fact, they often undermine humanitarian efforts, due to the time and effort needed to deal with all the donations.
 - The problem is all too familiar to disaster specialists, who see it happen over and over again.
- B** Practice reading the sentences from Exercise A aloud. What is the speaker's intention for each sentence?

The speaker uses emphatic stress to ...

- a.** urge people to volunteer and donate more.
b. get listeners to reconsider a common opinion.
 - a.** stress that humanitarian work requires time and effort.
b. point out that donations can do more harm than good.
 - a.** express frustration that the same thing keeps happening.
b. emphasize how difficult disaster specialists' jobs are.
- C**  Read what the speaker says in each situation below. Circle the word you think the speaker will emphasize. Then listen and check.
- A fundraiser wants to convince people to make donations. She is making a personal, direct appeal to every person who is watching or listening.
"We need you to help us in our fundraising efforts."
 - A lecturer wants her students to pay close attention to important information. She does this by emphasizing that the information will definitely be on the test.
"This will be on the test."
 - A girl is trying to convince her friend to go skydiving with her. He has no intention of doing it, under any circumstances.
"There's no way I'm doing that!"
 - A pilot gets sick and needs his less experienced copilot to fly the plane. It is very important that the copilot follow his instructions.
"Do exactly what I tell you, OK?"

LEARNING OBJECTIVES

- Notice the use of emphatic stress to appeal to emotions
- Appeal to people's emotions

Communication Skill

Appealing to Emotions

Speakers often use emphatic stress when they are appealing to people's emotions, for example, when they want to call attention to something, or convince someone to do—or not do—something. Emphatic stress involves lengthening the vowel in the stressed syllable and changing the pitch on the stressed word.



Malala Yousafzai delivers an impassioned speech at a Youth Assembly event at the U.N. headquarters in New York, U.S.A.

- D** Work with a partner. Read each scenario and write a one-sentence emotional appeal. Underline the word(s) in the sentence that should receive emphatic stress.
- There has been a natural disaster and the victims need help immediately. You are an aid worker who will be addressing the public. Make an emotional appeal for the public's help.
Your emotional appeal: _____
 - Your friend is struggling with an assignment that's due soon, but he doesn't want anyone to help him. Make an emotional appeal to convince him to accept your help.
Your emotional appeal: _____
 - You're going to college, but you want to major in something your parents don't approve of. Make an emotional appeal to convince them to let you follow your passion.
Your emotional appeal: _____
- E** Read your sentences aloud. Discuss whether you think your emotional appeals are effective and whether you chose the correct word to receive emphatic stress.

COMMUNICATE

- F** Prepare an emotional appeal. Choose **one** of the statements and write a few sentences about why we should try to help people this way. Underline words that should receive emphatic stress.

We should help people in need by:

- donating money to a charitable organization.
- giving money directly to individuals.
- volunteering time and providing direct assistance.
- reaching out to others and getting more people to help.

- G** Work with a partner. Take turns making your emotional appeals from Exercise F. Did your partner make a good argument? Did they use emphatic stress?


LEARNING OBJECTIVES

- Use appropriate language for supporting your viewpoint
- Collaborate to make an argument by appealing to emotions

ASSIGNMENT

Task: You are going to collaborate with a partner to support a viewpoint you feel strongly about and use your ideas to convince others.

LISTEN FOR INFORMATION

A  **LISTEN FOR MAIN IDEAS** Listen to a student talking about a cause she believes in. What is the purpose of her talk?

1. To get people to visit the bank’s website and learn more about it
2. To convince listeners that microcredit is effective and sustainable
3. To encourage people to support a bank that helps people escape poverty

B  **LISTEN FOR DETAILS** Listen again. Complete the notes below.

1. Microcredit refers to _____

2. Microcredit is effective because _____

3. Microcredit is sustainable because _____

C Read the pairs of sentences about Grameen bank. Which is the cause and which is the effect? Write **C** or **E**.

- _____ 1. Poor people have the means to escape poverty.

