

# Ava makes a difference

## Foundation–Year 2

This unit is aligned with the following Australian Curriculum learning areas: Mathematics, English, Science, Design and Technologies and

Health and Physical Education and is accompanied by the [Ava makes a difference \(digibook\)](#).



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# Ava makes a difference

<b>Year level</b>	F–2
<b>Duration of unit</b>	10 hours (approx.)* + fundraising event
<b>Learning areas</b>	Mathematics, English, Science, Design and Technologies, Health and Physical Education

## Unit description

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Students will read (or be read) a big book\*\* story about fundraising and will be motivated to implement their own fundraising project. They will work through a range of engaging activities in order to explore the concept of fundraising and the important role that it plays in our society.

Students will develop skills and values necessary to learn about fundraising and the benefits this may contribute to the development and wellbeing of society. They will explore the purpose and language of fundraising, the process and development of a fundraising product and the attributes of Australian coins.

The class will plan and implement a small fundraising event for an identified recipient.

## Knowledge and understandings

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The knowledge, understandings, skills and values – connected to the real world – which the students will retain are:

- Fundraising can impact on others and contribute to the development and wellbeing of society.
- Clever advertising can help to sell a product.
- Money can be counted and sorted according to its value.
- A product can be changed to make it more cost-effective.

### Note

Some schools may wish to substitute a product as the subject of the fundraising activity that does not require cooking. Activity 7 lists some alternative options.

## Pre-requisite skills

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To undertake this unit, students need:

- a concept of money – what it is, where it comes from, why we have it
- an understanding of the value of coins and of Australian currency
- the ability to add and subtract to 100 so they can calculate change (students may require support)
- the ability to add coins and to make different amounts of money using coins.

*\* Timings are provided as a guide only. Teachers will tailor the activities to suit the capabilities and interests of their class. The unit and student worksheets can be adapted to suit teachers' needs. The level of support required by students will vary as this unit covers three year levels.*

*\*\* The Big Book, 'Ava makes a difference' is available in both a PDF and interactive whiteboard format on the Moneysmart Teaching website.*

# Unit plan

## Links

The following table provides the relevant links to the Australian Curriculum learning areas, achievement standards and general capabilities.

<b>Australian Curriculum learning areas and achievement standards</b>	
<b>Mathematics</b>	<p><b>Content descriptions</b></p> <ul style="list-style-type: none"> <li>• <b>Strand: Number and Algebra</b> <ul style="list-style-type: none"> <li>— Sub-strand: Number and place value           <ul style="list-style-type: none"> <li>○ Subitise small collections of objects (ACMNA003) (F)</li> <li>○ Compare, order and make correspondences between collections, initially to 20, and explain reasoning (ACMNA289) (F)</li> <li>○ Represent and solve simple addition and subtraction problems using a range of strategies including counting on, partitioning and rearranging parts (ACMNA015) (Year 1)</li> <li>○ Solve simple addition and subtraction problems using a range of efficient mental and written strategies (ACMNA030) (Year 2)</li> <li>○ Explore the connection between addition and subtraction (ACMNA029) (Year 2)</li> </ul> </li> <li>— Sub-strand: Money and financial mathematics           <ul style="list-style-type: none"> <li>○ Recognise, describe and order Australian coins according to their value (ACMNA017) (Year 1)</li> <li>○ Count and order small collections of Australian coins and notes according to their value (ACMNA034) (Year 2)</li> </ul> </li> </ul> </li> </ul>
	<p><b>Achievement standards</b></p> <p><b>Foundation Year</b></p> <p><b>By the end of the Foundation year, students</b> make connections between number names, numerals and quantities up to 10. They compare objects using mass, length and capacity. Students connect events and the days of the week. They explain the order and duration of events. They use appropriate language to describe location.</p> <p>Students <b>count to and from 20 and order small collections. They group objects based on common characteristics and sort shapes and objects.</b> Students answer simple questions to collect information and make simple inferences.</p> <p><b>Year 1</b></p> <p><b>By the end of Year 1, students describe number sequences resulting from skip counting by 2s, 5s and 10s.</b> They identify representations of one half. <b>They recognise Australian coins according to their value.</b> Students explain time durations. They describe two-dimensional shapes and three-dimensional objects. Students describe data displays.</p> <p><b>Students count to and from 100 and locate numbers on a number line. They carry out simple additions and subtractions using counting strategies. They partition numbers using place value.</b> They continue simple patterns involving numbers and objects. Students order objects based on lengths and capacities using informal units. They tell time to the half-hour. They use the language of direction to move from place to place. Students classify outcomes of simple familiar events. They collect data by asking</p>

questions, draw simple data displays and make simple inferences.

## Year 2

**By the end of Year 2, students** recognise increasing and decreasing number sequences involving 2s, 3s and 5s. They represent multiplication and division by grouping into sets. They **associate collections of Australian coins with their value**. Students identify the missing element in a number sequence. Students recognise the features of three-dimensional objects. They interpret simple maps of familiar locations. They explain the effects of one-step transformations. **Students make sense of collected information.**

Students count to and from 1000. **They perform simple addition and subtraction calculations using a range of strategies.** They divide collections and shapes into halves, quarters and eighths. Students order shapes and objects using informal units. They tell time to the quarter-hour and use a calendar to identify the date and the months included in seasons. They draw two-dimensional shapes. They describe outcomes for everyday events. Students collect, organise and represent data to make simple inferences.

