

OXFAM AUSTRALIA'S SCHOOL FUNDRAISING GUIDE FOR TEACHERS

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.

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Sisters Evie Miles, 8, and Lexi Miles, 6, who raised \$380 for Oxfam's Vanuatu appeal in 2015. They set up a stall at their school, Badger Creek Primary School in Victoria, and sold hair ties (which they helped to make), headbands, cards and note pads. Photo: Sarah Miles.

WHY DO I NEED THIS GUIDE?

If you're reading this it's probably because you're thinking about working with Oxfam to tackle poverty together. Thank you!

Planning your fundraising carefully will ensure the young people you teach get the most out of it – both from a fun and educational point of view.

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 organisations 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 us.

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 organisations like Oxfam use your money?
- How can you make supporting charities really educational?

RAISING MONEY FOR OXFAM AT SCHOOL

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 Australia, 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.

FUNDRAISING INSTITUTE OF AUSTRALIA STANDARDS

The Fundraising Institute of Australia has a Standard of School Fundraising Practice, which outlines best practice for conducting fundraising activities for schools within an ethical framework.

You can read this here:

https://www.fia.org.au/data/documents/Resources/Principles_Standards/Standard_of_School_Fundraising_Practice.pdf

Legislation covering school fundraising activities differs in each State or Territory. For this reason, the Standard's provisions must be read in conjunction with the relevant State or Territory legislation

In summary:

- A school fundraising activity that raises funds for another organisation should ensure that it is authorised by the organisation
- Children should not handle money, or do door-to-door or street fundraising unless they are supervised by an adult
- Any promotional materials used must be factually accurate, truthful, and clearly identify your school and who you're fundraising for
- Anyone collecting money on behalf of a school or organisation needs to be easily identified
- Schools must monitor who donates and acknowledge their generosity, and respond to criticisms as soon as possible

Getting authorisation from Oxfam to hold your fundraiser is easy – just email us at fundraising@oxfam.org.au and we'll guide you through it.



Ballarat Grammar School students Abbey Miller and Ollie Meakin, Year 9, took part in the school's Hunger Banquet in February 2017. Students from Grade 3 to Year 12 participated in the activity, which explored the issue of global food security, with each student donating \$3 to Oxfam for their lunch. The student-driven Round Square committee runs the event annually. Photo: Ballarat Courier/Lachlan Bence.

FRAMING YOUR FUNDRAISING ACTIVITY

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

Start with a discussion with your students:

- What is a not-for-profit organisation?
- Name some and talk about (or research) what they do
- Why do not-for-profit organisations ask people to donate money to them?
- What else can students do to help change the world, apart from giving or raising money?

Involve students 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

- To 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

WHO IS OXFAM?

When choosing an organisation you'll want to do some research about what they do, and help young people understand it too.

We've provided some information about Oxfam here. No matter who your school supports, help young people get to grips with what it is trying to achieve.

At Oxfam, we believe all lives are equal and no-one should live in poverty. Together we are on the ground, empowering communities to tackle poverty.

Oxfam's ultimate vision is a just world without poverty. A world in which people can influence decisions that affect their lives, enjoy their rights and assume their responsibilities. A world in which everyone is treated equally. All our work supports this vision.

You can download a printable poster with more information about who Oxfam is here:

<http://bit.ly/oxfamstory>

OXFAM'S THREE APPROACHES TO TACKLING POVERTY



Long-term development: We believe in long-term solutions that address the root causes of poverty. We know from decades of experience that the best approach is to work directly with the communities affected by poverty to overcome the challenges they face. That's because no one understands their problems better than they do; they just need a little help.

Emergency response: With your help, when crisis strikes we respond with life-saving support, and help people to rebuild their livelihoods.

Campaigning for change: While we work to alleviate the symptoms of poverty, we also campaign to tackle the causes of it too. That's why we're in front of decision-makers, governments and corporations, and speak out on the big issues.