_____ Grameen provides very small loans to people.
- _____ 2. Grameen loans money to people in groups of five.

_____ People repay their loans because of peer pressure.
- _____ 3. Two people in a group of five make payments on time.

_____ The remaining three people are allowed to get loans.
- _____ 4. It can continue to help people to escape poverty.

_____ Grameen’s lending method is sustainable.

COLLABORATE

D Work with a partner. Read the statements in the box. Choose **one** that you strongly agree or disagree with. List reasons to support your position.

- You should help someone you know before you help a stranger.
- Helping animals is just as important as helping humans.
- Everyone should donate at least 2% of their income to charity.
- People who help others are happier than those who don’t.

Reason 1: _____

Reason 2: _____

Reason 3: _____

E Work with a partner. Write two sentences supporting your position that you could use to make an emotional appeal. Underline the words you think should receive emphatic stress.

Sentence 1: _____

Sentence 2: _____

F Work with a new partner. Convince them to agree with your position. Try to appeal to their emotions.

Checkpoint

Reflect on what you have learned. Check your progress.

I can ... ☐ understand and use words related to charitable giving.

ally	assume	capable	donate	funds
generous	infrastructure	motive	take over	undermine

- ☐ use the prefix *under-*.

☐ watch and understand a video podcast about what people do to help others.

☐ make notes about causes and their effects.

☐ listen and recognize signpost questions.

☐ notice and use emphatic stress to appeal to emotions.

☐ use appropriate language for supporting a viewpoint you feel strongly about.


☐ collaborate and communicate effectively to make a convincing argument.

A Peace Corps volunteer teaches English to a class of young boys in Antakya, Turkey.

Building Vocabulary

- LEARNING OBJECTIVES
- Use ten words related to voluntourism
 - Understand the antonyms of *external*, *inclusive*, *dependence*, and *outsider*

LEARN KEY WORDS

A  Listen to and read the passage below. What is voluntourism? What is the best way to ensure that it does more good than harm?

Voluntourism: More harm than good?

Voluntourism—or the performing of volunteer work as a form of tourism—is a topic that often sparks debate. For those volunteering, the experience can be life-changing. However, for local communities, the help received from these short-term volunteers isn’t always appreciated.

In many cases, voluntourism has been known to do more harm than good. Sometimes, volunteers with little or no experience in humanitarian or **conservation** work actually slow down progress and bring up costs. And other times, volunteers who do not understand local cultures end up harming the organization’s relationship with local communities and **authorities**.

So is voluntourism bad? Not always. When volunteers’ abilities match the tasks they’re doing, or when the tasks do not require specialized skills, results can be positive. But to ensure this, volunteers need to do their part by learning about the organization they’ll be working for and its **expectations**, the work they’ll be doing, and the organization’s **policies** regarding volunteering.

Organizations should also provide training and **guidance** on culturally appropriate behavior. No matter how prepared volunteers may be, they are still **outsiders** who need support in navigating cultural differences.

- B** Work with a partner. Think about voluntourism. Discuss the questions below.
1. What are some of the motives that people might have for volunteering in foreign countries?
 2. Look at the photo. What do you think a volunteer needs to know to be helpful in this context?
- C** Match the correct form of each word in **bold** in Exercise A with its meaning.
1. _____ a plan or rule used to make decisions, especially in government or business
 2. _____ official groups who make rules or laws, and ensure others follow them
 3. _____ what someone hopes or believes will happen
 4. _____ people not from a group or community, who might have different values
 5. _____ help and advice, often from someone you look up to
 6. _____ protecting the earth’s natural resources for future generations

Viewing and Note-taking

- LEARNING OBJECTIVES
- Watch and understand a talk about the importance of local representation
 - Notice how stress is used within thought groups

NATIONAL GEOGRAPHIC EXPLORER

Marine biologist **Asha de Vos** is the founder of the first marine conservation research and education organization in Sri Lanka, Oceanswell. In her talk *A Hero on Every Coastline*, she talks about the problem of “parachute science” and advocates for the greater involvement of local communities in solving global issues.

