

Before you start raising money...

An Oxfam Guide for Schools

Make sure the young people you teach get the most out of supporting charities.

This Guide looks at good educational practice when fundraising at school, gives you practical teaching ideas, and highlights helpful teaching resources and further support.

So, if you're thinking of raising money for charity, help is at your fingertips.



Before you start raising money...

- 3 Why do I need this Guide?
 - 4 Choosing a charity
 - 6 What is Oxfam?
 - 11 Fundraising – designing your own activities
 - 16 Oxfam's fundraising ideas
 - 17 Oxfam and education in the UK
 - 18 Resources and support
- Poster: A global citizen's guide to changing the world

This Guide is designed for ANYONE running fundraising events who wants to:

- involve others
- make sure everyone understands why they are raising money and how it will be used
- make the most of fundraising activities for developing skills and understanding



Did you know?
The *Resources and Support* section (p18/19) has Oxfam contact details, teaching materials and other useful sources of information.

Why do I need this Guide?

If you're reading this it's probably because you're thinking about raising money for charity. Thank you.

Planning your fundraising carefully will ensure the young people you teach get the most out of it.



If your school has already raised money, thank you! If you're thinking of raising money – this Guide will help you make it educational and fun.

Raising money can be a springboard to help young people become active global citizens in a range of ways. It can help them learn more about the global issues that affect us all, develop essential skills to help them change the world around them, and understand more about the work of charities like Oxfam. And all while they're having fun!

This Guide sets out important questions to think about **before** raising money for charity, and includes practical tips and teaching ideas as well as pointing you to sources of information and activities to help you and your pupils get the most out of supporting charities.

We'll look at questions such as: Why raise money? What's it for? What else can young people do to change their world? How do charities use your money? How can you make supporting charities really educational?

So please read on...

More than 5,000 schools have raised over £1 million to support Oxfam's work since 2004.

This money is vital to our work to overcome poverty and suffering around the world.



Charities and schools

When working with young people of school age in the UK, Oxfam...

...believes that in the long term fight against poverty, educating and empowering young people is vital. People who are educated, and willing and able to take action to change the world, are crucial to overcoming poverty. Even while still at school, young people are able to take action that contributes to this fight.

...knows that many schools raise money for Oxfam – money that saves lives around the world and helps Oxfam continue its work. Raising money is a fun and engaging way for young people to see their actions having a positive impact on their world. It can provide the opportunity to learn and practice useful skills, to investigate the global issues that affect us all, and to start to understand the many ways they can make a difference to their world.

...thinks fundraising can be used as a platform from which to educate and empower, as well as being a legitimate response to wanting to do something to help overcome poverty and suffering once a child understands the issues.

Oxfam's primary aim is always to help you to educate and empower young people



The Institute of Fundraising guidelines

The Institute of Fundraising* has guidelines about how charities should work with schools. Here's a summary:

- ✓ Presentations given by charities should be educational and not allied to any political party. Contact with young people needs the head teacher's permission.
- ✓ Charities may offer gifts as prizes to encourage young people, but they should be available to all, not to individuals as rewards for effort.
- ✓ Charities shouldn't harass young people to collect sponsorship money, but a time limit should be fixed, and someone from the charity should collect funds on an agreed day.
- ✓ Young people shouldn't ask strangers for sponsorship, but seek donations from family and friends.
- ✓ Schools need a licence if planning street or door-to-door collections.
- ✓ Charities should thank all of the staff, young people and parents involved, and respond to any criticisms as soon as possible.

* There's a link to the full guidance in the *Resources and support* section.

Thinking about fundraising?



Ideally, fundraising should take place after teaching and learning about issues of concern. Young people should choose and design their own responses to what they have learned.

Remember...

Involve young people in decisions about

- whether to raise money
- which charity to support
- how to raise money
- what other actions to take.

Help them understand that

- their actions can make a difference
- they have the power to change their world - particularly if they work with others
- their views matter, and they should speak up.

Help them learn

- and develop skills they can transfer to many other areas of their lives,
- about life in different parts of the world, and issues that affect us all as global citizens,
- about their own rights and responsibilities, locally and globally.

activity

Start with a discussion...

