

UWP BINGO

Fundraising Plan

Objective:

Students will gain a deeper understanding of the world-wide water crisis, especially as it pertains to Uganda, and its impact on individuals. Students will understand that the necessity of clean drinking water affects health, nutrition, education, and quality of life. In addition, students will be encouraged to identify solutions and will recognize their own ability to create tangible change for other students in Uganda through their efforts and partnership with UWP. Specific unit and lesson connections can be built into classroom lessons and the kick-off assembly (if chosen as an option) – water-borne disease, women’s rights/issues, poverty alleviation, social justice, water as a building block for life, connections to literature, economic impacts of the water crisis, etc.

NYS Learning Standards:

The Arts:

Standard 1 – *Creating, Performing, and Participating in the Arts* – Students will design and create posters bringing awareness of the water crisis and advertising the kick-off assembly and/or fundraiser.

Standard 3 – *Responding to and Analyzing Works of Art* – Students will discuss responses to videos, music, and dance featured in the kick-off assembly and connect to other known works of art. (*Optional)

Standard 4 – *Understanding the Cultural Contributions of the Arts* – Students will learn about Ugandan arts and identify ways in which the culture has contributed to the creation of these arts. This may come as lessons before the kick-off or after the assembly, using the information from the kick-off in the discussion or lesson. (*Optional)

Health, Physical Education, and Family and Consumer Science:

Standard 1 – *Personal Health and Fitness* – Students will apply knowledge of maintaining physical health to the health benefits of clean drinking water alongside the negative consequences of fetching and drinking unsafe water.

Standard 2 – *A Safe and Healthy Environment* – Students will gain knowledge about what is required for Ugandans to have a safe and healthy environment to live in and to attend school at.

Standard 3 – *Resource Management* – Students will gain a hands-on perspective of managing community resources as they gain sponsors for the fundraiser.

Languages Other Than English:

Standard 2 – *Cultural Understanding* – Students will develop and understanding of Ugandan culture, especially as it relates to water resources, through the kick-off assembly. (*Optional)

Social Studies:

Standard 3 – *Geography* – Students will gain a basic understanding of Ugandan geography, distribution of people, and environment, especially as it relates to water.

Standard 4 – *Economics* – Students will demonstrate how other they can use economic principles to understand the problem of poverty and water scarcity as well as how to leverage these principles for a large return on their efforts for sponsorship for the fundraiser.

Mathematics, Science, and Technology

Standard 1 – *Analysis, Inquiry, and Design* –
Elementary

Math Key Idea 3.1 – Students will explore the problem of unsafe drinking water as a community situation. Demonstration of the Sawyer Point ONE water filter during kick-off assembly is a concrete manipulative. (*Optional)

Scientific Inquiry Key Idea 1.1 – Encourage students to ask “why” questions to seek greater understanding of water scarcity, unsafe drinking water, fetching water, etc. **Key Ideas 2.1-3** – Students can plan, explore, and evaluate questions and proposals for solutions to safe drinking water. This may be used as a project idea prior to or after the fundraiser. Direct observation of the Sawyer PointONE water filter during the kick-off assembly (*Optional) helps this exploration with a simple instrument.

Engineering Design Key Ideas 1.1-5 – Students can design solutions to help with the water crisis – suggesting improvements, generating ideas, evaluating ideas, planning and building of a model, testing the solution, and recording results. This would be a great unit project on the design process.

Intermediate

Scientific Inquiry *Key Ideas 1.1-4* – Learning the difference between clean and dirty water and the effort it takes for third world country citizens to fetch water, students can formulate questions, construct explanations for the problem, present and defend proposed explanations, and seek to critique and assess their explanations with peer review. *Key Idea 3.1* – After learning more about the water crisis and potential explanations or solutions, students can graph or otherwise chart and represent the data in a visual format.

Engineering Design *Key Ideas 1.1,3,4* – In a design process, students can identify needs and opportunities to design technical solutions for the water crisis in Uganda. They should identify constraints and benefits to alternate solutions and develop plans for a solution – drawings, measurements, etc. for a model. UWP has some resources based on our Rainwater Collection Systems that students may use.