## English

### Content descriptions

- **Strand: Language**

- Sub-strand: Language for interaction
  - Understand that language can be used to explore ways of expressing needs, likes and dislikes (ACELA1429) (F)
  - Understand that there are different ways of asking for information, making offers and giving commands (ACELA1446) (Year 1)
  - Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions (ACELA1787) (Year 1)
- Sub-strand: Text structure and organisation
  - Understand that the purposes texts serve shape their structure in predictable ways (ACELA1447) (Year 1)
  - Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose (ACELA1463) (Year 2)

- **Strand: Literacy**

- Sub-strand: Interacting with others
  - Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations (ACELY1646) (F)
  - Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions (ACELY1656) (Year 1)
  - Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions (ACELY1666) (Year 2)

- **Strand: Literature**

- Sub-strand: Responding to literature
  - Share feelings and thoughts about the events and characters in texts (ACELT1783) (F)
  - Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences (ACELT1582) (Year 1)

- **Strand: Literacy**

- Sub-strand: Creating texts
  - o Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge (ACELY1651) (F)
  - o Construct texts using software including word processing (ACELY1654) (F)
  - o Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements, for example illustrations and diagrams (ACELY1661) (Year 1)
  - o Construct texts that incorporate supporting images using software including word processing programs (ACELY1664) (Year 1)
  - o Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose (ACELY1671) (Year 2)
  - o Construct texts featuring print, visual and audio elements using software, including word processing programs (ACELY1674) (Year 2)

## Achievement standards

### Foundation Year

**By the end of the Foundation year, students** use predicting and questioning strategies to make meaning from texts. They **recall one or two events from texts with familiar topics**. They understand that there are different types of texts and that these can have similar characteristics. **They identify connections between texts and their personal experience.**

They read short, decodable and predictable texts with familiar vocabulary and supportive images, drawing on their developing knowledge of concepts of print, sounds and letters and decoding and self-monitoring strategies. They recognise the letters of the English alphabet, in upper and lower case and know and use the most common sounds represented by most letters. They read high-frequency words and blend sounds orally to read consonant-vowel-consonant words.

**They use appropriate interaction skills to listen and respond to others in a familiar environment.** They listen for rhyme, letter patterns and sounds in words.

Students understand that their texts can reflect their own experiences. They identify and describe likes and dislikes about familiar texts, objects, characters and events.

**In informal group and whole class settings, students communicate clearly. They retell events and experiences with peers and known adults.** They identify and use rhyme, and orally blend and segment sounds in words. **When writing, students use familiar words and phrases and images to convey ideas.** Their writing shows evidence of letter and sound knowledge, beginning writing behaviours and experimentation with capital letters and full stops. They correctly form known upper- and lower-case letters.

### Year 1

**By the end of Year 1, students** understand the different purposes of texts. They make connections to personal experience when explaining characters and main events in short texts. They identify that texts serve different purposes and that this affects how they are organised. They describe characters, settings and events in different types of literature.

Students read aloud, with developing fluency. They read short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images. When reading, they use knowledge of the relationship between sounds and letters, high-frequency

words, sentence boundary punctuation and directionality to make meaning. They recall key ideas and recognise literal and implied meaning in texts. They **listen to others when taking part in conversations, using appropriate language features and interaction skills.**

**Students** understand how characters in texts are developed and **give reasons for personal preferences. They create texts that show understanding of the connection between writing, speech and images.**

They create short texts for a small range of purposes. **They interact in pair, group and class discussions, taking turns when responding.** They make short presentations on familiar topics. **When writing, students provide details about ideas or events,** and details about the participants in those events. They accurately spell high-frequency words and words with regular spelling patterns. They use capital letters and full stops and form all upper- and lower-case letters correctly.

## Year 2

**By the end of Year 2, students** understand how similar texts share characteristics by identifying text structures and language features used to describe characters and events, or to communicate factual information.

They **read texts that contain varied sentence structures, some unfamiliar vocabulary,** a significant number of high-frequency sight words and images that provide extra information. **They monitor meaning and self-correct using knowledge of phonics, syntax, punctuation, semantics and context.** They use knowledge of a wide variety of letter-sound relationships to read words of one or more syllables with fluency. They identify literal and implied meaning, main ideas and supporting detail. Students make connections between texts by comparing content. **They listen for particular purposes.** They listen for and manipulate sound combinations and rhythmic sound patterns.

**When discussing their ideas and experiences, students use everyday language features and topic-specific vocabulary.** They explain their preferences for aspects of texts using other texts as comparisons. **They create texts that show how images support the meaning of the text.**

**Students create texts, drawing on their own experiences, their imagination and information they have learnt. They use a variety of strategies to engage in group and class discussions** and make presentations. They accurately spell words with regular spelling patterns and spell words with less common long vowel patterns. They use punctuation accurately, and write words and sentences legibly using unjoined upper- and lower-case letters.

## Science

### Content descriptions

- **Strand: Science Inquiry Skills**
  - Sub-strand: Planning and conducting
  - Participate in guided investigations and make observations using the senses (AC SIS011) (F)
  - Participate in guided investigations to explore and answer questions (AC SIS025 & AC SIS038) (Year 1 and 2)
- **Strand: Science Understanding**
  - Sub-strand: Chemical sciences
  - Everyday materials can be physically changed in a variety of ways (AC SSU018) (Year 1)
    - Different materials can be combined for a particular purpose (AC SSU031) (Year 2)