BEFORE VIEWING

- A** Read the information about Asha de Vos. “Parachute science” is when scientists come to a developing country, do research and leave, without investing in and involving local people. Why might this be a problem? Discuss with a partner.

- D** Read the excerpts from Asha de Vos’s talk in Lesson F. Choose the options that are closest to the meaning of the words in **bold**.
- “... we need to make marine conservation more **inclusive** and **equitable**. After all, a handful of people from one part of the world can’t resolve all the problems of our oceans ...”
1. Something is **inclusive** if it _____.
a. involves people from different backgrounds b. allows only certain people to participate c. is cheap and easy to carry out
2. If something is **equitable**, it is _____.
a. well liked b. harmful c. fair
- “... researchers ... come to countries like mine, do research, and leave without any investment in the local capacity or infrastructure. It creates a **dependency** on **external** expertise and makes it unsustainable in the long term.”
3. A **dependency** refers to something that one _____.
a. needs b. respects c. trusts
4. The word **external** refers to _____.
a. someone who’s helpful b. something that’s outside c. something not allowed

- E** The words in the box below are antonyms. Complete the sentences below with the correct words.

external/internal	inclusive/exclusive	dependence/independence	outsider/insider
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1. This is a very _____ organization—it’s extremely difficult to become a member.
2. I quit because there was a lot of _____ conflict. The leaders of the charity couldn’t agree on anything, so nothing got done.
3. We don’t have enough knowledge about the local culture. We need advice from an _____.
4. It is essential that human rights organizations maintain their _____ from local governments.

COMMUNICATE

- F** Note an example next to each prompt below.
1. **Guidance** you received from a teacher _____
2. A **conservation** project _____
3. A local **authority** in your city _____
- G** Work with a partner. Take turns sharing your examples in Exercise F. Respond to your partner’s ideas and ask follow-up questions.

My high school history teacher once gave me some useful guidance. She told me to always remember that there are two sides to a story.

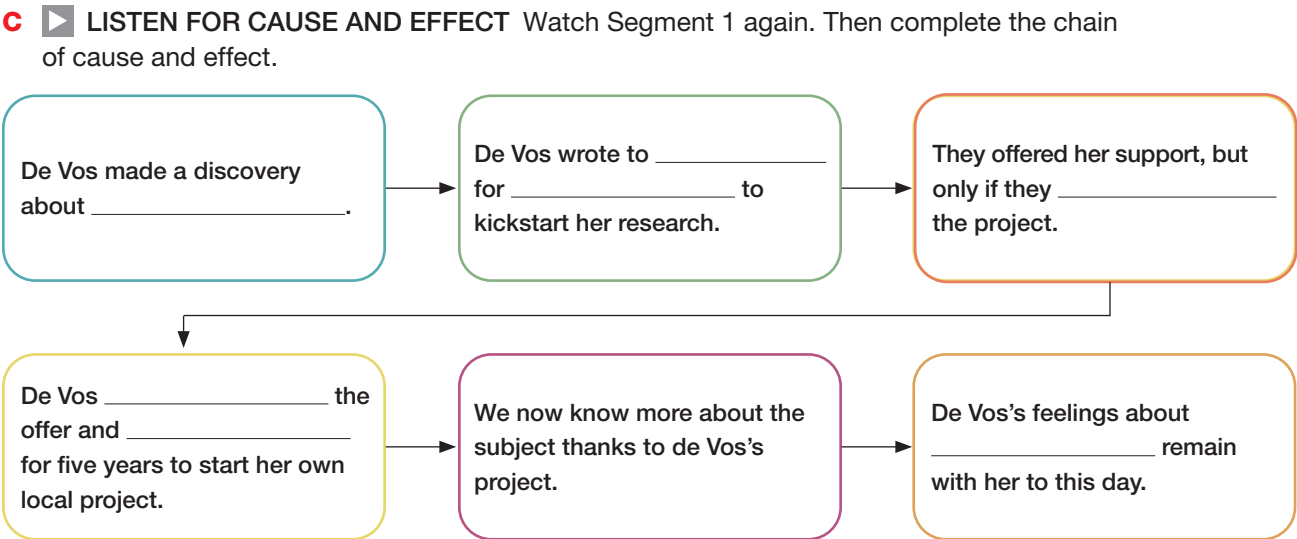
Interesting. How did that help you?