Commencement

Scientific Inquiry *Key Idea 3.1* – Students can create and use various visual representations for the water crisis data (rainfall, economic income, distances, length of time, etc.) in order to interpret the crisis in easy-to-see ways.

Engineering Design *Key Ideas 1.1-5* – Students can engage in a design process including planning, identifying solutions, developing a work schedule, cost of materials and labor, and devise a test of the solution for the water crisis.

Standard 2 – Information Systems

Elementary *Key Idea 1.3* – When learning about UWP and the water crisis in Uganda, access to information in print and electronic form can be accessed. UWP's website is also available for use along with community resources like our Executive Director and the information presented in the kick-off assembly (*Optional).

Intermediate *Key Idea 1.1* – While learning about water in Uganda, students can use a range of equipment and software to create video, graphic, and text-based presentations on a variety of topics related to Uganda, water, solutions, culture, etc.

Commencement *Key Ideas 1.3, 4* – Students can use databases in order to access, select, and analyze information. UWP is an organization that can offer information for student use as well. Students can access news from Uganda as well as other places in the world to create a newspaper reflecting the perspective of someone in Uganda.

Standard 4 – Science

Elementary

Physical Setting *Key Idea 2.1* – Students can describe observations of interaction between water, air, and land. *Key Idea 3.2* – Students can describe chemical and physical changes like state of matter for water and how that relates to its use.

The Living Environment *Key Ideas 5.2-3* – When discussing equilibrium necessary to sustain life, describe survival behaviors for people and the factors (like water) that promote good health and growth in humans. *Key Idea 7.1* – Students can identify ways in which humans have changed their environments and the effect of those changes as it relates to water use.

Intermediate

The Living Environment *Key Idea 7.1* – Describe how living things, including humans, depend on the living and non-living environment in order to survive as it relates to water.

Commencement

The Living Environment *Key Ideas 7.1, 3* – Describe the range of interrelationship of humans with the living and non-living environment as it relates to water, and explain how individual choices and societal actions can contribute to improving the water situation in Uganda.

Standard 6 – Interconnectedness: Common Themes

Elementary *Key Idea 2.2* – Students can discover that a model is different than the real thing (water filter demonstration versus real fetching of water in Uganda), but can be used to study the real thing during the kick-off assembly (*Optional). *Key Idea 6.1* – Students can determine criteria and constraints of the decision-making process of fetching water and implementing a water solution.

Intermediate *Key Idea 2.2* – Students can use a model (water filter demonstration) to study the process of filtration, as direct observation in Uganda is not available.

Standard 7 – Interdisciplinary Problem Solving

Elementary *Key Idea 1.1* – Students can analyze the societal problems of the water crisis (lack of access, lack of quantity, lack of safety/clean water).

Intermediate *Key Ideas 1.1, 3* – Students can analyze the societal problems of the water crisis and plan a remedial course of action and design solutions to the problem using scientific experimentation/mathematical concepts to inform the solution.

Commencement *Key Idea 1.1* – Students can analyze the societal problem of the water crisis and plan and carry out a remedial course of action (the BINGO fundraiser). *Key Idea 2* – Students will work on a MST project requiring working effectively, gathering and processing information, generating and analyzing ideas, observing common themes, realizing ideas, and presenting results.

English Language Arts

Especially in combination with A Long Walk to Water by Linda Sue Parks or a research project based on anything surrounding Africa/Uganda, the water crisis/solutions, or health/education in a third-world country.

K-5 Writing

Standard 7 – Conduct short and sustained research projects based on focused questioning.

Standard 9 – Draw evidence from literary or informational texts to support analysis, reflection, and research (LWTW)

Standard 11 - Develop personal connections in response to texts (LWTW) through written, digital, and oral presentations.

K-5 Speaking and Listening

Standard 2 – Integrate and evaluate information presented in diverse media formats before and after the kick-off assembly. (*Optional)

6-12 Reading

Standard 11 – Respond to literature and reflect upon a wide spectrum including world cultures (LWTW).