What is charity?

Name some charities and talk about (or research) what they do.

Why do charities ask people to donate money to them?

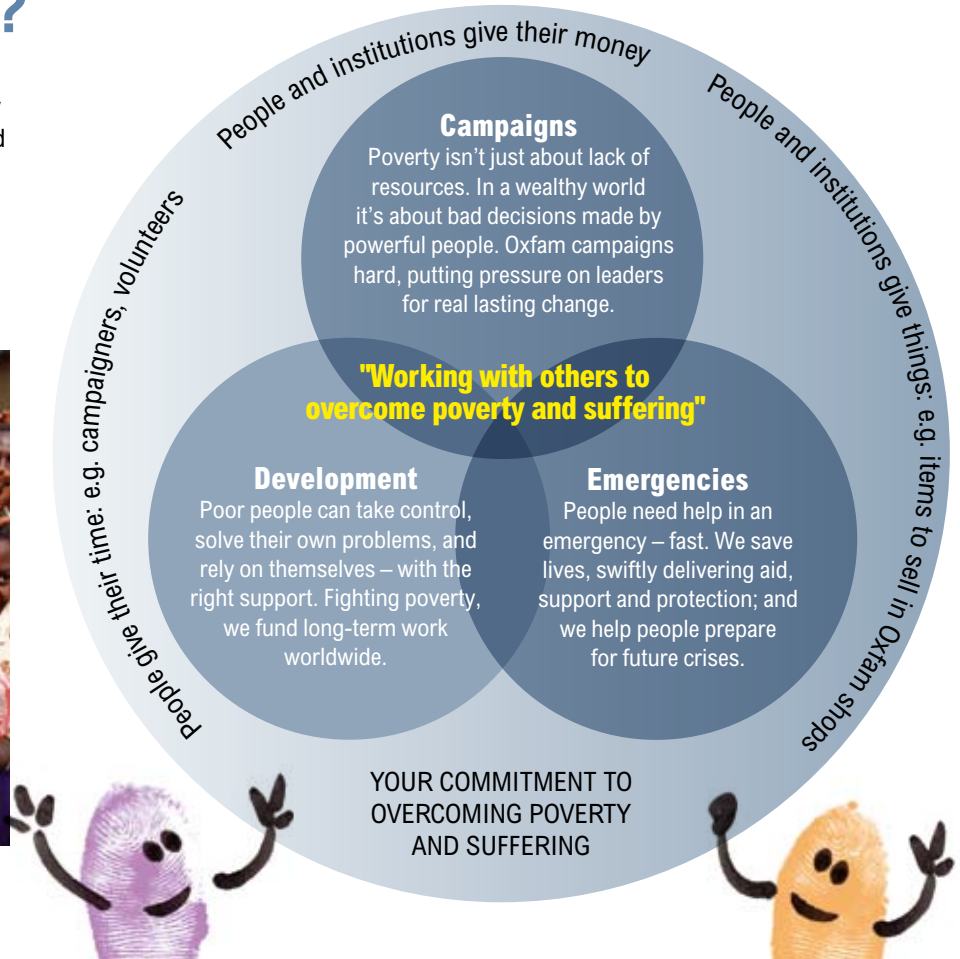
What else can young people do to help change the world apart from give (or raise) money?
(see the *Global Citizen's Guide to Changing the World* on the A3 poster for some ideas)

See the Ladder of Participation (page 15) and Oxfam and Education (page 17) for more about helping young people choose how and whether to take action

What is Oxfam?

When choosing a charity you'll want to do some research about what that charity does – and help young people understand it too.

We've provided information about Oxfam here. But whichever charity your school supports, help young people get to grips with what it is trying to achieve.



What does Oxfam do?

activity

Use the 'World' section of Oxfam's website for children (www.oxfam.org.uk/education) for illustrated case studies and information about some of the countries Oxfam works in. Note that Oxfam works in the UK, too.

