

# Change Wars

## 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 recognize their own ability to create tangible change for other students in Uganda through their efforts and partnership with UWP as they “collect change” – both tangibly and intangibly. 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, math concepts, competition, 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 fundraiser. Students can also create and/or decorate the containers for collecting change.

**Standard 3 – *Responding to and Analyzing Works of Art*** – (Optional if using a kick-off assembly to start the fundraiser) 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 assembly (if chosen as an option) or fundraiser.

#### 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 bring in funds and monitor the progress of the fundraiser.

#### Languages Other Than English:

**Standard 2 – *Cultural Understanding*** – (Optional if using a kick-off assembly to start the fundraiser) 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, through individual lessons or in conjunction with the kick-off assembly (if chosen as an option).

**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 water walk. The concepts of supply, demand, and competition can be addressed as the Change Wars fundraiser continues.

**Standard 5 – *Civics, Citizenship, and Government*** – Students will use a variety of skills to demonstrate their understanding of the roles rights, and responsibilities of citizenship, including avenues of participation through the competition presented through Change Wars.

#### 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 (if chosen) 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 water walk. Direct observation of the Sawyer PointONE water filter during the kick-off assembly helps this exploration with a simple instrument. **Key Ideas 3.1-4** – Students can observe, measure, and create charts to show progress of the various containers throughout the Change Wars fundraiser. Patterns and relationships between the containers or over time can be analyzed, interpreted, and shared as well as used to make adjustments in hypotheses for outcomes.

**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

**Mathematical Analysis** *Key Idea 2.1* – Students can use inductive reasoning based on one week's Change Wars funding to construct conjectures on the overall totals. *Key Idea 3.1* – Students can apply mathematical knowledge of coin denominations to solve real-world problems and use pictures, charts, and tables to illustrate.

**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 Ideas 2.1-3* – Students can use scientific inquiry techniques to observe, explain, present proposals, and conduct controlled experiments and carry out research using the containers throughout the weeks of the Change Wars. *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 resources based on our Rainwater Collection Systems that students may use.

## Commencement

**Mathematical Analysis** *Key Ideas 1-3* – Students can create use algebraic representations to compare data of funding in each of the containers. Using deductive reasoning, students can evaluate their conjectures and identify patterns while then using algebraic and geometric concepts to solve problems identified.

**Scientific Inquiry** *Key Ideas 2.1-4* – Students can use scientific inquiry techniques to test proposals based on observation, refine research, and carry out research using data created in the Change Wars. *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. *Key Idea 3.2* – Students can assess correspondence between predictions of outcome and actual results of the Change Wars fundraiser.

**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 (if chosen as an option).

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* – (Optional if choosing kick-off assembly) 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 5.2* – Students can analyze data of current funding amounts in different containers by making charts and graphs, looking for patterns. *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* – (Optional if choosing kick-off assembly) 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 Ideas 1.1, 3 – Students can analyze the societal problem of the water crisis and plan and carry out a remedial course of action, or design solutions to the water crisis issue on a community or global scale using technological design processes, scientific investigation, and mathematical analysis. *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 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.

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**Materials:**

Provided by UWP:

- PDF files of UWP literature and a document explaining the Change Wars rules
- Posters for advertising
- Video and website links to UWP content

Other:

- 3-4 large clear (but secure – with tops) containers. Each container should be clearly marked with a designated group.
- Chart paper or other visual representation to keep a tally of each group’s progress in \$ and points.

**Preparation:**

**At least 2 weeks prior to the start of Change Wars:**

- Contact UWP with your interest in doing a Change Wars fundraiser. This will include discussing specifics of numbers, dates, expectations, equipment available for the assembly (if necessary), 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. If a kick-off assembly starts the fundraiser, dates need to be selected and approved through administration and UWP.

**1-2 weeks prior to and leading up to Change Wars:**

- Any curriculum tie-ins or lessons should be prepared and taught leading up to the kick-off and/or walk. This will increase student knowledge and awareness as well as provide a stronger incentive for participation in Change Wars.
- (*Optional*) Confirm dates and times with UWP and administration for the kick-off assembly and the Water Walk. This includes location, equipment available, availability of water, etc. A contingency location for an outside walk (like a track) should be identified. An online fundraising status and donation link can be set up for you on the UWP website.
- (*Optional*) Hold a kick-off assembly 1 week prior to Change Wars starting date. Outline for the assembly is below.
- Identify how many groups will compete and how groups will be selected.
- Decide on a prize for the winning group – pizza party, privilege, etc.
- Gather and designate large clear containers for each group collecting change. Be sure to have a safe place to store the containers.
- Identify a large open area for students to see and participate.
- Encourage students to find sponsors and being collecting change (use the double entendre of “change” to emphasize what the outcome of students’ efforts does for the lives of Ugandans).

**1 week prior to Change Wars:**

- Communicate any necessary changes to UWP.
- Continue to encourage students to gain sponsorship/collect change and remind them of the rules and deadline.
- Finalize any preparations of the containers, location, etc.

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**Procedure:**

**Kick-off Assembly**

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

## Change Wars

Time	Activity	Learning Expectations/Goal
20-30 minutes	<p><b>* Set up</b></p> <ul style="list-style-type: none"> <li>- Set up tables, decorations, and containers in the identified area for the Change Wars.</li> <li>- Be sure that rules are clearly displayed, containers are clearly labeled for each group, and the prize is known/communicated.</li> </ul>	<p>* Students will actively participate in raising funds through healthy and guided competition.</p>
Dependent on times you have selected	<p><b>* Student Participation</b></p> <ul style="list-style-type: none"> <li>- Students put money into designated containers to earn/deduct points for a group.</li> <li>- Volunteers at the table encourage student participation and answer questions about the rules.</li> </ul>	
10-20 minutes	<p><b>* Close Table</b></p> <ul style="list-style-type: none"> <li>- After the designated time period for donating that day is finished, the containers should be removed and stored in a safe and secure location.</li> <li>- A tally of the points should be completed and displayed for students.</li> </ul>	<p>* Students will be engaged in the fundraising process as well as learning through connected activities in the classroom: math, ELA, science, etc.</p> <p>* Serves as a closure activity for the fundraiser.</p>
2-3 weeks	<p><b>* Repeat above steps for the duration of the fundraising period.</b> If doing a 2 week event, rules should switch for the second week (point values become opposite – pennies worth (-)1 point, dimes worth +10 points, etc. If doing a 3 week event, switch for the last week.</p>	
TBD	<p><b>* Celebration and Recognition</b></p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- The winning group should be recognized and awarded the advertised prize.</li> </ul>	
TBD	<p><b>* Transition of Funds</b></p> <ul style="list-style-type: none"> <li>- Tally and connect with UWP to transfer the funds.</li> </ul>	

### Expected Outcome:

- Dependent on the school, number of participating students, usually between \$100 - \$1,000 depending on the size of the school and number of participating students.

### 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!
- Based on the agreed follow-up at the outset of the event, pictures and detailed information about the outcome of where funding will be/is used in Uganda will be passed along to your school to share with students.

#### UWP Contact Information:

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