6-12 Writing

Standard 11 - Develop personal connections in response to texts (LWTW) through written, digital, and oral presentations.

6-12 Speaking and Listening

Standard 3 – Evaluate the kick-off assembly and the presenter’s point of view, reasoning, and use of evidence and rhetoric. (*Optional)

Materials:

Provided by UWP:

- PDF files of the UWP sample BINGO board, blank BINGO board, UWP literature
- Posters for advertising
- Video and website links to UWP content
- Awards for top fundraisers (grass bracelets, t-shirts, top fundraiser prize)

Other:

- Envelopes for students to collect donations

Preparation:

At least 4 weeks prior to the BINGO fundraiser:

- Contact UWP with your interest in holding a BINGO fundraiser. This will include discussing specifics of numbers, dates, expectations, equipment available for the kick-off assembly (if desired), and outcome plans for the fundraising. Typically, schools set goals of funding a specific number of Rainwater Collection Systems (“water projects”) to be installed at a school in Uganda. Each project costs \$3,600. Other goals and outcomes are available, including funding a set number of point-of-use filters (\$75 each), or rehabilitating a borehole/well (\$1500-\$2000).
- Decide on whether students will earn prizes based on UWP levels for UWP prizes or if you will award a privilege or prize based on individuals, classrooms, or grade levels.

4 weeks prior to and leading up to the BINGO fundraiser:

- Any curriculum tie-ins or lessons should be prepared and taught leading up to the kick-off assembly and fundraiser. This will increase student knowledge and awareness as well as provide a stronger incentive for participation in the fundraiser.
- (*Optional) Confirm dates and times with UWP and administration for the kick-off assembly and the BINGO fundraiser. This includes location, equipment available, availability of water, etc. An online fundraising status and donation link can be set up for you on the UWP website.

1-2 weeks prior to and leading up to the BINGO fundraiser:

- (*Optional) Hold a kick-off assembly 1 week prior to BINGO starting date. Outline for the assembly is below.
- Decide on using a pre-made (UWP provided) BINGO board or having students help create their own boards (fill in spaces with options for funding). Print copies of the board – one for each student. Students will need to hold on to these throughout the fundraiser.
- Communicate any necessary changes to UWP.
- Encourage students to begin finding sponsors and collecting donations – remind them of individual prizes and top fundraising prize.
- Set a deadline for the fundraiser – typically, 2 weeks is a good length of time to hold this fundraiser.

Procedure:

Kick-off Assembly

Time	Presentation Piece/Activity	Learning Expectations/Goal
1 hour	<p>* Set-Up</p> <ul style="list-style-type: none"> - UWP will arrive at the school 1 hour before the assembly to sign in and set up. - A nearby location to fill two 5-gallon jerry cans with water will be necessary. - Volunteer(s) who can open the location/run the sound system/run the videos during the presentation are also helpful. 	
10 minutes	<p>* Welcome/Introduction</p> <ul style="list-style-type: none"> - As students enter, music will be playing to set the atmosphere. UWP staff will interact with students as they get seated. 	* Students will be excited and engaged, ready to listen and learn.
5-7 minutes	<p>* Music Interaction</p> <ul style="list-style-type: none"> - Teaching of "Telemwa," bring students up front to dance and play instruments. - Explain music as a universal language and the general translation of the song. 	* Students will gain a feel for Ugandan culture. The theme of the song also sets the stage for what the fundraiser is all about: bringing hope.
7 minutes	<p>* UWP Background</p> <ul style="list-style-type: none"> - Brief overview of how UWP got started and what we do - One in a Billion video (3 mins) - Fist Activity – Counting the hours it takes a Ugandan to acquire clean drinking water. UWP staff will lead students in counting with a raised fist then take answers of what we do for 8 hours. 	* Students will gain knowledge on UWP and the water crisis in Uganda.
10 minutes	<p>* Filter Demonstration</p> <ul style="list-style-type: none"> - Connect water to health risks, other "costs" of time, school, \$, jobs - Call up 2 students - Clay addition – explain filter capabilities - Add "contaminates". Open filter and show clean water. - Call up a teacher and have students and teacher drink the water. 	* Students will understand the problem of dirty water and the simplicity of some solutions for the water crisis. This is the most engaging piece of the assembly – students often reference this long after the fundraiser!
4 minutes	<p>* Clean Water Results - Video</p> <ul style="list-style-type: none"> - Kasega Refreshed video 	* Students will see and understand the impact that bringing clean water to a school in Uganda can have.
5 minutes	<p>* Questions and Answers</p> <ul style="list-style-type: none"> - Take student questions 	* Students will generate questions to gain further understanding.
5 minutes	<p>* Call to Action</p> <ul style="list-style-type: none"> - Discuss the BINGO fundraiser and how students now have the ability to change the future for a Ugandan school - State the goal for funding, dates of fundraiser and deadlines, and prizes for top fundraisers - Encourage students to get sponsorship – give examples if needed 	* Students will gain information about the BINGO fundraiser and how they can participate to make a difference and change the world!
1 minute	<p>* Dismissal by teachers/administration</p>	
30 minutes	<p>*Tear Down</p> <ul style="list-style-type: none"> - UWP staff and volunteers (2-4) will tear down and clean up the equipment. 	

