

# Raising money for charity

## Lesson plan (standalone resources)

### Learning objectives/intentions

- Pupils understand why they might, or might not give money to a charity
- Pupils understand the importance and effects of budgeting and saving costs
- Pupils understand the importance of advertising/marketing their product to ensure maximising of sales

### Resources

- **Raising money for charity** video
- **Setting up steps** interactive activity

### Equipment

- Computer or laptop with online access



### Preparation required

Familiarise yourself with the resources available as above. Look out for 'Assessment for Learning' (AfL) opportunities throughout this lesson plan.



**Getting started**  
(10-15 minutes)

### 'Raising money for charity' video

In order to introduce the topic, ask pupils the following questions, encouraging them to share their answers with the class:

- Have you ever taken part in a fundraising activity? What was it for? Why did you choose this charity?

- How did it make you feel to be doing something for a good cause?
- What did you do to raise money? Did you donate money or did you set up the event? What role did you play in fundraising?
- If you took part in an activity, did you or someone else have to do some planning and preparation?

If pupils are struggling, remind them of times when the school has held charitable events – perhaps a fancy dress day, a fun run or a jumble sale.

After watching the **Raising money for charity** video, provide pupils with an opportunity to discuss what they have learned and to ask any questions:

- What inspired the person in the video to raise money?
- How did they raise money for charity?
- What steps did they take to work out how much their event or activity would cost?
- What planning and preparation did they do before their event?
- Do you think that the person organising the activities had to spend any money before the event?
- What different things might they have spent money on?
- What would you have done differently from the person in the video? Why?

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### AfL opportunities

- Can pupils identify different fundraising activities and explain some things that would have to happen to prepare for an event?
- Do pupils understand that there may be a cost involved in the planning and preparation of a fundraising event?



### Main activity (30 minutes)

#### 'Setting up steps' interactive activity

Display the **Setting up steps** interactive activity on a whiteboard or projector. The interactive activity is split into different sections or 'steps'. As you discuss each step, use the questions below to support discussion.

In small groups, ask pupils to brainstorm all the different things they think might need to happen before holding a charity fundraising event. Ask the pupils to think about which of the things on the list might involve them spending money before the event. After three minutes, ask groups to feedback their ideas to compile a class list.

#### Step 1 – The cause

Using this section of the interactive activity, ask the pupils to choose a cause that is important to them.

Ask pupils to share with a partner some of the charities they have heard about or have raised money for:

- What does that charity need money for?
- How is the raised money used?

#### Step 2 – The idea

Using this section of the interactive activity, ask the pupils to think about different activities that could help them to raise money. Ask pupils to

consider and share their ideas about activities that they could organise to make money for their chosen cause.

#### Step 3 – The activity

Using this section of the interactive activity, ask the pupils to choose one activity and work out how much it will cost to make it happen. The examples on the interactive activity include a cake sale and a football tournament. However, pupils now have the opportunity to choose to plan their own activity or event to raise money for charity.

Ask pupils to choose an activity and to make a list of the different equipment and resources they will need to make this a success. The list should include:

- Equipment they might need, such as a table for a stall or lights for a disco
- Any ingredients for something they might sell, such as cakes or smoothies
- Advertising/marketing costs for their event

Ask pupils to decide if they could borrow the item on their list, or whether they will need to buy or hire it, estimating the cost or researching online. You can use the following table as an example:

I will need...	We can borrow this from ...	We will need to buy or hire this...	It will cost...
Equipment			
Table for a stall			
Lights for disco			
<b>Total</b>			

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Pupils should work out the total cost and feedback to the class, explaining how they worked it out.

Now pupils have predicted the set-up costs, they need to decide how much to charge to make sure they will make a profit. Ensure you explain what profit is: what's left once you have removed the costs of the event from the money raised. Think about:

- How much will disco tickets cost?
- Will you charge more for hardback books?
- Could cakes with extra decoration raise more funds?
- How many tickets, cakes or books will you have to sell and at what price, to be able to make a profit?
- What profit would you hope to make? How will that affect your planning or how much you charge?

#### Step 4 – Spread the word

Using this section of the interactive activity, ask the pupils why they think it is important to promote and advertise their event.

Look at existing advertising for charities and charitable events online:

- What are the common themes?
- Are there ideas that we could use in our own advertising?

Pupils could design posters and leaflets for their event (see Extension activities).

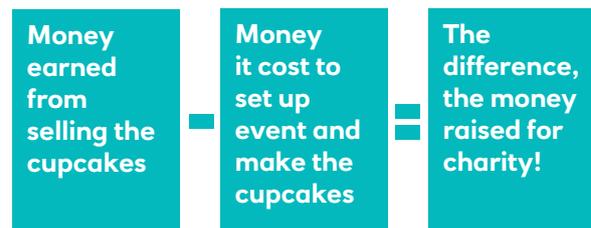
#### Step 5 – Hold your event and work out your profit

Using this section of the interactive activity, ask pupils to estimate how much their event could raise. They could do this by working out how much they might earn on the day of their event through sales or tickets, then subtracting their estimated set-up and running costs.

Support pupils' understanding by working through the following example:

- Imagine you have had a successful cake sale for charity

- If you sold 100 cupcakes at 50p each, how much would you take on the day?
- If the set-up cost was £18, how much have you raised for charity?



#### Extension activities

Thinking back to Step 4 of the **Setting up steps** interactive activity, pupils can design a poster for their own charity event. They can work on the theme of a charity bake sale or devise a poster for an event of their choosing.

Pupils could brainstorm what essential information should go on the poster, such as date, time and location. The poster should explain why the event is taking place, and could include a catchy slogan, for example "Good tastes for a good cause!", to encourage customers to come to their event. Their poster must be eye-catching and use persuasive language.

#### Additional support

Some pupils may find this activity challenging and would benefit from working with a partner and/or using a calculator.

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### AfL opportunity

- Do the pupils' posters explain the reason for the fundraiser?
- Are the posters eye-catching and do they contain all the information customers need to know, for example, when and where the event is happening?

- Research all the different ways that people raise money – from jumble sales to marathons!
- Interview family members to find out if they have ever taken part in, or set up, a charity fundraising event
- Take action! Be inspired to set up a charity fundraising event of their own
- Prepare a helpful advice leaflet for someone preparing for a fundraising event



### Plenary (5 minutes)

Bring pupils back together and ask them what they have learned from the activities. Ask them to recall all the steps needed to put on a charity fundraising event.

Ask pupils:

- Why is it important to raise more money than it cost to set up the event?
- How could you amend your costs to make more profit?
- What do you need to do to ensure that you make a profit at your event?
- How can you ensure that your event is as profitable as possible?

### Take it further – opportunities for independent learning

Pupils could:

- Find out about the work of different charities and how they use the money they receive in donations

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