“I believe if we truly want to save our oceans, every coastline needs a local hero.”

WHILE VIEWING

B ▶ **LISTEN FOR MAIN IDEAS** Watch Segment 1 of Asha de Vos’s talk. How do you think she felt about the experience and why?



- D** ▶ **LISTEN FOR DETAILS** Watch Segment 2 of de Vos’s talk. Then read the questions and check (✓) the correct answers. Each question may have more than one answer.
- What are some common problems with parachute science?
 - ☐ It often provides less funding than initially promised.
 - ☐ It creates an unequal power balance between locals and outsiders.
 - ☐ It makes local researchers dependent on outsiders for help.
 - What allies has de Vos found?
 - ☐ people who have encountered parachute science and resisted it
 - ☐ people who have practiced parachute science in the past and now realize it’s wrong
 - ☐ a handful of people capable of resolving the problems of the oceans
 - Why did de Vos start Oceanswell?
 - ☐ to ensure that the heroes who protect the oceans are not forgotten
 - ☐ to ensure that the next generation of Sri Lankans will continue to protect the oceans
 - ☐ to promote a deeper understanding of our oceans and coastlines

WORDS IN THE TALK

lockdown (n) a security measure which restricts people from moving freely within or in and out of an area
poop (n) an informal term for feces

- E** ▶ **LISTEN FOR DETAILS** Watch Segment 3 of the video and circle if the statements are true (T) or false (F). Discuss your answers with a partner.
- | | | |
|---|---|---|
| 1. Small-scale fishers are a small part of the fishing community in Sri Lanka. | T | F |
| 2. It was difficult for de Vos to find people to help with her research of small-scale fishers. | T | F |
| 3. The participants were probably more honest than they would be with outsiders. | T | F |
| 4. Other countries could probably have helped save the stranded pilot whales. | T | F |
| 5. The rescue of the whales was a success. | T | F |

AFTER VIEWING

- F** **EVALUATE** Work with a partner. Discuss the questions below.
- Do local researchers in less developed countries need help from foreign organizations? Why, or why not?
 - How should researchers operate when conducting research or conservation projects in foreign countries?

PRONUNCIATION *Stress inside thought groups*

- G** ▶ Listen to and read an excerpt from de Vos’s talk. Notice the thought groups and the word she stresses inside each group. Then analyze the sentences below in the same way. Use a slash (/) to separate the thought groups, and underline the stressed word in each group.

It creates a dependency / on external expertise / and makes it unsustainable / in the long term.

- Asha de Vos is a scientist from Sri Lanka whose name is associated with marine biology and conservation.
 - In 2003, shortly after graduating with a degree in marine biology at the age of 24, Asha de Vos made a discovery that would transform her career.
- H** Work with a partner. Imagine you are a marine biologist speaking to other marine scientists. Make an emotional appeal. Use a slash (/) to separate the thought groups in the sentences below. Underline the words that receive normal stress, and circle words you think should receive emphatic stress. Take turns reading the sentences.
- It is long past time to put an end to parachute science.
 - As protectors of the oceans, we have a responsibility to support local conservation efforts.
 - Our goal should be to have local heroes on every coastline, fighting for our oceans.

Pronunciation Skill

Using Stress Inside Thought Groups

English speakers often organize sentences into thought groups. Usually, each thought group has one focus word that is stressed more than others. Often, this word is the last content word of the group. Speakers also tend to pause briefly between thought groups.

LEARNING OBJECTIVES

- Interpret an infographic about how charitable organizations spend their money
- Synthesize and evaluate ideas about different ways to help

ANALYZE INFORMATION

A Look at the infographic below. What types of overheads do the following examples refer to? Write *rent*, *infrastructure*, *manpower*, or *utilities*. Discuss your ideas with a partner.

