

Casual for a Cause

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 – 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 “casual for a cause” day.

Standard 3 – *Responding to and Analyzing Works of Art* – Students will discuss responses to videos, music, and dance featured in the optional UWP video content 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.

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.

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 content provided by UWP and as curricular tie-ins may allow.

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 the “casual for a cause” day.

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 as a hands-on manipulative can be arranged through UWP.

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 the “casual for a cause” day. Direct observation of the Sawyer PointONE water filter helps this exploration with a simple instrument – can be arranged through UWP.

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 is available. UWP’s website is also available for use along with community resources like our Executive Director and the information presented in our video content.

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 – optional, can be arranged through UWP. *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. Can be arranged through UWP.

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 “casual for a cause” day). *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.
- 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.

Materials:

Provided by UWP:

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

Other:

- Envelopes for students to collect donations – can be per class or as designated by staff and administration.
- Rosters for each class – use to check off with students have paid for the privilege.
- Stamp/stamp pad, sticker, pass, or other marking device to identify students who are participating – should be something that can't be duplicated.

Preparation:

At least 4 weeks prior to the Casual for a Cause Day:

- Contact UWP with your interest in holding a Casual for a Cause fundraiser. This will include discussing specifics of numbers, dates, expectations, 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 funding options include borehole rehabilitation (\$1500 for a shallow well, \$2000 for a deep well), and individual point-of-use filtration systems (\$75 each).

3 weeks prior to and leading up to the Casual for a Cause Day:

- Any curriculum tie-ins or lessons should be prepared and taught leading up to the day. This will increase student knowledge and awareness as well as provide a stronger incentive for participation in the Casual for a Cause Day.
- Confirm dates and times with UWP and administration for the Casual for a Cause Day. This includes getting approval for the privilege, usually a non-uniform day, wearing a hat or jeans for the day, or something else selected by the school.
- Set a donation goal amount and how much participation will cost (typically between \$1-\$3). This should be part of the advertising for the event.
- Plan how funds will be received – by teachers, collected in rooms by students, volunteer students to collect from teachers, etc.
- Advertise the day using posters around the school.

1 week prior to Casual for a Cause Day:

- Communicate any necessary changes to UWP.
- Continue to encourage students to participate and remind them of the date of the event.
- Identify student volunteers to collect funds (if this is how you've chosen to collect).

Procedure:

Casual for a Cause

Time	Presentation Piece/Activity	Learning Expectations/Goal
15 minutes	<p>* Set-Up</p> <ul style="list-style-type: none"> - Volunteers to collect funds from classrooms should assemble and be given an envelope to collect the money. - Each volunteer also needs to collect rosters from each teacher so that students who are/are not participating are noted. - Volunteers should have the sticker/stamp to “tag” students who are participating in the event. This can also be done by each classroom teacher instead. 	<p>* Students will be prepared and ready to participate in the fundraiser.</p>
10-30 minutes	<p>* Collect Funds</p> <ul style="list-style-type: none"> - Volunteers will go to each classroom to collect funds as well as “tag” participating students. - Volunteers should collect rosters from each classroom. - Rosters and funds should be returned to the main office. - A volunteer adult should count the funds so that an accurate amount can be recorded and communicated to UWP. - If desired, have someone taking pictures who can send them to UWP to post on its Facebook page so that we can celebrate with you! 	<p>* Students will participate in the event, donating in order to receive the designated privilege.</p>
TBD	<p>* Hand-off to UWP</p> <ul style="list-style-type: none"> - Funds should be given to UWP in a timely fashion, as determined during the planning of your event. 	
20-40 minutes	<p>(OPTIONAL:)</p> <p>* Celebration Assembly</p> <ul style="list-style-type: none"> - If desired, a Celebration Assembly or presentation can end your fundraising efforts for the day. This would include videos, a revealing of the total amount, and any other outcomes. This is done at the discretion and effort of faculty and administration unless otherwise determined with UWP. 	<p>* Students will be able to celebrate their accomplishments and know what their efforts have accomplished for students in Uganda.</p>

Expected Outcome:

- Dependent on the school, number of participating students, usually between \$200-\$2,000.

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!

- Once funding is complete, predetermined follow-up based on the amount you have funded will begin. If funding a Rainwater Collection System (“water project”), it takes about 2 weeks before UWP can wire funds to Uganda. Once wired, it takes about 30 days for a 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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