	<p><b>Achievement standards</b></p> <p><b>Foundation Year</b></p> <p><b>By the end of the Foundation year, students</b> describe the properties and behaviour of familiar objects. They suggest how the environment affects them and other living things.</p> <p>Students <b>share and reflect on observations, and ask and respond to questions about familiar objects and events.</b></p> <p><b>Year 1</b></p> <p><b>By the end of Year 1, students</b> describe objects and events that they encounter in their everyday lives, and the effects of interacting with materials and objects. They describe changes in their local environment and how different places meet the needs of living things.</p> <p>Students respond to questions, <b>make predictions, and participate in guided investigations of everyday phenomena.</b> They follow instructions to record and sort their observations and share them with others.</p> <p><b>Year 2</b></p> <p><b>By the end of Year 2, students</b> describe changes to objects, materials and living things. They identify that certain materials and resources have different uses and describe examples of where science is used in people's daily lives.</p> <p>Students <b>pose and respond to questions about their experiences and predict outcomes of investigations.</b> They use informal measurements to make and compare observations. They record and represent observations and communicate ideas in a variety of ways.</p>
<p><b>Design and Technologies</b></p>	<p><b>Content descriptions</b></p> <ul style="list-style-type: none"> <li>• <b>Strand: Knowledge and Understanding</b> <ul style="list-style-type: none"> <li>– Sub-strand: Processes and production skills           <ul style="list-style-type: none"> <li>○ Sequence steps for making designed solutions and working collaboratively (ACTDEP009) (F, Year 1, Year 2)</li> </ul> </li> </ul> </li> </ul> <p><b>Achievement standards</b></p> <p><b>By the end of Year 2,</b> students describe the purpose of familiar products, services and environments and how they meet the needs of users and affect others and environments. They identify the features and uses of technologies for each of the prescribed technologies contexts.</p> <p>With guidance, students create designed solutions for each of the prescribed technologies contexts. They describe given needs or opportunities. Students create and evaluate their ideas and designed solutions based on personal preferences. They communicate design ideas for their designed products, services and environments using modelling and simple drawings. <b>Following sequenced steps, students demonstrate safe use of tools and equipment when producing designed solutions.</b></p>
<p><b>HPE</b></p>	<p><b>Content descriptions</b></p> <ul style="list-style-type: none"> <li>• <b>Strand: Personal, Social and Community Health</b> <ul style="list-style-type: none"> <li>– Sub-strand: Communicating and interacting for health and wellbeing           <ul style="list-style-type: none"> <li>○ Practise personal and social skills to interact positively with others</li> </ul> </li> </ul> </li> </ul>

(ACPPS004) (F)

- Describe ways to include others to make them feel they belong (ACPPS019) (Years 1 & 2)
- Identify and practise emotional responses that account for own and others' feelings (ACPPS020) (Years 1 & 2)

### Achievement standards

#### **Foundation Year**

**By the end of Foundation Year, students** recognise how they are growing and changing. They **identify and describe the different emotions people experience**. They identify actions that help them be healthy, safe and physically active. They identify different settings where they can be active and demonstrate how to move and play safely. They describe how their body responds to movement.

**Students use personal and social skills when working with others in a range of activities.** They demonstrate, with guidance, practices and protective behaviours to keep themselves safe and healthy in different activities. They perform fundamental movement skills and solve movement challenges.

#### **Year 2**

**By the end of Year 2, students** describe changes that occur as they grow older. They recognise how strengths and achievements contribute to identities. They **identify how emotional responses impact on others' feelings**. They examine messages related to health decisions and describe how to keep themselves and others healthy, safe and physically active. They identify areas where they can be active and how the body reacts to different physical activities.

**Students demonstrate positive ways to interact with others.** They select and apply strategies to keep themselves healthy and safe and are able to ask for help with tasks or problems. They demonstrate fundamental movement skills in a variety of movement sequences and situations and test alternatives to solve movement challenges. They perform movement sequences that incorporate the elements of movement.

### General capabilities

#### Literacy

#### Typically, by the end of Foundation year students:

- listen and respond to brief questions and one and two step instructions, listen for information in simple spoken texts and respond to audio texts and read aloud
- interpret simple texts using comprehension strategies
- compose short learning area texts, with support, to record and report ideas and events
- use short pair, group and class conversations and discussions as learning tools to explore learning area topics and to prepare for creating texts
- use knowledge of some basic differences between imaginative and informative texts to select and use texts and compose simple learning area texts with teacher support
- recognise that texts are made up of words and groups of words that make meaning
- use speaking, visual elements (including drawing) and beginning writing to express likes and dislikes
- use familiar vocabulary contexts related to everyday experiences, personal interests and topics taught at school and used in other contexts

	<p><b>Typically, by the end of year 2 students:</b></p> <ul style="list-style-type: none"> <li>listen to two or more step instructions for undertaking learning tasks, listen for information about topics being learned in spoken and audio texts and respond to texts read aloud</li> <li>interpret and use texts to explore topics, gather information and make some obvious inferences using comprehension strategies</li> <li>compose and edit a small range of learning area texts</li> <li>use pair, group and class discussions as learning tools to explore learning area topics, to represent ideas and relationships, and to prepare for creating texts</li> <li>use knowledge of the structure and features of learning area texts to comprehend and compose a growing range of texts with some teacher support</li> <li>recognise and use nouns that represent people, places, things and ideas in the learning area and expand nouns to achieve greater precision</li> <li>identify and use language that expresses feelings and opinions, and compares and evaluates people and things</li> <li>use mostly familiar vocabulary, with a steady introduction of new vocabulary in learning area contexts</li> </ul>
<b>Numeracy</b>	<p><b>Typically, by the end of Foundation year students:</b></p> <ul style="list-style-type: none"> <li>connect and order number names, numerals and groups of objects using numbers up to two digits</li> <li>solve everyday addition and share stories</li> <li>recognise the different value of coins and notes in the Australian monetary system</li> </ul>
	<p><b>Typically, by the end of year 2 students:</b></p> <ul style="list-style-type: none"> <li>model, represent, order and use numbers up to four digits</li> <li>estimate the solution to a problem and then calculate the answer</li> <li>identify and use combinations of coins and notes for simple purchases</li> </ul>
<b>ICT</b>	<p><b>Typically, by the end of Foundation year students:</b></p> <ul style="list-style-type: none"> <li>use icons to locate or generate required information</li> </ul>
	<p><b>Typically, by the end of year 2 students:</b></p> <ul style="list-style-type: none"> <li>locate information from a given set of digital sources</li> </ul>
<b>Creative &amp; Critical Thinking</b>	<p><b>Typically, by the end of Foundation year students:</b></p> <ul style="list-style-type: none"> <li>pose factual and exploratory questions based on personal interests and experiences</li> <li>identify and describe familiar information and ideas during a discussion or investigation</li> <li>suggest alternative and creative ways to approach a given situation or task</li> <li>predict what might happen in a given situation and when putting ideas into action</li> <li>connect information from one setting to another</li> <li>share their thinking about possible courses of action</li> <li>check whether they are satisfied with the outcome of tasks or actions</li> </ul>
	<p><b>Typically, by the end of year 2 students:</b></p>