SIX GOALS TO CHANGE THE WORLD

Tackling poverty and inequality is a complex job. So how does an organisation like Oxfam decide on how to tackle such a huge and important task? What makes us different to other organisations?

Oxfam has Six Goals to Change the World. Our goals are based on human rights principles, and are the focus areas that guide our work here in Australia and overseas. We've committed to working towards these goals until 2019, to create a just world, without poverty.

Our goals are:



We've produced a series of **free** education resources for use in Australian schools, to help students understand more about our work and unpack these important human rights principles.

You can order sets of A3 posters, with each goal beautifully illustrated and explained, downloadable colouring-in sheet version with an accompanying mindful colouring activity and more. Find all the education resources here: <http://bit.ly/sixgoals>

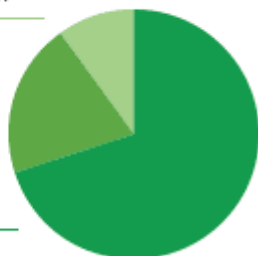
HOW OXFAM USES YOUR MONEY

Thanks to our generous supporters, families are growing more food, earning a living, accessing clean water and toilets, living healthier, safer lives and having their voices heard. Their contribution has made a positive difference to the lives of people around the world. Yours will too.

10% Administration

20% Fundraising,
media and
marketing

70% Programs



For every \$1 we spend:

- **70 cents** is used to directly support our development, advocacy and humanitarian programs around the world
- **20 cents** is invested to generate future income
- **10 cents** is spent on essential administration

Emergency appeals are a little bit different. We spend at least **90%** of funds raised from emergency appeals on our emergency response programs. The remaining **10%** covers costs associated with advertising and promoting our appeals, operating our toll-free phone room, processing and receipting donations, and audit and financial accountability.

WHERE DOES OXFAM GET ITS MONEY FROM?

- 59% comes from the community (people like you!)
- 29% comes from the Federal Government Department of Foreign Affairs and Trade (Oxfam has a self-imposed limit on the amount of funding we receive from governments)
- 11% comes from grants
- 1% comes from other sources

RESTRICTED OR UNRESTRICTED?

Organisations like Oxfam have two different types of funding:

- **Restricted funding** is money given to do something specific. For example, in response to a particular emergency appeal.
- **Unrestricted funding** is money given to an organisation in general, and the organisation 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.

Activity: Is this money restricted or unrestricted?

1. Money from a casual clothes day held for Oxfam.
2. A cheque sent in response to an Oxfam earthquake appeal.
3. Raising money for Oxfam by holding a second-hand book sale.

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

WHAT ABOUT UNWRAPPED?

When you buy an Oxfam Unwrapped gift, your donation helps support Oxfam Australia's life-changing work around the world.

The tax-deductible donation will fund the project described in your card as well as other life-changing Oxfam projects – some of the money raised by Unwrapped will be restricted, and some unrestricted.

So when you buy a goat card for example, you'll not only be funding goat projects but other Oxfam projects as well, such as education, health, advocacy and emergency projects. Unwrapped funds therefore are used to support programs including, but not restricted to, the ones featured in the Unwrapped cards and catalogue.

It ensures that we won't be in a situation where we have too many goats (and not enough food to feed them!) and allows donations to best meet individual community needs. It also means we spend less money on the administrative and logistical challenge of tracking individual donations down to specific items in one of the hundreds of communities around the world in which we work. We believe this is the most responsible and ethical way in which to work, and has the biggest impact on poverty.

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.



Ararat Primary School teachers Tammie Meehan and Tammy Dadswell with their Prep students. They came up with the name 'The Power of Preps' and, through in-school and community fundraising, raised \$1300 for Oxfam's Nepal earthquake appeal in 2015. Photo: Ararat Primary School.

FACT CHECKER

Sometimes, people talk about not-for-profit organisations and the work they do without knowing the facts about them. Here are a few fast facts about Oxfam here.