For more on our UK work, visit www.oxfam.org.uk

Get groups of young people looking at each country. They should try and answer the following questions:

- What is this country like? Include its geography, culture, and its people.
- What are the needs of some people in this country?
- How is Oxfam working with them?

Oxfam's purpose is to 'work with others to overcome poverty and suffering'.

What does this mean?



Things we think young people should understand about Oxfam – try and draw them out:

- Overcoming poverty is about justice, not charity
- Oxfam works on long-term projects to help people support themselves, and campaigns for changes in the way the world works to make it fairer for poor people, as well as helping people in emergencies
- Everything we do is vital to overcoming poverty – money alone isn't enough
- The link between support your school can offer, Oxfam's work, and the results (helping overcome poverty and suffering)
- The different meanings of 'working with others'. Many people work with Oxfam – people in poor communities, governments, people who buy from Oxfam shops, anyone who raises money, people who sign petitions or take part in campaigns

Did you know?

Oxfam has a school speaker service for schools in England.

Fully trained volunteers offer assemblies and workshops about Oxfam's work to overcome poverty and suffering.

See the *Resources and support* section for contact details.

Money

They say that money makes the world go round and, well, 'they' have a point. You should make sure that the charity you choose to support can provide you with clear financial accounts.

We thought you'd like to know about where Oxfam's money comes from, and how it's spent. You could devise a maths activity to help young people get to grips with these figures.

Oxfam works with others for a world where everyone:

- is treated as equal 7% (£16.3m)
- is listened to 7% (£14.5m)
- can provide for themselves and their families 20% (£42.9m)
- has good health care and education 10% (£22.4m)
- is safe and looked after in case of disasters 44% (£94.2m)
- support costs, including office costs, transport etc 10% (£20.9m)
- other 2% (£2.0m)

Total Charitable Spend £213.2m

Restricted or unrestricted?

Something interesting (well, we think so!) that a lot of people don't know about charities is that they have two different types of funding:

Restricted funding is money given to do something specific. For example, in response to a particular appeal.

Unrestricted funding is money given to a charity in general, and the charity chooses how that money can best help us work to end poverty. **Most donations to Oxfam are used like this, and this gives us the most flexibility to use your money where it's needed most.**

So, if you're thinking of raising money for Oxfam, the way you donate it will make a difference to the way we can spend it.

All your money will be well used.

activity

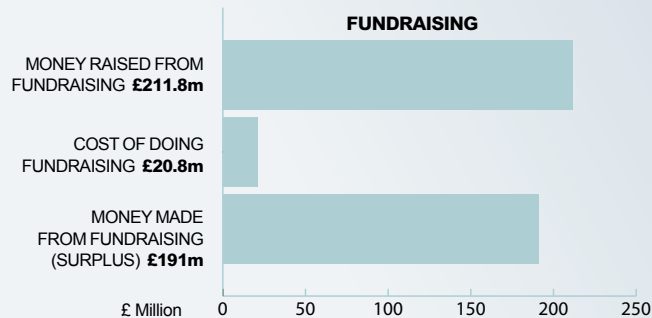
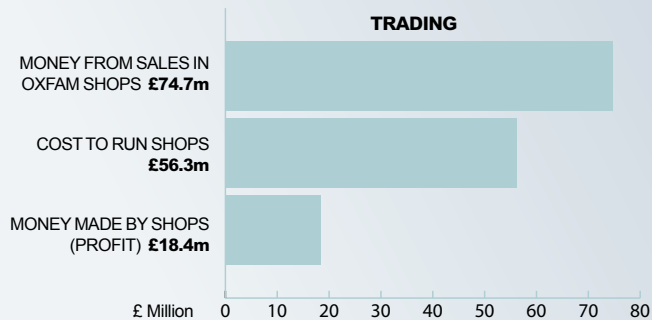
Is this money restricted or unrestricted?

- 1 Raising money for a goat from the Oxfam Unwrapped gift catalogue
- 2 Money from a music festival held for Oxfam
- 3 Money from the Commonwealth Education Fund for the School Improvement Programme in India
- 4 A cheque sent in response to a TV appeal about an earthquake
- 5 Raising money for Oxfam by holding a second-hand book sale



Answers: Restricted = 1, 3, 4. Unrestricted = 2, 5.

