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

It 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.

Keys Meadow Primary School, Enfield raised £1,900 through their Marathons for Mali initiative. Every Year 4 pupil ran a mile around a total of 26 football stadiums, cricket pitches and parks across London; ultimately running their own personal marathon. Here they are at West Ham football ground.

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.

Raising money can be a springboard to help young people become active global citizens. 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.

This guide sets out important questions to think about before raising money, 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?

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.
**CHARITIES AND SCHOOLS**

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

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

- Believes that educating and empowering young people is vital in the fight against poverty. People who are educated and willing to change the world are crucial to overcoming injustice. 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. 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 practice useful skills, investigate global issues, and start to understand 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.

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**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.
- 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. 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.

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**THINKING ABOUT FUNDRAISING?**

Start with a discussion with your pupils...

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?

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

**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.
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?

Head online to download our What does Oxfam do? resource. Including a lesson plan, PowerPoint presentation and video, it enables pupils to learn how Oxfam works with partners to lift people out of poverty.

http://www.oxfam.org.uk/education/resources/what-does-oxfam-do

OXFAM AND MONEY

Activity
Is this money restricted or unrestricted?

1. Raising money for a goat from the Oxfam Unwrapped catalogue.
2. Money from a music festival held for Oxfam.
3. A cheque sent in response to a TV appeal about an earthquake.

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

The bullet points below explain where Oxfam spends its money. 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 10% (£28.1m)
• is listened to 6% (£18.7m)
• can provide for themselves and their families 23% (£68.2m)
• has good health care and education 8% (£21.8m)
• is safe and looked after in case of disasters 45% (£129.7m)
• support costs, including office costs, transport etc 8% (£23.5m)

Restricted or unrestricted?

Charities 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.
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, 84p in every £1 is spent directly on our emergency, development, and campaigning work around the world. 7p is invested (to provide Oxfam with long-term security and money if there are many emergencies in one year). 9p 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 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?

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 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 be affected by the issues you are covering.

Guide to designing activities

1. Find out what your class already know and 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.
Case studies

Cycle to Syria

In October 2013 students from Glyn School in Ewell decided to ‘cycle to Syria’ to fundraise for Oxfam’s Syria appeal. They fixed road bikes to turbo trainers in the school’s fitness suite and set about organising a relay to cycle the 2,100 miles from Surrey to Damascus. There couldn’t be a moment during the week without someone on a bike cycling towards Syria.

The idea of cycling was suggested and planned by the students. They raised awareness in school by putting up posters, speaking to their classes and asking Oxfam for help with assemblies.

By the end of the week Glyn School had ‘arrived’ in Damascus ahead of schedule and raised £943 in sponsorship.

Asa Burton, teacher, said: “Raising awareness for the crisis in Syria is the most important factor to this fundraiser. It’s been great to see how many students want to take part, and I am proud of how many are giving their own time to make this happen.”

Strictly for Oxfam

In February 2014 the Youth Ambassadors group at Sir John Lawes School organised the Strictly for Oxfam dance competition to fundraise for Oxfam’s Syria appeal. This evening of entertainment featured all-star staff couples performing ballroom dances ranging from the Charleston to Salsa. The students were responsible for coordinating all aspects of the event, from ticket sales to sound and lighting. It helped them to develop organisation, leadership and time management skills. Many also featured on the night as hosts or in the front of house team.

Student Miriam Quinn said: “I decided I wanted to do something to contribute to Oxfam’s work in Syria. Organising Strictly for Oxfam seemed like the perfect way to do this whilst also putting on an evening of great entertainment for the school community.” Strictly for Oxfam sold out all 200 tickets and raised £1000 for Oxfam.
1. Explore an issue

A ‘Why-why-why Chain’ will help young people think about the causes of a particular problem. This 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.

**What to do**

Start with an issue, identify a problem and 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.

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<tr>
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<tr>
<td>Not enough water in the village</td>
<td>Not as much rain as usual</td>
<td>Climate change has affected the weather in the region</td>
<td>Too much CO2 in the atmosphere caused by our lifestyles and industry</td>
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<td></td>
<td>No pipes and infrastructure</td>
<td>No government or private water provider in the area</td>
<td>People in this area are not prioritised by the government because of their religion</td>
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<td></td>
<td>No water storage facilities</td>
<td>Not enough money to afford storage tanks</td>
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<td>No expertise or materials to build and maintain a tank</td>
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2 Link to the Curriculum

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.
3 Involve young people

The ‘Ladder of Participation’ model 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 styles 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.

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 issues or why they are doing what they are doing.

FURTHER RESOURCES AND SUPPORT

The Oxfam Education website
http://www.oxfam.org.uk/education
Packed with hundreds of free case studies, lesson plans, interactive teaching resources and tips for teachers for bringing global issues to life in the classroom.

Giving Nation
http://www.g-nation.org.uk/
Free resources for teachers
Giving Nation teaches about charitable giving and social action in secondary schools and alternative education settings.

Go Givers
http://www.gogivers.org/
A site for parents, teachers and young people at Primary school, offering lesson plans and activities related to good citizenship.

Sign up to receive our termly Education E-newsletter or follow @OxfamEducation on twitter to get updates about new material and activities.