But whichever organisation you choose to support, make sure they can assure you that your money reaches those who really need it –and help young people understand this too.

Fact: The money you donate reaches the people who need it, and is spent on things people really need.

Working closely with people and partner organisations ‘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.

Fact: The money you raise for Oxfam actually helps to make sure it is used in the best possible way.

Oxfam supports local people to press for good governments in their own countries, and to make sure local people and organisations have a voice in the decision that are made that affect them. Our work in partnership with local organisations, the money goes straight to the people who need it.

Fact: Oxfam spends most of its money on our programs around the world.

When you give money to Oxfam, 70 cents is used to directly support the development, advocacy and humanitarian programs across the globe. 20 cents is invested to help us generate future income, and 10 cents is spent on essential administration.

Fact: Our work actively helps to make sure the cycle of disaster and poverty is broken.

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 multinational companies to pay their fair share of tax, so developing countries have the resources to break the cycle of poverty in their own countries.



Year 9 students from Lyndhurst Secondary College in Victoria hosted a Hunger Banquet at their school during Term 4, 2014. Students took the lead on the project by preparing the food, setting up the event and running it themselves, using Oxfam’s How To guide and education materials. They also raised money for Oxfam Australia’s GROW campaign, which helped stop hunger in countries like the Philippines, Timor Leste and Vanuatu. Photo: Andrew Gooden/OxfamAUS

WHAT ACTIVITY WILL WE DO?

If you're choosing to support an organisation you can either design an activity yourself or use activities prepared for you by the organisation 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 your students 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?

INCLUDING STUDENTS WHEN DESIGNING 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 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.

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 Australia may themselves experience poverty, be asylum seekers, or be from (or have relatives in) the countries Oxfam works in.
3. Frame your activity as being about part of taking action for 'justice', rather than being 'charity'. If we see taking action as simply charity – as giving something away – we're not treating someone equally. It can perpetuate ideas about 'us' and 'them', putting 'us' at the top and 'them' below us. This structure and way of thinking is one of the ways cycles of disempowerment and inequality continue. Justice is something that is essential to all people, to live a full and happy and productive life. Help your students understand we need to do more than just alleviate the symptoms of poverty, we need to take responsibility in playing our part to break the cycle.
4. Challenge negative stereotypes about people experiencing poverty. Make sure young people understand they aren't sitting about waiting to be rescued by people in "richer" countries. They have their own ideas about their needs, and often have the ability to make the changes they want to see in their own lives.
5. 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.
6. Make people from other countries or cultures 'real' to young people. Help them understand that young people in communities who experience poverty are in just like them in so many ways: they may love playing sport 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 Australia and young people in other countries can help avoid stereotyping.
7. Remind them that not all people experiencing poverty live in rural settings, nor do they all live in Africa. Help students to understand that places like Africa and Asia are extremely diverse, and also that people living in poverty may live on any continent (you could talk about poverty in Australia). Explode any racial stereotypes that present themselves.