- a. hiring staff and paying workers’ salaries
- b. leasing space for offices, warehousing, etc.
- c. gas, water, electricity, internet, etc.
- d. physical equipment, software, vehicles, etc.





B For every \$100 in donations received, which organization spends the most and least on the following? Circle **RT** (Rainforest Trust), **DB** (Doctors without Borders), or **HK** (Helen Keller International).

	Most			Least		
1. Programs	RT	DB	HK	RT	DB	HK
2. Fundraising	RT	DB	HK	RT	DB	HK
3. Overheads	RT	DB	HK	RT	DB	HK

Choosing a non-profit organization: How do you decide?

Before deciding which non-profit organization to support, many people find it useful to know how much of their donations will be spent directly on the organizations’ programs, and how much will be spent on other organizational costs, such as overheads and fundraising. Overheads include expenses such as rent and utilities, which must be paid on a regular basis to keep the organization running. Fundraising includes anything the organization does to raise money, such as sending out letters or holding an event which donors pay to attend.

OVERHEADS

-  Rent
-  Infrastructure
-  Manpower
-  Utilities

EXPENDITURE BREAKDOWN



Putting It Together

LEARNING OBJECTIVES

- Research, plan, and prepare a persuasive speech on an organization you support
- Use various techniques to make an emotional connection

ASSIGNMENT

Individual presentation: You are going to give a presentation to convince a group to support an organization you believe in.

PREPARE

- A** Review the unit. What are some of the charitable organizations mentioned in the unit? What makes them special?
- B** Research online to find out more about a local, national, or international organization that supports a cause you believe in. You could research an organization that you’ve read about in the unit or find a different one. Use the questions below to guide your research, and note down any useful information.
- Is the organization local, national, or international?
 - Who or what does it support?
 - Does it encourage the involvement of the local community? How?
 - Does it need volunteers? What do volunteers do?
 - How much of its income is spent on the cause it supports?
 - What kinds of donations does it accept? (cash, goods, etc.) How does it use donations?
 - How does it provide aid? (credit, cash, goods, consulting, building infrastructure, etc.)

- C** Plan your presentation. Use the following prompts to help you.

Cause: _____

Organization: _____

Why I care about this cause:

Why I admire this organization:

Why my classmates should support it too:

- D** Look back at the vocabulary, pronunciation, and communication skills you’ve learned in this unit. What can you use in your presentation? Note any useful language below.
- _____
- _____
- _____
- _____

- E** Below are some ways to make an emotional connection with your listeners. Think about how you can:
- say something surprising or shocking
 - say something inspiring
 - tell a moving story
- F** Practice your presentation before you give it. Try to make use of the presentation skill that you've learned.

Presentation Skill

Making an Emotional Connection

Asha de Vos connects emotionally with her audience by using inspiring words, saying surprising or shocking things, and telling moving stories. Doing this is a good way to get listeners to care more about what you’re saying, or even share your point of view.

PRESENT

- G** Give your presentation to a partner. Watch their presentation and evaluate them using the Presentation Scoring Rubrics in the back of the book.
- H** Discuss your evaluation with your partner. Give feedback on two things they did well and two areas for improvement.

Checkpoint

Reflect on what you have learned. Check your progress.

- I can ...** ☐ understand and use words related to voluntourism.
- | | | | | |
|--------------------|---------------------|-------------------|------------------|--------------------|
| authorities | conservation | dependency | equitable | expectation |
| external | guidance | inclusive | outsider | policy |
- ☐ understand the antonyms of *external*, *inclusive*, *dependence*, and *outsider*.
- ☐ watch and understand a talk about the importance of local representation.
- ☐ use stress inside thought groups.
- ☐ interpret an infographic about how charitable organizations spend their money.
- ☐ synthesize and evaluate ideas about various ways to help.
- ☐ use various techniques to make an emotional connection with listeners
- ☐ give a persuasive presentation on a cause and organization I support.