UWP BINGO

Time	Activity	Learning Expectations/Goal
20-30 minutes	<p>* Introduction</p> <ul style="list-style-type: none"> - Teachers will individually or collectively introduce the fundraiser, model how it will work, and explain the importance of student participation in the outcome. This may be paired with lessons that connect from curricular materials to the fundraiser/outcome. - Hand out BINGO boards and envelopes to each student. Students should keep all funds in the envelope unless turning them in to a teacher. These funds should be recorded as students can be awarded prizes based on individual fundraising amounts. Students should write a personal goal at the top of their board. - Give the deadline for fundraising – students should write this on their boards. 	<p>* Students will learn about the importance of clean water and their role in bringing a solution. This can also have curricular goals dependent on lesson tie-ins.</p>
2 weeks	<p>* BINGO Fundraising</p> <ul style="list-style-type: none"> - Students will try to fill their boards by collecting a donation of at least \$10 from someone in every category or space on their boards or the designated amount listed on the board space. - You may want to spend 2-3 minutes each day asking for stories, encouragements, or experiences as students gain donors. - Teachers/administration may decide to collect incoming donations throughout the fundraising period. If so, amounts should be tracked per student. - Teachers may need to help students mark their boards, depending on the grade level. 	<p>* Students will engage in an activity that has a direct impact on Ugandan students. Tie-ins to curricular materials should be emphasized.</p>
20-40 minutes	<p>* Celebration and Recognition</p> <ul style="list-style-type: none"> - Dependent on what the teachers/administration plan. This may be a celebratory video, a short assembly to reveal what students have accomplished, or another activity designed by faculty. - The top fundraisers/individual prize winners/top classroom (as originally decided by the administration) should be recognized and awarded the advertised prize(s). - Dismissal by teachers/administration 	<p>* Students will wrap up the activity and event knowing what they have accomplished. Serves as closure for the fundraiser.</p>
TBD	<p>* Transition of Funds</p> <ul style="list-style-type: none"> - Tally and connect with UWP to transfer the funds. 	

Expected Outcome:

- Dependent on the school, number of participating students, usually \$350+ per completed board. Potentially, \$3,600-\$7,200 (1-2 water projects) for a grade level or school.

Closure and Follow-Up:

- Look for pictures and a celebratory post on UWP's Facebook page, sharing the amazing work of your students with our network!
- Dependent on what was agreed upon at the outset, this is TBD. If choosing to fund a water project: Once funding is complete, it takes about 2 weeks before UWP can wire funds to Uganda. Once wired, it takes about 30 days for a Rainwater Collection System ("water project") to be installed at a location in Uganda. Based on the agreed follow-up at the outset of the event, pictures and detailed information about where the project was placed will be passed along to your school to share with students.

UWP Contact Information:

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