

Blue Envelope Challenge

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 – 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 challenge.

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.

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.

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 their envelopes for the challenge.

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.

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 challenge.

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.

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 challenge. Direct observation of the Sawyer PointONE water filter during the kick-off assembly 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.

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. *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 Blue Envelope Challenge). *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.

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.

Materials:

Provided by UWP:

- PDF files of UWP literature for students
- Posters for advertising
- Video and website links to UWP content

Other:

- White poster board or foam core board
- 100 envelopes (blue works well to symbolize water) – this can be multiplied or added to if additional envelopes are required to match a number of students OR using multiple boards (five boards with 1-25 on it – will yield smaller results).
- Tape
- Permanent marker

Preparation:

At least 4 weeks prior to the start of the Blue Envelope Challenge:

- Contact UWP with your interest in holding a Blue Envelope Challenge fundraiser. This will include discussing specifics of numbers, dates, expectations, equipment available for the assembly, 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 outcome options can be discussed.

2-3 weeks prior to and leading up to the Blue Envelope Challenge:

- Any curriculum tie-ins or lessons should be prepared and taught leading up to the kick-off and challenge. This will increase student knowledge and awareness as well as provide a stronger incentive for participation in the Blue Envelope Challenge.

- Confirm dates and times with UWP and administration for the kick-off assembly and the duration of the Blue Envelope Challenge (typically 2 weeks). This includes location, equipment available, availability of water, etc. for the kick-off assembly. An online fundraising status and donation link can be set up for you on the UWP website.

- Begin advertising the event within the school – posters, announcements, etc.

1 week prior and leading up to the Blue Envelope Challenge:

- Communicate any necessary changes to UWP.

- Hold a kick-off assembly 1 week prior to the start of the challenge. Outline for the assembly is below. If not holding a kick-off assembly, some sort of presentation or explanation of the fundraiser needs to occur for students to understand the event.

- Create the board. Envelopes should be numbered 1 through 100, then taped to the board over corresponding rectangles that are numbered with the same dollar amount. A goal, dates, school name, and any other pertinent information can be included.

- Encourage students to begin thinking of donors for the challenge. Students should think of individual “stretch” goals that are just beyond the comfort zone of what they think they can get for funds.

- (Optional) Set up a “thermometer” for funding in a highly visible area at the school so that students can track their progress.

Throughout the Challenge:

- Communicate incoming funds to UWP so that the online link shows current funds.

- Continue to encourage students to gain sponsorship and remind them of the deadline.

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 Blue Envelope Challenge plan and how students now have the ability to change the future for a Ugandan school - State the goal for funding, dates of the challenge, and prizes for top fundraisers - Encourage students to get sponsorship – give examples if needed 	* Students will gain information about the Blue Envelope Challenge 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. 	

Blue Envelope Challenge

Time	Activity	Learning Expectations/Goal
15-30 minutes	<p>* Set up</p> <ul style="list-style-type: none"> - Set up the Blue Envelope board in a highly visible location – use a stage or other similar location if you will be presenting this at an assembly or presentation. - You may want to decorate the area where the board sits – flags, pennants, posters, etc. 	
5-10 minutes	<p>* Call to Action</p> <ul style="list-style-type: none"> - Students will be encouraged to take an envelope with a number and return it with the corresponding dollar amount within the 2 week fundraising period. Student can raise this money in any way, though finding sponsors is the best way to engage a community and share what the funds will be going toward and the importance of the event. - Encourage students to find sponsors, and remind them that bringing in <u>more</u> than the amount is welcomed! - Pictures taken at this point and throughout can be sent to UWP to include in our communication with our network of supporters. 	<p>* Students will engage in an activity that brings a solution to the water crisis as they have been learning about it.</p> <p>* Students will interact with others, both peers and adults, to share about the water crisis, UWP, and their fundraiser as a solution.</p>
20 minutes daily for 2 weeks	<p>(The Call to Action should be repeated daily until all of the envelopes are gone.)</p> <p>* Incoming Funds</p> <ul style="list-style-type: none"> - As envelopes are returned, a volunteer should ensure that the correct corresponding dollar amount is enclosed. Mark the total amount enclosed on the outside of the envelope. - At the end of the 2 weeks, a total amount should be tallied and relayed to UWP and the students. This may be done through a Celebration Assembly if desired, planned and executed by faculty/staff/administration. 	<p>* Students will wrap up the activity and event knowing what they have accomplished.</p>
30 minutes	<p>* Celebration</p> <ul style="list-style-type: none"> - Dependent on what the teachers/administration plan. This may be a celebratory assembly, a large group picture taken at the finish line, or another activity or prize designed by faculty. 	
TBD	<p>* Transition of Funds</p> <ul style="list-style-type: none"> - Tally and connect with UWP to transfer the funds. 	

Expected Outcome:

- If using one 1-100 board, if all envelopes come back with the full amount, you will raise \$5,050. If using five boards of 1-25, if all envelopes come back with the full amount, you will raise \$2,435.

Closure and Follow-Up:

- Often, there are additional funds that come in after the event for about a week. Collect these and pass them along to UWP so we can add these to your total!

- 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:

Megan Busch, Communications Lead - megan@ugandanwaterproject.com
 2648 Rabbit Run, Bloomfield, NY 14469
 (585)315-6160 ugandanwaterproject.com