	<ul style="list-style-type: none"> <li>• pose questions to identify and clarify issues, and compare information in their world</li> <li>• identify and explore information and ideas from source materials</li> <li>• identify and compare creative ideas to think broadly about a given situation or problem</li> <li>• investigate options and predict possible outcomes when putting ideas into action</li> <li>• use information from a previous experience to inform a new idea</li> <li>• identify alternative courses of action or possible conclusions when presented with new information</li> <li>• evaluate whether they have accomplished what they set out to achieve</li> </ul>
<b>Personal &amp; Social Capability</b>	<b>Typically, by the end of Foundation year students:</b>
	<ul style="list-style-type: none"> <li>• reflect on their feelings as learners and how their efforts affect skills and achievement</li> <li>• express their emotions constructively in interactions with others</li> <li>• describe ways they can help at home and school</li> <li>• identify positive ways to initiate, join and interrupt conversations with adults and peers</li> <li>• listen to others' ideas, and recognise that others may see things differently from them</li> </ul>
	<b>Typically, by the end of year 2 students:</b>
	<ul style="list-style-type: none"> <li>• reflect on what they have learnt about themselves from a range of experiences at home and school</li> <li>• describe ways to express emotions to show awareness of the feelings and needs of others</li> <li>• describe how they contribute to their homes, classrooms and local communities, and how others care for and assist them</li> <li>• discuss the use of verbal and nonverbal communication skills to respond appropriately to adults and peers</li> <li>• practise individual and group decision making in situations such as class meetings and when working in pairs and small groups</li> <li>• practise solving simple interpersonal problems, recognising there are many ways to solve conflict</li> </ul>
<b>Ethical Understanding</b>	<b>Typically, by the end of Foundation year students:</b>
	<ul style="list-style-type: none"> <li>• identify ethical concepts arising in familiar contexts, such as good and bad behaviours</li> <li>• describe familiar situations that involve ethical concepts</li> <li>• identify examples from stories and experiences that show ways people make decisions about their actions</li> </ul>
	<b>Typically, by the end of year 2 students:</b>
	<ul style="list-style-type: none"> <li>• describe ethical concepts, such as right and wrong, honesty, fairness and tolerance</li> <li>• discuss ethical concepts within a range of familiar contexts</li> <li>• discuss how people make decisions about their actions and offer reasons why people's decisions differ</li> </ul>

<b>Intercultural Understanding</b>	<b>Typically, by the end of Foundation year students:</b>
	<ul style="list-style-type: none"> <li>• imagine and describe their own feelings if they were put in someone else's place</li> </ul>
	<b>Typically, by the end of year 2 students:</b>
	<ul style="list-style-type: none"> <li>• imagine and describe the feelings of others in familiar situations</li> </ul>

### ***Cross-curriculum priorities***

N/A

### ***Diversity of learners***

Teachers use the Australian Curriculum content and achievement standards first to identify current levels of learning and achievement and then to select the most appropriate content (possibly from across several year levels) to teach individual students and/or groups of students. This takes into account that in each class there may be students with a range of prior achievement (below, at and above the year level expectations) and that teachers plan to build on current learning

### ***National Consumer and Financial Literacy Framework***

*(Note: the student learnings in the National Consumer and Financial Literacy Framework are divided into, and are applicable over, bands covering two chronological years.)*

<b>Dimension</b>	<b>Student learning</b>
<b>Knowledge and understanding</b>	<ul style="list-style-type: none"> <li>• Recognise that money is limited and comes from a variety of sources</li> </ul>
<b>Competence</b>	<ul style="list-style-type: none"> <li>• Identify consumer and financial matters that are part of daily life such as earning money, spending, saving, paying bills, making donations</li> </ul>
<b>Responsibility and enterprise</b>	<ul style="list-style-type: none"> <li>• Apply consumer and financial knowledge and skills in relevant class and/or school activities such as student investigations, charity fundraising, business ventures and special events</li> </ul>

## Sequenced teaching and learning activities

Introducing	Resources
<p><b>Activity 1: Can you make a difference?</b> (40 minutes)</p> <p>Students explore the concept of fundraising through working in pairs and through class discussion. A 'word wall' is developed with terms associated with fundraising.</p>	<ul style="list-style-type: none"> <li>Worksheet 1: My learning plan</li> <li>Interactive whiteboard or butcher's paper</li> </ul>
<p><b>Assessment tasks: Diagnostic</b></p> <ul style="list-style-type: none"> <li>Informal teacher assessment of student understanding of the concepts of fundraising, Australian coins and basic money transactions.</li> </ul>	

Developing	Resources
<p><b>Activity 2: Ava makes a difference</b> (30 minutes)</p> <p>Students use the Big Book – <i>Ava makes a difference</i>, to explore the concepts of fundraising and further develop the class fundraising word wall.</p>	<ul style="list-style-type: none"> <li>Digital resource: <a href="#">Digibook – Ava makes a difference</a> (Moneysmart)</li> <li>Word wall from Activity 1</li> </ul>
<p><b>Activity 3: Roll up, roll up!</b> (50 minutes)</p> <p>In small groups, students will be given examples of fundraising events (role-play scenarios) and supported to role-play these situations. They will brainstorm the appropriate language needed for each situation and the words and phrases will be added to the word wall.</p>	<ul style="list-style-type: none"> <li>Print resource 1: Role-play scenarios – copied onto cards and cut out so that each group receives one scenario</li> <li>Word wall from previous activities</li> </ul>
<p><b>Activity 4: Paid and unpaid work</b> (30 minutes)</p> <p>Using the ideas in the big book, students compare paid and unpaid work. They will brainstorm a list of jobs that can be classified as unpaid work, which they could participate in to raise funds. Students will also briefly explore the notion of legitimacy and fraud when fundraising.</p>	<ul style="list-style-type: none"> <li>Digital resource: <a href="#">Digibook – Ava makes a difference</a> (Moneysmart)</li> <li>Websites of charities such as World Vision and Red Cross</li> <li>Digital resource: <a href="#">Goods and services</a> (Moneysmart)</li> </ul>
<p><b>Activity 5: Guest speaker</b> (30 minutes)</p> <p>Students will listen and engage with a guest speaker who will discuss the fundraising events that are necessary for the success of their organisation.</p>	<ul style="list-style-type: none"> <li>A guest speaker from a local organisation who has organised and participated in a fundraiser</li> <li>Blank A4 paper</li> </ul>
<p><b>Activity 6: Fundraising circles</b></p>	<ul style="list-style-type: none"> <li>Fundraising flyers as well as fundraising articles</li> </ul>