IDEAS TO HELP YOU

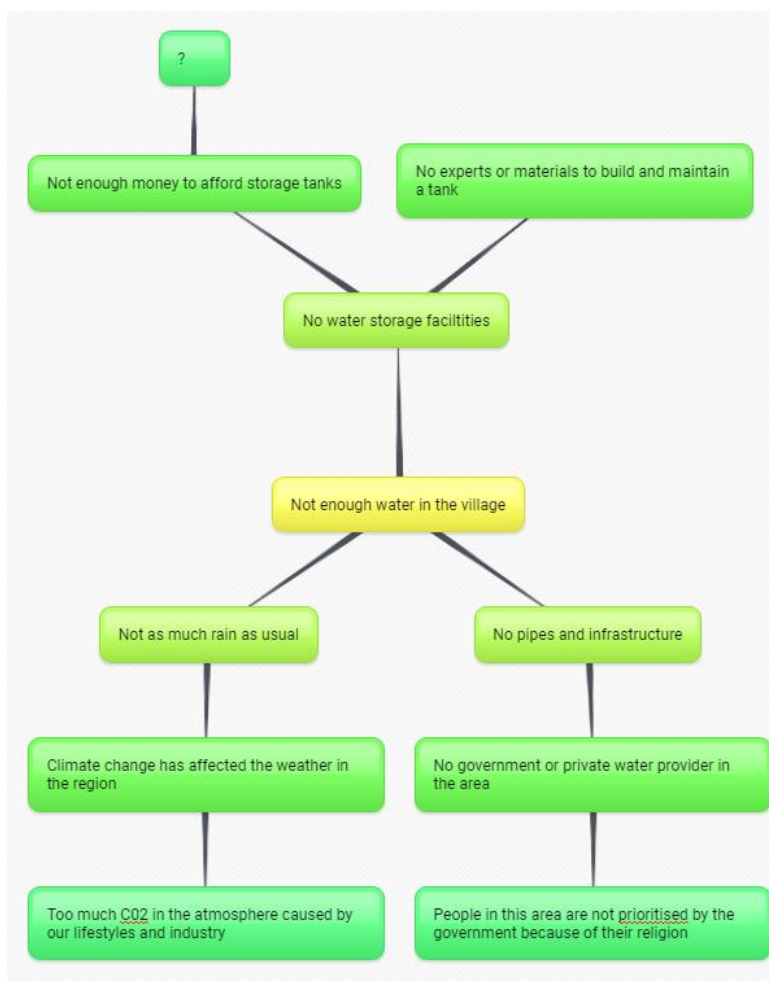
1. 'WHY-WHY-WHY' CHAINS TO EXPLORE ISSUES

A 'Why-why-why chain' will help young people think about the causes of a particular problem. We made this one (left) using Bubbl.us. This helps students 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 students' understanding of the causes they identify (are they right in their assumptions?) and to plan action to help overcome the problem.



2. LEARN, THINK, ACT

Oxfam Australia's Schools Program used the Learn, Think, Act methodology of teaching for global citizenship. This resource gives young people the opportunity to:

- Learn about the issues that contribute to poverty, and what organisations like Oxfam do
- Think critically to build empathy and understand what can be done to help, and
- Act as empathetic and responsible global citizens.

Learn:

Activity: Undertake a webquest and use Oxfam's KWLH organiser (https://www.oxfam.org.au/wp-content/uploads/2014/10/Oxfam-Schools-Program_KWLH-Organiser.pdf) to help students answer one of the following questions:

- What do you know about the issue/country/crisis?
- Who are Oxfam and what do they do?
- How are Oxfam assisting with the issue/country/crisis?

The Oxfam Australia website (www.oxfam.org.au) and YouTube channel (<https://www.youtube.com/user/OxfamAustralia>) are good places to start.

Think:

Activity: Lead a class discussion exploring the following questions:

How are we connected to the affected country/issue?

- Does anyone have family or friends from there? Has anyone travelled there? Eat food from that country at a restaurant? Who has watched movies or read books about the country?
- Have we studied about these countries or issues in class?
- How far away from the country is Australia? Can we be considered neighbours or part of the same community? If so, which community might that be?
- How are we connected as fellow human beings?

Why should we support the affected country?

Oxfam's PMI chart (https://www.oxfam.org.au/wp-content/uploads/2015/01/oxfam-schools-program_pmi.pdf) can be used to help aid decision-making and order thinking.

- What is our role as Australians? What is our role as a global citizen? Do they differ? If so, how?
- What are our values as Australians? What are our values as a global citizen? Do they differ? If so, how?
- What are our moral and legal obligations or responsibilities?

How can we help those in need?

Oxfam's PMI chart (https://www.oxfam.org.au/wp-content/uploads/2015/01/oxfam-schools-program_pmi.pdf) can be used to help aid decision-making and order thinking.