Where does Oxfam get its money from?



Oxfam by numbers

£1 raised could pay for ten packets of Oral Rehydration Salts to treat diarrhoea— the cause of frequent yet preventable death in poor and disaster-hit countries.

£100 could pay for essential medicines for a whole village for six months.

£1700 could pay for building a whole classroom, including windows, blackboards and lights

250,000 people marched in Edinburgh to 'Make Poverty History' in 2005. Millions more wore white bands. World leaders made promises we need to make sure they keep.

1 million people joined the Million Faces petition to control the global arms trade. Soon after 153 countries voted for better regulation. We need to make sure it happens.

17.8 million people signed a Make Trade Fair petition, raising awareness and changing the terms of debate about unfair global trade.

COMBINED TRADING & FUNDRAISING INCOME	£186.5m
GIFTS IN KIND	£14.6m
OTHER MONEY RECEIVED	£5.6M
TOTAL MONEY FOR CHARITY WORK	£206.7m

Research skills

Charity myths

Sometimes, people talk about charities and the work they do without knowing the facts about them. We've tried to dispel some of the main myths about Oxfam here. But whichever charity you choose to support, make sure the charity can assure you that your money reaches those who really need it. And help young people understand this too.

myth **Hardly any money reaches the people who need it, or it is spent on things people don't really need...**

Working closely with people 'on the ground' means Oxfam can be sure that their most urgent needs are identified.

Often, people will have set up their own groups and identified their own needs. They may just need a vital injection of cash, advice, or training from Oxfam.

myth **Corruption in developing countries means it's pointless sending money.**

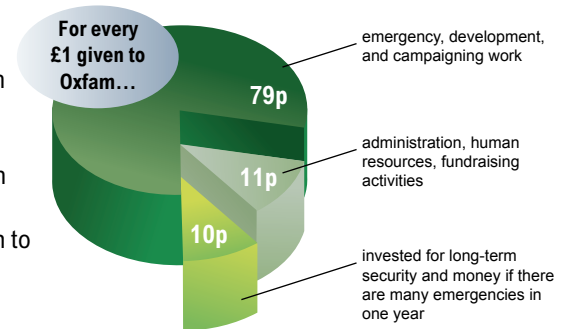
There are problems with corruption in some developing (and some developed) countries. That's why Oxfam supports local people to press for good governments in their own countries. And because we work in partnership with local organisations, the money goes straight to the people who need it.

myth **Charities spend all their money on administration.**

When you give money to Oxfam, **79p** in every £1 is spent directly on our emergency, development, and campaigning work around the world. **10p** is invested (to provide Oxfam with long-term security and money if there are many emergencies in one year). **11p** is spent on administration, human resources, fundraising activities, and other 'management' that allows Oxfam to run a large yet efficient organisation.

myth **It's impossible to stop natural disasters and wars. It's a never-ending task for charities.**

As well as providing life-saving emergency support to people caught in disaster situations, Oxfam works with the world's most vulnerable communities helping them prepare in case disaster strikes again. Poorer countries are less able to cope when disaster strikes, and see more damage and loss of life than richer countries. Oxfam also campaigns on climate change (the effects of which hit poorer people hardest) and for stricter controls on the sales of arms to prevent conflicts.



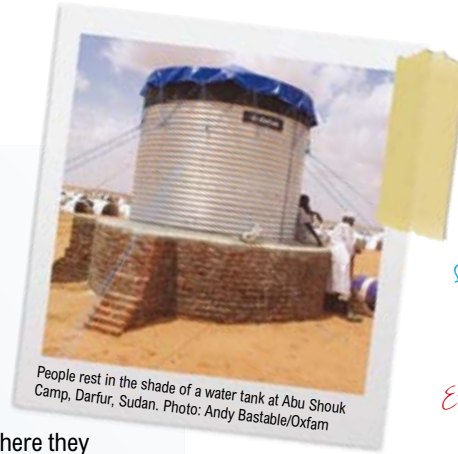
What shall I do?

