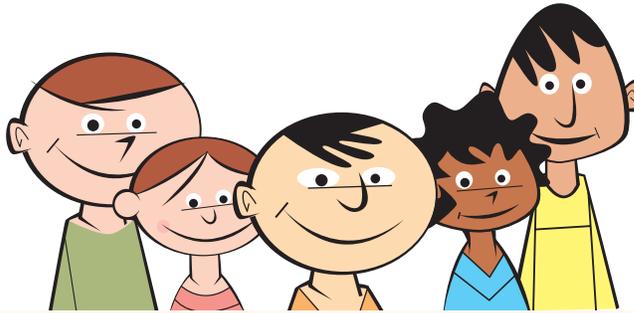


ORGANIZING A FUNDRAISING ACTIVITY

LEVEL: **ELEMENTARY SCHOOL**
AGE GROUP: **STUDENTS AGES 6 AND 7**



ACTIVITY SUMMARY

Students learn to estimate the cost of a project and to organize and hold a fundraising activity at their school. They can then reinforce their knowledge by creating a fundraising guide.

FINANCIAL AND COOPERATIVE SKILLS

- Making a budget
- Completing a project
- Understanding that money is earned by working
- Understanding members' roles



AGE GROUP
Students ages 6 and 7



WHEN
October



TIME REQUIRED
Varies

AREA OF LEARNING
Citizenship and community life

COMPETENCIES

DISCIPLINARY COMPETENCIES TAUGHT

Disciplines	Competencies	Learning progression
Mathematics	Mathematical reasoning	<ul style="list-style-type: none"> • Develop written calculation procedures (addition and subtraction). • Use simple calculator functions (+, -, =, number keys).

DISCIPLINARY COMPETENCIES AFFECTED

- English
 - Dramatic arts: Acting
 - Mathematics: Use of percentages, statistics, diagrams, etc.

NON-DISCIPLINARY COMPETENCIES

- Cooperation

PREPARATION

STUDENTS CALCULATE THE AMOUNT NEEDED TO COMPLETE THEIR SHARED PROJECT.

TASK 1 CREATE THE BUDGET FOR A SHARED PROJECT



TIME REQUIRED
30 minutes

TEACHER'S NOTES

- For ideas on shared class projects, see the [Preparing an end-of-year trip](#) or [Gaining cooperative experience](#) activities.

TASK 1 OBJECTIVES

At the end of this task, students will be able to identify the costs involved in completing a shared project in order to determine the amount they must collect as a group.

Instructions

- The goal of this activity is to find the funds necessary for different types of shared projects.
- With the students' help, draw up a list of the steps for completing the project and estimate the cost of each (e.g., transportation, advertising, admission, materials). If the project has a set price, see the following step.
- Calculate the total amount needed for the project.

TEACHER'S NOTES (SUITE)

Use the budget costs column. For example, if the project is an end-of-year trip, see the calculation below:

Project step	Cost
Theme park admission (\$16 x 25 students)	\$400
Transportation	\$150
One beverage for each student (\$2 x 25)	\$50
Total:	\$600

EXECUTION

STUDENTS HOLD A FUNDRAISING ACTIVITY TO FINANCE THEIR PROJECT.

TASK 1 HOLD A FUNDRAISING ACTIVITY

**TIME REQUIRED**

Varies
Brainstorming and activity presentation:
60 minutes

**TEACHING MATERIAL**

How to Plan a Cooperative Project
Financing methods
On desjardins.com

TEACHER'S NOTES

- Examples of group strengths: motivation, ability to take on bigger tasks and less individual investment needed to achieve big results
- Fundraising activity ideas: collecting bottles at school after lunch, bringing refundable recyclable containers from home, creating a student-run school supply store, selling snacks to students during recess, etc. See the **Financing Methods** quick tip for other ideas.
- See pages 3 and 4 of **How to Plan a Cooperative Project** to plan the work to be carried out. You can suggest that the students open an account for the class at a financial institution to deposit the money saved.

TASK 1 OBJECTIVES

At the end of this task, students will be able to collect money in teams in order to finance an activity.

Instructions

1. Discuss with the students how people are stronger when they work in groups to carry out a project. Mention the advantages of working together to complete a shared project.
2. Brainstorm with the students to find ways of collecting money throughout the year.
3. Choose 1 fundraising method (or more based on your needs) and determine when the fundraising activity will take place.
4. Determine the tasks to accomplish and assign the students roles.
5. Keep a count of the money collected.
6. At the end of each week, total the money collected and colour in the thermometer in the How to Plan a Cooperative Project guide.

TASK 2 START LEARNING ABOUT THE CONCEPTS OF WORK AND COMPENSATION

**TIME REQUIRED**

Varies

**TEACHING MATERIAL**

Budget: Model to Plan Monthly Spending Based on Income
On desjardins.com

TEACHER'S NOTES

- When the budget balance is positive, the term “profits” is used for a fundraising activity and “savings” for personal finances. If the balance is negative, the term “deficit” is used.

TASK 2

START LEARNING ABOUT THE CONCEPTS OF WORK AND COMPENSATION (SUITE)

TASK 2 OBJECTIVES

At the end of this task, students will be familiar with the concept of working in exchange for compensation after having thought of possible financing methods for their shared project.

Instructions

1. Draw a parallel between planning fundraising activities and working to earn money.
2. Explain how a budget works, including how all income and expenses must appear in a budget. Emphasize the importance of a positive balance. The **budget model** can help explain the calculation.
3. Take the list of steps and estimated costs for the project and determine whether the students have collected enough money to complete it.
4. If there is a surplus, decide with the students how the profits will be used.

REINFORCEMENT

STUDENTS WILL BE ABLE TO ASSESS THEIR FUNDRAISING APPROACH AND CREATE A FUNDRAISING GUIDE FOR STUDENTS.



TIME REQUIRED
120 minutes

1. Review the students' fundraising experience with them.
 - Did we have enough money?
 - How much more would we have liked to have had?
 - Of all the fundraising activities we held, which one raised the most money?
 - What did we learn?
 - What should we do next time?
2. Suggest that the students write a short fundraising guide to help next year's students organize their fundraising activity.
3. Form teams of 3 or 4 students.
4. Ask each team to write an information sheet for next year's students.
5. Bind the information sheets together to make a guide.