- What is within our possibilities as school children? As Australians?
- What is easy? What is practical? What do we want to do? What is needed?
- How can we best support those on the ground? Use the flowchart to explore how the help we might give could reach those in need.

Act:

After going through the Learn and Think process, you may find your students are brimming with their own ideas as to how they can help tackle poverty together with Oxfam. Using everything you've learnt, include your students in deciding how to take action and/or create a fundraising activity.

3. LINK TO THE CURRICULUM

Educational fundraising activities can cover many aspects of the Australian Curriculum, and related state curriculum/syllabuses. The obvious areas are Humanities and Social Sciences for F-6/7, Civics and Citizenship for 7-10, and the general capabilities of Critical and Creative Thinking, Personal and Social Capability, Ethical Understanding and Intercultural Understanding.

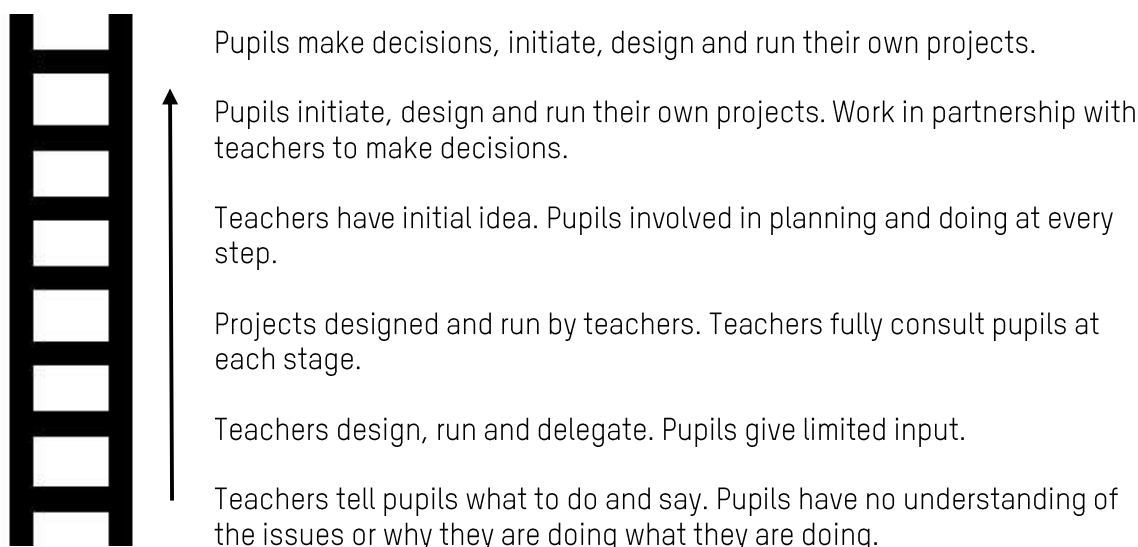
But, depending on how you design and run your teaching and chosen activity, young people can gain knowledge and skills in many curriculum areas – including Geography, Maths, The Arts and more. Well-designed activities can help young people develop confidence, prepare to play an

active role as citizens, respect the differences between people, exercise responsible personal choice, and develop participation, enquiry and communication skills.

4. SUPPORTING YOUNG PEOPLE'S PARTICIPATION

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, one rung at a time.

The Ladder of Participation



FURTHER RESOURCES AND SUPPORT

Oxfam Australia's Schools Program website: www.oxfam.org.au/education

Packed with loads of practical projects, interactive classroom resources and tips for teachers for bringing global issues to life in the classroom. Sign up to receive our twice-a-term Schools Program eNewsletter.

You can also email Oxfam's Community Fundraising team anytime at fundraising@oxfam.org.au

Written by Oxfam Australia's School Program team in July 2017, adapted with thanks from Oxfam Great Britain's Fundraising Guide for Schools.