If you're choosing to support a charity you can either design an activity yourself (or with your pupils) or use activities prepared for you by the charity you're supporting.

We'll look at both here. But whichever you do, when choosing or designing an activity, ask yourself...

Does this activity...

- Allow young people to make decisions about the cause they want to support and how best to support it?
- Help young people understand and feel enthusiastic about the cause they are supporting?
- Build in learning about global issues that affect all our lives?
- Develop key skills such as project management, speaking and listening, literacy and numeracy?
- Make links between their lives and the lives of people your money could help support? Start where they are to build empathy.
- Help young people understand the work of charities?
- Develop skills of participation and active global citizenship, empowering young people?
- Include ideas about how their individual and collective actions (beyond fundraising) could continue to benefit other people?
- Include an evaluation? What went well? What have they learned?



People rest in the shade of a water tank at Abu Shouk Camp, Darfur, Sudan. Photo: Andy Bastable/Oxfam

speaking and listening

Event management

Persuasive writing

Creative design

Reading and writing

Business skills

Advertising experience

Designing your own fundraising activities

Even the simplest of fundraising activities can provide opportunities for developing young people's knowledge and skills, and for exploring values. But to get the best educational value from your activities, it's important to use them as opportunities to challenge any stereotypes that come up, promote empathy towards - rather than pity for - people in need, and to be aware of young people who may themselves be affected by the issues you are covering.

These pointers will help you. And the *Resources and Support* section at the back of the Guide has links to some relevant materials.

Why do all the poor people live in Africa?

Did you know...
the Oxfam Education website (www.oxfam.org.uk/education) contains hundreds of free case studies, lesson plans and teaching ideas that explore issues about poverty, to help you.

Guide to designing activities

1. Find out what your class already know. Start from where they are. Make links between their lives and the lives of others around the world.
2. Be sensitive to the backgrounds of young people. Remember that young people (and teachers!) in the UK may themselves be poor, may be asylum seekers, or be from, or have relatives in, poorer countries.
3. Challenge negative stereotypes about poor people. Make sure young people understand poor people aren't sitting about waiting to be rescued by people in richer countries. They have their own ideas about their needs, and can often make the changes they want to see in their own lives.
4. Help young people understand that it's not just a question of being lucky or unlucky as to whether some people are poor and others are rich. Often, there are historical, political, or environmental factors (usually a combination) that keep people in poverty. Wars and 'natural' disasters can also contribute. Overcoming poverty is a matter of justice, not charity.
5. Make people from other countries or cultures 'real' to young people. Help them understand that young people in poor communities are in many ways just like them: they may play football with their friends, want to go to school to learn and get a good job, worry about their families, love listening to music etc. Making connections between young people in the UK and young people in other countries can help avoid stereotyping.
6. Remind them that not all poor people live in rural settings, nor do they all live in Africa. Help young people to understand that Africa is a diverse continent, and also that people living in poverty may live on any continent (you could talk about poverty in the UK). Explode any racial stereotypes that present themselves.



Are poor people lazy?

Why do people hurt each other?

case studies

Space Cadets

Teachers at Billericay Secondary School in Essex designed a novel way to get pupils thinking about life on this planet – by creating a new one, Planet X. Pupils imagined their ideal planet: its environment, how people would treat each other, and other things that would be important there. They used art, writing, maths, fashion, music and drama to present their ideas about Planet X. In order to help make their vision a reality, young people decided to raise funds for Oxfam.

Food for Thought

A Primary school in Poole teamed up with their local Oxfam shop to buy school dinners. Young people learned about how many people their age around the world don't have school dinners – and they drew their favourite dinners on paper plates. It made a colourful display for the shop window, attracting people to the shop to buy many school dinners from Oxfam Unwrapped.

Did you know...
Oxfam has a free guide, *Teaching Controversial Issues*, to help you deal with these issues in the classroom. See the *Resources and Support* section.

The Oxfam Unwrapped... for Schools fundraising pack contains a load of ideas for raising money. But careful planning should help you ensure **any** activity to support a charity works as an engaging, educational, active global citizenship activity!