Developing	Resources
<p><i>(30 minutes)</i></p> <p>Students will investigate different fundraising events in their local community, Australia and the world. They will discuss with their families fundraising events they have participated in and the personal, financial and social beneficial effects of the events.</p>	<p>and news from your local community. These can often be found on a community noticeboard and in community newspapers.</p> <ul style="list-style-type: none"> <li>• Worksheet 2: Fundraising circles</li> <li>• Wall chart/butcher's paper</li> </ul>
<p><b>Activity 7: Let's plan our event</b> <i>(90 minutes)</i></p> <p>Students investigate and propose an appropriate fundraising event for the class. They explore the main purpose of and cause for the fundraiser, and elements such as product, event, materials, price and target.</p> <p>They will take home their completed fundraising planner in order to share with family what is going to be happening.</p>	<ul style="list-style-type: none"> <li>• Digital resource: <a href="#">Digibook – Ava makes a difference</a> (Moneysmart)</li> <li>• Worksheet 3: My fundraiser planner</li> <li>• Wall chart from Activity 6</li> <li>• Supermarket catalogues</li> <li>• Internet shopping sites</li> <li>• Formative assessment criteria table</li> </ul>
<p><b>Assessment Tasks: Formative</b></p> <ul style="list-style-type: none"> <li>• There are many opportunities in this activity for teachers to carry out formative assessment. During the group work, teachers move around and observe and eavesdrop on groups' developing understanding of the concept of fundraising. They will take note of the language used and identify any difficulties children are having. The assessment criteria are listed in the teacher notes.</li> </ul>	
<p><b>Activity 8: Make it cheaper</b> <i>(90 minutes)</i></p> <p>Students will experiment with making pancakes in order to make a profit. They will investigate ways to produce the product more cheaply without affecting the quality by using less of one ingredient.</p>	<ul style="list-style-type: none"> <li>• Worksheet 4: Making pancakes</li> <li>• Ingredients for making pancakes – see Worksheet 4: Making pancakes</li> <li>• Electric frying pan</li> <li>• Cooking utensils</li> <li>• Adult helpers</li> </ul>
<p><b>Activity 9: Let's make it</b> <i>(time will vary)</i></p> <p>Students will begin to design and make their product to sell for the class fundraising event. They will evaluate their product by playing a game of 'Your say'. To conclude, students will also design their own ID card to use in the fundraising event.</p>	<ul style="list-style-type: none"> <li>• Materials for making the chosen product</li> <li>• 3 A3 sheets of paper</li> <li>• Worksheet 5: ID card</li> </ul>
<p><b>Activity 10: The coin detective</b> <i>(40 minutes)</i></p> <p>Students will investigate the different Australian coins they will need in order to sell their fundraising product.</p>	<ul style="list-style-type: none"> <li>• Plastic or real money – coins</li> <li>• Magnifying glasses</li> <li>• Paper and soft lead pencils</li> <li>• Worksheet 6: The coin detective</li> <li>• Formative assessment criteria table</li> <li>• Internet access</li> <li>• Moneysmart digital resources: <ul style="list-style-type: none"> <li>◦ <a href="#">Money match</a></li> </ul> </li> </ul>

Developing	Resources
	<ul style="list-style-type: none"> <li>○ <a href="#">Pay the price</a></li> <li>• External resources:               <ul style="list-style-type: none"> <li>○ <a href="#">Counting money</a> (go to 'Consumer math', 'Money' and select Australian dollars)</li> <li>○ <a href="#">Money master</a></li> </ul> </li> </ul>
<p><b>Assessment Tasks: Formative</b></p> <p>Observations and an analysis of students' completed worksheets will demonstrate who has a clear understanding of the identification of Australian coins, their nomenclature and usage. This knowledge is important</p> <ul style="list-style-type: none"> <li>• to assist teachers in the degree of explicit teaching and support needed by specific children in Activity 10. The assessment criteria are listed in the teacher notes.</li> </ul>	
<p><b>Activity 11: Money, Money, Money (50 minutes)</b></p> <p>Students will order different money amounts and identify different coin combinations with the same total value. They will practise giving change.</p>	<ul style="list-style-type: none"> <li>• Plastic, real or cut-out money</li> <li>• Table</li> <li>• Products to sell</li> <li>• Worksheet 7: Money, money, money</li> <li>• Materials for a class shop</li> </ul>
<p><b>Activity 12: Come one, come all (90 minutes)</b></p> <p>As a class, students will jointly construct a poster to promote their fundraising event. They will focus on effective advertising. They will then work in pairs to design and construct their own print or electronic posters. Students will use these posters to promote the fundraising event in the school community.</p>	<ul style="list-style-type: none"> <li>• Examples of posters or flyers</li> <li>• Digital resource: <a href="#">Digibook – Ava makes a difference</a> (Moneysmart)</li> <li>• Materials for creating posters</li> <li>• Interactive whiteboard</li> <li>• Design program for posters, e.g. Publisher</li> </ul>

Culminating	Resources
<p><b>Activity 13: The big event (times will vary)</b></p> <p>Before the big event students will consider the safety and planning considerations and communication skills they will need for the fundraising event. They will then get ready to sell their products at the big event.</p>	N/A
<p><b>Activity 14: Let's celebrate (20 minutes)</b></p> <p>Students reflect on how they were able to make a difference to the chosen cause and celebrate their achievements. This includes counting and forwarding on the funds raised.</p>	<ul style="list-style-type: none"> <li>• Balloons</li> <li>• Worksheet 3: My fundraiser planner – Part C</li> </ul>
<p><b>Activity 15: Rate it (20 minutes)</b></p>	<ul style="list-style-type: none"> <li>• Worksheet 8: Rate it</li> </ul>



Students reflect on their learning and complete the learning plan from Activity 1. They share the learning with the class.

