

Get Involved: A Fundraising Challenge 2012

Teacher information

What is the Challenge?

Students learn about the impact of helping others in their community and how to allocate monetary funds. They will develop a proposal to raise money to support the needs of the charitable organization of their choice. The challenge includes meeting all the criteria before submitting an entry.

Get Involved: A Fundraising Challenge is sponsored by the Investor Education Fund (IEF), a non-profit organization funded by settlement and funds from enforcement proceedings of the Ontario Securities Commission.

Criteria for Winning

Student submissions will be reviewed by a panel of judges for the thoroughness of their investigation, analysis of findings and rationale.

Who can participate?

All grades 6 to 8 students enrolled in a school in Ontario. This activity has many different entry and exit points making it suitable for students of all ability and skill levels. Teachers can match student strengths with roles and responsibilities.

Can students work in teams?

Yes, this is a group project that has many facets. Students are encouraged to work as a class but may break off into more flexible groups.

Timelines

Challenge submissions must be received no later than **April 23, 2012**.

Who do I contact if I have questions about the competition?

Chris Allum, Investor Education Fund
callum@investored.ca

Where do I send my submission?

Get Involved
Investor Education Fund
20 Queen St. W., Box 32
Toronto, ON M5H 3S8

Support for Teachers

Elements of this activity support curriculum expectations in:

Mathematics:

- Number Sense and Numeration
 - I. solve problems involving whole numbers, decimal numbers, fractions and integers, using a variety of computational strategies;
 - II. solve problems by using proportional reasoning in a variety of meaningful contexts
- Data Management
 - I. collect and organize categorical, discrete or continuous primary data and secondary data and display the data using charts and graphs, including frequency tables with intervals, histograms, and scatter plots;
 - II. apply a variety of data management tools and strategies to make convincing arguments about data (see the following link for help with excel software <http://office.microsoft.com/en-us/?CTT=97>)
- Patterning and Algebra
 - I. represent linear growing patterns using graphs, algebraic expressions and equations;
 - II. model linear relationships graphically and algebraically.

Literacy

- Oral
 - I. use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;
- Reading
 - I. use knowledge of words and cueing systems to read fluently;
- Writing
 - I. generate, gather, and organize ideas and information to write for an intended purpose and audience;
 - II. draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;
 - III. use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;
- Media literacy
 - I. create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques

Depending on the event, other areas of curriculum can be addressed.

Fundraising websites:

<http://www.dosomething.org/training/fundraising>

<http://www.wikihow.com/Organise-an-Event>

<http://www.fundraiserhelp.com/planning-a-fundraiser.htm>

<http://www.librarysupport.net/librarylovers/eventips.html>

Financial education resources:

Developing Financial Sense <http://www.getsmarteraboutmoney.ca/education-programs/for-teachers/curriculum-tools/developing-financial-sense/Pages/default.aspx>

Teacher's Guide to Developing Financial Skills Guide <http://www.getsmarteraboutmoney.ca/education-programs/for-teachers/curriculum-tools/financial-skills-guide/Pages/default.aspx>

Financial education teacher resources for grades 7-8 <http://www.getsmarteraboutmoney.ca/education-programs/for-teachers/resources-by-grade/Pages/grades-7-8.aspx>

Rubric

Criteria	Complete (√)	Level 1	Level 2	Level 3	Level 4
Purpose or reason(s) for choosing the task and charity is clearly stated with links between task and charity		Reasons for choice are unclearly stated and not supported	Reasons for choice are somewhat clearly stated and have some support	Reasons for choice are clearly stated and supported with link between task and charity	Reasons for choice are very clearly stated and supported with relevant links between task and charity
Demonstrates a solid understanding of fundamentals of fundraising		Does not demonstrate an understanding of the fundamentals of fundraising	Demonstrates little understanding of the fundamentals of fundraising	Demonstrates a solid understanding of the fundamentals of fundraising	Demonstrates a comprehensive understanding of the fundamentals of fundraising
Organizational outline is realistic and detailed (goal can be met)		Organizational outline is not realistic or detailed. (goal is unlikely to be achieved)	Organizational outline is realistic but may be incomplete. (goal can be difficult to be achieved)	Organizational outline is realistic and detailed. (goal will probably be achieved)	Organizational outline is realistic and detailed. (goals can be met)
Includes an effective presentation		Message is unclear	Presentation includes discrepancies in the message	Message conveyed effectively	Message conveyed clearly and thoroughly
Includes charts, graphs and other data to track projected costs and revenue		Charts, graphs and other data are inadequate and/or inaccurate	Charts, graphs and other data are incomplete and/or contain minor inaccuracies	Charts, graphs and other data are complete and accurate	Charts, graphs and other data and highly detailed and convey a great deal of information
If task is an action, the data should include "before and after" statistics e.g. if your plan is to clean up a river, include description of items you could have collected		"Before and after" statistics are absent	"Before and after" statistics are incomplete	"Before and after" statistics are complete and detailed	"Before and after" statistics reflect the ability to make connections and synthesize what they learn