Trafalgar Square: Nelson Mandela passes his white band to school children for them to take to the G8 Alice Dunhill/Oxfam



MY MUM SAYS WE'RE POOR.
WHY AREN'T WE RAISING
MONEY FOR MY FAMILY?

Why are some people poor?

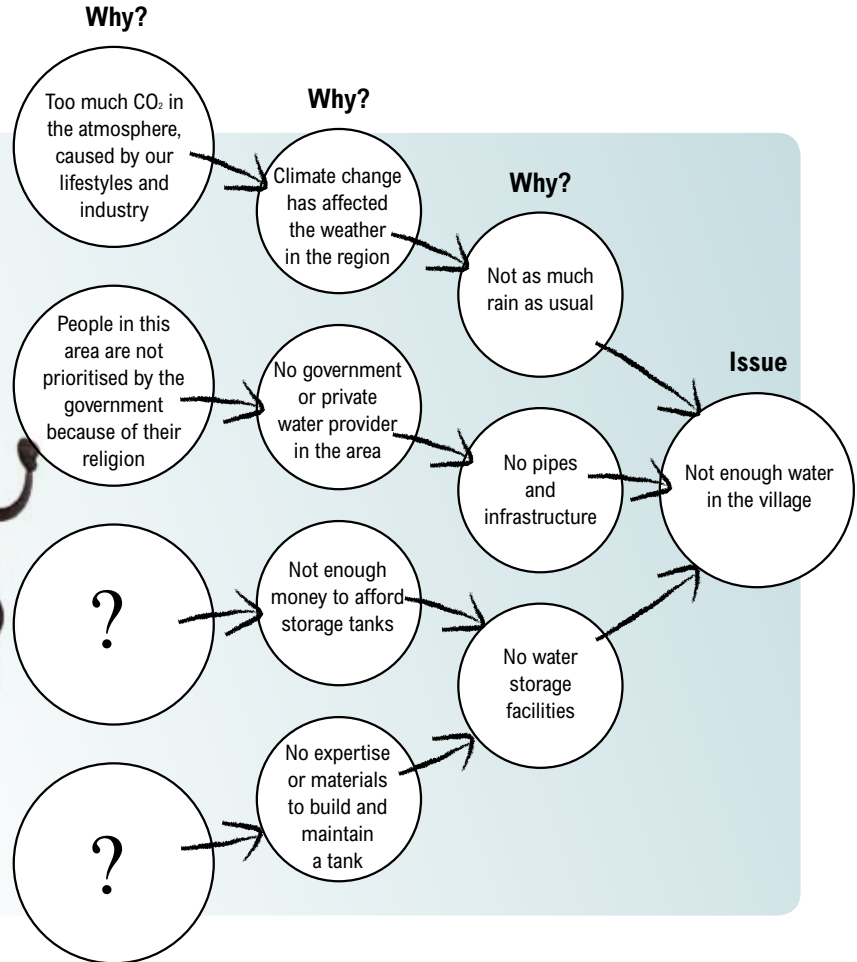
Tools to help you...

1 Explore an issue

A 'Why-why-why Chain' will help young people think about the causes of a particular problem. This deep understanding helps them recognise areas they might not know much about (so they can investigate them further) and ultimately helps them identify what needs to change to solve the problem, and the part they can play in that. This partially filled in example shows you how it can work.

What to do

Start with an issue – identify a problem. Write it down. Ask young people to think about what causes that problem. Write those 'first-level' causes down. Then ask them to think about what causes those causes. And so on. They should begin to see different levels of complexity. Use a completed chain to develop children's understanding of the causes they identify (are they right in their assumptions?) and to plan action to help overcome the problem.