- Worksheet 1: My learning plan – questions 3 and 4

### **Assessment Tasks: Summative**

- Students' learning plans will be analysed to assess students' understandings and learning from the unit. Specifically this assessment will gauge students' understanding of the concept of fundraising and its key components, as well as who benefits from it, and an understanding of the language used. The assessment criteria are listed in the teacher notes.

## Assessment rubric

This rubric is intended as a guide only. It can be modified to suit teachers' needs and to be integrated into existing assessment systems. Teachers may also wish to collect the worksheets as work samples for individual student folios.

Student's name: \_\_\_\_\_

Skill	Relevant content description(s)	Relevant activities, resources and worksheets	Competent	Developing at level	Needs further development	Notes
The student can recognise the number of coins in a collection without consciously counting.	Subitise small collections of objects (ACMNA003) (F)	Activity 10 Worksheet 7	The student applies subitising to recognise the number of coins in all the collections.	The student applies subitising to recognise the number of coins in some collections.	The student uses counting to find the number of coins in the collections.	
The student can compare and order coins of like and unlike characteristics.	Compare, order and make correspondences between collections, initially to 20, and explain reasoning (ACMNA289) (F)	Activities 10 and 11 Worksheets 6 and 7 Online resources: Money match, Pay the price, Counting money	The student correctly names and identifies the value of coins using numbers, shape and colour.	The student names and identifies the value of most coins using numbers, shape and colour.	The student requires teacher guidance to name and identify the value of coins.	
The student can identify some characteristics of each of the Australian coins.	Recognise, describe and order Australian coins according to their value (ACMNA017) (Year 1)	Activities 10 and 11 Worksheet 7	The student correctly names coins according to their value, on sight.	The student can find and read numbers on coins and deduce their value with minimal prompting.	The student requires teacher assistance to determine the correct value of coins.	
The student can count a collection of coins to determine the total value, then list them in order from smallest to largest.	Count and order small collections of Australian coins and notes according to their value (ACMNA034) (Year 2)	Activity 11 Worksheet 7	The student correctly determines the total value of all collections of coins that include two or more denominations. The student uses skip counting where appropriate.	The student correctly determines the total value of simple collections of coins.	The student requires teacher guidance to determine the total value of simple coin collections.	

Skill	Relevant content description(s)	Relevant activities, resources and worksheets	Competent	Developing at level	Needs further development	Notes
The student can identify equivalent values in collections of coins, such as two five-cent coins having the same value as one ten-cent coin.	See ACMNA034 above.	Activity 11 Worksheet 7	The student records all possible ways of representing a total amount of money using different combinations of coins.	The student records some possible ways of representing a total amount of money using different combinations of coins.	The student requires teacher guidance and the use of pretend money to model ways of representing a total amount of money using different combinations of coins.	
The student can calculate correct change when selling a product for \$1.	See ACMNA034 above.	Activity 10 Worksheet 6	The student calculates correct change by subtraction or counting on.	The student calculates change by subtraction or counting on for simple examples and/or uses pretend money.	The student requires teacher guidance and pretend money to calculate change.	
The student can recognise topic-specific words in a text and use a range of language (both verbal and body) in role-play.	Understand that language can be used to explore ways of expressing needs, likes and dislikes (ACELA1429) (F)	Activities 2, 3 and 12 Print resource 1  Resource: Big Book – <i>Ava makes a difference</i>	The student uses appropriate vocabulary, facial expressions and gestures to persuade a selected audience to support a fundraising cause.	The student uses some persuasive techniques in role-play.	The student requires teacher guidance and encouragement to participate in simple role-play using one or two obvious persuasive techniques.	
The student can listen and participate in group and pair discussions and share ideas and experiences.	Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations (ACELY1646) (F)	Activities 1, 2, 4, 5, 6 and 7 Worksheets 1 (Q1 and 2) and 2 Print resource 1  Resource: Big Book – <i>Ava makes a difference</i>  Online resource: Goods and services	The student listens attentively and demonstrates comprehension by selecting all key information. The student initiates simple conversations.	The student listens and demonstrates some comprehension by selecting one or two pieces of key information. The student sometimes participates and takes turns in conversation.	The student requires teacher support and encouragement to participate in simple conversations or discussions with familiar people.	

Skill	Relevant content description(s)	Relevant activities, resources and worksheets	Competent	Developing at level	Needs further development	Notes
The student can recognise the difference between closed questions, for example, 'Are you ready?' and open questions, for example, 'What made this text so exciting?'	Understand that there are different ways of asking for information, making offers and giving commands (ACELA1446) (Year 1)	Activities 1, 2, 4, 5, 9 and 13 Worksheets 1 (Q1 and 2) and 3  Print resource 1  Resource: Big Book – <i>Ava makes a difference</i>	The student effectively uses simple sentence structures to ask/answer a question or communicate a message/idea in written or oral form.	The student uses some familiar forms of written/oral responses modelled in class.	The student answers most questions with a one- or two-word response and requires teacher guidance and support to draw or write a message/idea.	
The student can compare characters and events in texts to their own experiences.	Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences (ACELT1582) (Year 1)	Activities 2, 3 and 4 Print resource 1  Resource: Big Book – <i>Ava makes a difference</i>	The student comments accurately on the use of specific language, illustrations and events in a storybook and makes justifiable comments on them in relation to their own experiences of fundraising and paid/unpaid work.	The student comments on the use of specific language, illustrations and events in a storybook and makes some comments on them in relation to their own experiences of fundraising and paid/unpaid work.	The student requires teacher guidance to examine the use of specific language, illustrations and events in a storybook and make comments on them in relation to their own experiences of fundraising and paid/unpaid work.	
The student can use sight, touch, taste and smell to gather information.	Participate in guided investigations and make observations using the senses (ACSYS011) (F)	Activity 8 Worksheet 4	The student uses all relevant senses to accurately identify and clearly describe: the feel of flour, sugar and salt, their similarities and differences and the differences between wet and dry ingredients.	The student uses most relevant senses to identify and describe: the feel of flour, sugar and salt, some of their similarities and differences, and some of the differences between wet and dry ingredients.	The student requires teacher prompting and guidance to identify and describe: the feel of flour, sugar and salt, one or two of their similarities and differences, and one or two differences between wet and dry ingredients.	

Skill	Relevant content description(s)	Relevant activities, resources and worksheets	Competent	Developing at level	Needs further development	Notes
The student can observe and describe how materials (ingredients) physically change when sifted and heated.	Everyday materials can be physically changed in a variety of ways (ACSSU018) (Year 1)	Activity 8 Worksheet 4	The student carefully observes and describes in detail the effects of sifting dry ingredients and heating a liquid mixture.	The student observes and describes the effects of sifting dry ingredients and heating a liquid mixture.	The student makes few observations and requires teacher prompting and assistance to describe the effects of sifting dry ingredients and heating a liquid mixture.	
The student can investigate the effects of changing ingredients for the purpose of making pancakes more cheaply.	Different materials can be combined for a particular purpose (ACSSU031) (Year 2)	Activity 8 Worksheet 4 (Q2)	The student chooses an ingredient and predicts what will happen when less of it is used in the pancake recipe. The student clearly and accurately evaluates their choice.	The student chooses an ingredient and predicts what will happen when less of it is used in the pancake recipe. The student evaluates their choice.	The student requires teacher prompting and guidance to choose an ingredient, make a prediction and evaluate their choice.	
The student can write and/or draw to show an understanding of the concept of fundraising, its key components, who benefits from it and the language used.	ENGLISH and MATHEMATICS (Suggested summative assessment activity)	Activity 15 Worksheet 1 (Q3 and 4) Worksheet 8	The student writes and/or draws to communicate clear responses using simple sentence structures in writing and sources such as the 'word wall'.	The student writes and/or draws to communicate responses and attempts one or two simple sentence structures in writing.	The student makes a limited attempt to write and/or draw responses and may simply copy words as writing.	

# Teacher notes

## Activity 1: Can you make a difference? (40 minutes)

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- Introduce the term 'fundraising'. Ask students to work in pairs (pair–share) to discuss:
  - what they already know about the term 'fundraising'
  - what fundraising is
  - who holds fundraising events
  - why it is important to participate in fundraising events.
  - Move around and 'eavesdrop' on discussions to determine what students know about fundraising.
- After pair discussion, students share what they know about fundraising with the whole class, in relation to the points above.
- From the class discussion, create a word wall using words that are often used to discuss or are associated with fundraising.
- Encourage students to discuss any experiences they have had with fundraising, including any school fundraisers they may have participated in. Encourage them to discuss what they know about Australian coins and basic money transactions.
- Students consider what may affect their decision to participate in a fundraising event.

### Note

**Worksheet 1: My learning plan** is used during this activity as well as later in the unit. After group and class discussions, students complete the relevant sections of **Worksheet 1: My learning plan** either individually or as a whole class using an interactive whiteboard or butcher's paper. The extent of teacher direction for this activity will depend on student abilities.

- Explain that students are going to develop their own class fundraising event, but that they first need to think about what they already know and what they want to find out about fundraising.
- Students complete the first two questions on Worksheet 1: My learning plan during this activity. Students will complete questions three and four at the end of the unit. Teachers may need to assist students to complete question 4, where the terms cause, product, event, materials, price and target are used. As these terms arise during the unit, add them to the word wall.

### Diagnostic assessment

Consider the questions and responses given by students both in discussion and completion of **Worksheet 1: My learning plan** and use these to guide further learning throughout the unit. You may consider what language the students are currently using and how you can scaffold them to use more topic-specific language. Students' experiences will vary greatly with the concepts in this unit. Elaboration and support may be required with concepts such as money – what it is, where it comes from, why we have it, the value of coins and Australian currency, and using coins in basic transactions. You may like to refer to the [Year 1 unit of work: Bertie's Socks](#) which deals with these concepts in detail.

## Activity 2: Ava makes a difference (30 minutes)

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Introduce the resource: **Digibook: Ava makes a difference**

### Note

The book is available in PDF format or online – suitable for projection on interactive whiteboards.

### **Before reading**

- Read the title to the class and discuss the front cover. Ask students to predict what the text may be about. How do they know?
- Explain that the purpose of the text is to help students learn more about fundraising, and that the big book, together with the previous activity, may help answer some of their questions from Worksheet 1: My learning plan.
- Explain that texts often use specific words to help explore a particular topic. For example, if you are reading a book about school, you might find words such as:
  - reading, mathematics
  - bell
  - principal
  - tuckshop/canteen.
- Ask students what words they would expect to find in a story about fundraising. Refer to the word wall from Activity 1 as some words may have been discussed in the previous lesson.

### **During reading**

Using a modelled or shared reading approach, explain that the focus of this lesson will be finding words in the book that relate to its topic (fundraising). Initially, read the text to students without any interruptions or distractions.

### **After reading**

- After reading the text, ask students if they can identify topic-specific words that they heard. Add these words to the word wall from Activity 1.
- Use 'think aloud' statements to model definitions of fundraising words that you read within the text. A 'think aloud' statement is a verbal description of the thinking that is taking place inside your head.
- Discuss the importance of identifying and exploring topic-specific words. Choose three words that you think students are less familiar with and explore their definitions.
- Add the topic-specific words to the word wall for reference throughout this unit.

## Activity 3: Roll up, roll up! (50 minutes)

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- Begin the session by announcing in a loud voice, 'Roll up, roll up! Who wants to run a class fundraiser?'
- Explain that in order to run their own class fundraiser students must first learn the most appropriate language to use to encourage people to give money or goods to support a cause.
- Remind students that Ava in the Big Book: Ava makes a difference – used the words 'Roll up, roll up!' to sell the pancakes. Ask a few students to have a go at yelling 'Roll up, roll up!' to encourage people to buy.
- Explain that fundraising involves persuading people to get involved and asking people for money or goods. Often people buy something that is being sold to raise money, e.g. chocolates, cakes.