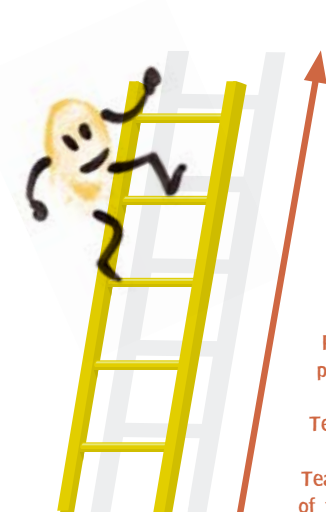
2 Involve young people

The 'Ladder of Participation' model (below) is a helpful reminder about the importance of involving young people in their own learning. The higher your teaching style is up the 'ladder', the more young people are empowered and engaged through guiding their own

learning. When designing activities, you should aim to be working on one of the top rungs to help your kids get the most out of them. Be aware of the teaching style(s) the young people you teach are used to, and try and move up the ladder from where you think they are at present, a rung at a time.

3 Curriculum links

Educational fundraising activities can cover many aspects of the school curriculum. The obvious areas are Citizenship and PSHE/PSE in England and Wales, and in Scotland the fit with the Curriculum for Excellence – particularly in developing responsible citizens – is clear. But, depending on how you design and run your teaching and chosen activity, young people can gain knowledge and skills in many curriculum areas. For example, well-designed activities can help young people: develop confidence, prepare to play an active role as citizens, respect the differences between people, exercise responsible personal choice, and develop participation, enquiry and communication skills.



The Ladder of Participation

Pupils make decisions, initiate design and run their own projects.

Pupils initiate, design and run their own projects. Work in partnership with teachers to make decisions.

Teachers have initial idea. Pupils involved in planning and doing at every step.

Projects designed and run by teachers. Teachers fully consult pupils at each stage.

Teachers design, run and delegate. Pupils give limited input.

Teachers tell pupils what to do and say. Pupils have no understanding of the issue/why they are doing what they are doing.

Oxfam's fundraising ideas

There are some Oxfam initiatives which provide excellent ways to raise money and get young people learning in fun ways.

Oxfam Unwrapped Gift Catalogue

There is now an Oxfam Unwrapped... for Schools fundraising pack available. It's free, of course, and contains lots of curriculum-linked activity ideas to help schools raise money to buy gifts from the Unwrapped Gift range. There's also a DVD, plus colourful posters and other useful tools for making fundraising educationally fun. Order your free copy by calling 0870 410 5030.

Oxfam Music Festival

Each October people across the UK are encouraged to do something musical to raise money for Oxfam. Schools can get involved by organising concerts, discos, or even recorder recitals to raise money to help end poverty. Find out more about Oxfam: www.oxfam.org.uk/oxjam

As a great introduction to Oxjam, a set of music lesson plans suitable for all ages and closely linked to the Music curriculum is available from www.oxfam.org.uk/education, search for 'music'.

Disaster responses

Schools often respond amazingly quickly to support Oxfam's vital work when there's a disaster somewhere in the world. Your response to the appeal following the Indian Ocean tsunami in December 2004, for example, was incredible.

When there's a major disaster, Oxfam Education usually produces an assembly and/or lesson plan within three days, to help you explore issues raised and think about how and whether you want to respond. You can find these on the Oxfam Education website (www.oxfam.org.uk/education) along with other materials to help you in our Disasters and Emergencies section.



Oxfam and education in the UK

Oxfam has been working with teachers in the UK and producing teaching resources for more than 30 years. Our Education Team is full of experienced educators and award-winning resource designers.

Why is Oxfam interested in what's taught in schools in the UK anyway?

Simply put, we think quality education for the 21st century should empower young people so they can contribute to making the world a better place for everyone.

Oxfam believes that developing certain skills, understanding, and values are key to helping young people understand, thrive in, and change their world as well as contributing to everyone's shared future. We call this education for global citizenship. It's good for young people, and good for our planet. It's much less complicated than it might sound. It's cross-curricular, and uses many methodologies that are recognised to be best practice in teaching.

Education that makes a difference – education for global citizenship

Skills:

- Critical thinking
- Ability to argue effectively
- Ability to challenge injustice and inequalities
- Respect for people and things
- Co-operation and conflict resolution

Knowledge and understanding of key issues that affect us all:

- Social justice and equity
- Diversity
- Globalisation and interdependence
- Sustainable development
- Peace and conflict

Values and attitudes:

- A sense of identity and self-esteem
- Empathy
- A commitment to social justice and equity
- A sense of value and respect for diversity
- A concern for the environment and a commitment to sustainable development
- A belief that people can make a difference



A far more detailed **Curriculum for Global Citizenship** including key learning objectives for different age groups is available to download free on the Oxfam Education website (see the *Resources and support* section for more details).

Resources and support

There's a lot available from Oxfam and from other sources too.

General support:

For any Oxfam-related query, or to request printed copies of our general fundraising guidelines, including legal issues, sample sponsorship forms, and tips for successful fundraising.

Phone us: 0870 333 2700

Or write to us:
Oxfam GB
John Smith Drive
Oxford
OX4 2JY

Email us: oxfam@oxfam.org.uk
Our website: www.oxfam.org.uk

Online practical fundraising guide:
www.oxfam.org.uk/get_involved/fundraise

Institute of Fundraising guidance on working with schools: <http://www.institute-of-fundraising.org.uk/NR/rdonlyres/07C71E83-69F7-4491-9852-E17E652B0B9C/0/FundraisinginSchools.pdf>

Oxfam Unwrapped...for Schools

This great free pack offers lots of activity and teaching ideas to help you educate while raising money to buy Oxfam Unwrapped gifts for people who need them. To order your copy call: 0870 410 5030



Feedback on this Guide and your teaching and fundraising ideas: please email education@oxfam.org.uk

Teaching support:

Oxfam Education website:
www.oxfam.org.uk/education

Packed with hundreds of free case studies, lesson plans, interactive teaching resources



(including the BAFTA-winning Mapping Our World) and tips for teachers for bringing global issues to life in the classroom. Sign up to receive our termly Education E-newsletter and get updates about new materials and activities straight to your inbox.

The Oxfam Education website is used by around 50,000 people each month.



Oxfam Catalogue for Schools
online: www.oxfam.org.uk/publications
 More than 400 specially

selected teaching resources to browse and order securely online. To order a printed copy contact us on the General Enquiries contact details on page 18.

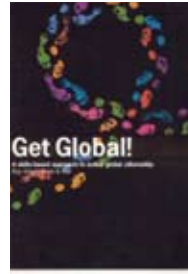
Oxfam School Speaker Service

Available in England only at present, fully trained volunteers will run assemblies or classes about Oxfam and the key global issues to do with overcoming poverty and suffering.



Contact Oxfam or visit the Oxfam Education website for more information and to book.

Get Global! is an excellent resource for helping young people aged 11-18 design and implement action to make a difference to a cause of their choice. Download it free online from the Oxfam Education site, or buy a printed copy (£15) from the Oxfam Catalogue for Schools.



Giving Nation offer a good free pack helping you explore fundraising, volunteering, and the importance of charitable activity with young people of all ages. It includes a great 'Portfolio Skills Chart' to help young people identify skills they've used. Get more information and order your copy from: www.g-nation.co.uk/teachers/ or email info@g-nation.co.uk



Go Givers is a site for teachers, parents and young people at Primary school,

offering many lesson plans and activities related to good citizenship. The young person's site is full of colourful characters and brings issues to life. www.gogivers.org





Contact us

Oxfam can provide you with a variety of support for teaching and learning, and for fundraising.

Phone us: 0870 333 2700

Write to us:
Oxfam GB
John Smith Drive
Oxford
OX4 2JY

Email us: oxfam@oxfam.org.uk

Our website: www.oxfam.org.uk

Website for teachers:
www.oxfam.org.uk/education

We welcome your feedback on this Guide and your ideas for great activities that help young people get active and change the world. Please email your thoughts and ideas to education@oxfam.org.uk

Oxfam GB is a member of Oxfam International.
Registered charity no. 202918. BC142097. inhouse 3516.
Photography: Jon Mullis (Coventry Observer); Crispin Hughes/Oxfam.



When you have finished with this booklet please recycle it

100% recycled

This booklet is printed on 100% recycled paper