- Discuss the issues students may face when asking people for money or to donate goods. For example, different people have different amounts of money, some people don't like giving money away, and people might not be passionate about the cause you are fundraising for.
- Select a few students to role-play asking someone to donate money for a fundraiser.
- Identify and list the words that the students used when asking someone, such as the local supermarket, to donate goods for a fundraiser.
- As a class, brainstorm a list of other words or phrases people may use when asking someone to give/donate money or buy items being sold for a fundraiser. Refer to the fundraising word wall developed in the previous lessons for support.
- All students will now be involved in a role-play. Divide students into groups of 3–4.
- Give each group a scenario card from Print resource 1: Role-play scenarios and allocate five minutes to practise their role-play before presenting it to the class. You could develop other fundraising scenarios to ensure relevance to students. (As students are practising, move around the classroom, supporting them to use a range of language – both verbal and body – in their role-plays.)
- Students can then share their role-play with the rest of the class.
- As a class, discuss the safety issues students must be aware of when asking people for donations, e.g. having a parent/adult with them, making sure someone knows where they are, only approaching people they know, etc.

#### Activity 4: Paid and unpaid work (30 minutes)

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- Re-read the resource: Big Book – Ava makes a difference. After reading, show students pages 14–15 of the big book, where the students are busy getting ready for the fundraiser. Ask the class whether they think the students would have been paid for this work.
- Explain to students that some work is paid and other work is unpaid. Discuss why some kinds of work are paid and some are unpaid.
- Write the following headings on the board: paid and unpaid. Students brainstorm examples of paid and unpaid work.
- Ask students to suggest unpaid activities they could participate in to raise funds. Consider the following ideas:
  - participate in read-a-thon and walk-a-thon projects
  - sell raffle tickets to raise money for a cause
  - hold a car wash
  - hold a chocolate drive.
- You may take this opportunity to show students websites of international causes and charities such as the Red Cross and World Vision. You could ask students whether their families are involved with donating to any of these causes, and why.
- Discuss the concept of trust in fundraising. Your discussion could include the following points:
  - Explain that it is important to only fundraise for a legitimate cause.
  - Discuss the fact that people often carry ID when fundraising. Why do students think this is required?
  - Ask students what they think could happen if fundraisers did not carry ID.
  - Introduce the concept of fraud. Refer students back to the big book as an example. Ava was thinking of making and selling lemonade.
  - How could she prove she is legitimate?
  - How could she convince people she is not planning to keep the money for herself?

- Students engage with the **digital resource: Goods and services** to explore the concept of earning money for goods and services that could be used to raise funds.

### Activity 5: Guest speaker (30 minutes)

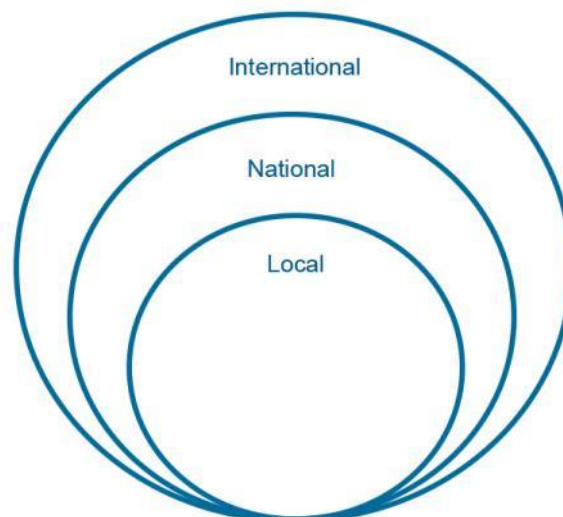
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- Note: This is an optional activity and will depend on the resources available in your local community.
- Invite a guest speaker from a local organisation who has organised and participated in a fundraiser. You may consider someone from a local sports team, church, youth group, library, hospital, animal shelter, play group, etc.
- In preparation for the visit, explain to students that a guest speaker will be coming in to discuss their experiences of fundraising.
- As a class, design a set of questions that students could ask the guest speaker. The list below may help you.
  - What fundraising events have you been part of?
  - What did you need to consider when planning the fundraiser?
  - How much money did you raise?
  - What did you do with the money raised?
  - What would happen if your organisation did not have fundraisers?
  - What challenges have you faced when planning or participating in fundraisers?
- After the class has listened to and engaged with the guest speaker, give each student a sheet of blank A4 paper. Ask students to fold their piece of paper into four sections. In each section, have them draw or write a helpful hint that they learnt from the guest speaker that may help them run their own fundraiser.

### Activity 6: Fundraising circles (30 minutes)

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- Draw three large circles on a chart, on the board or on the interactive whiteboard, as shown below.



- Explain that fundraising events can take place:
  - in our local community (local)
  - Australia-wide (national)
  - across the world (international).
- Show the students a selection of fundraising flyers and cuttings about fundraisers. Organise students into small groups to read (or look at) these. Encourage each group to discuss the local fundraising events and to share any others they know about. Move around the groups and 'eavesdrop' to check on children's knowledge and understandings.
- As a class, discuss the importance of fundraising in local towns, Australia and across the world.
- Brainstorm a list of fundraising events the students are aware of. Write each of the events in the relevant circle on the board.
- Give students a copy of Worksheet 2: Fundraising circles.
  - Explain that students are to take the worksheet home and ask members of their family to write down some examples of fundraising events in which the family has participated.
  - Have students bring back their worksheets the next day.
  - Ask each student to share their responses and write each example on a large chart on the wall. Identify which fundraising events were most popular and discuss reasons for this, for example, people may prefer to give money to local organisations.

### Activity 7: Let's plan our event (90 minutes)

**Note:** When preparing for this activity you will need to decide on what kind of fundraising event can be reasonably achieved and will be suitable for the school community. Discuss the possibilities with the school principal and any adult helpers who will be involved.

- Some suggestions for a fundraising activity are:
  - a casual clothes day
  - an ice-cream stall
  - a car boot sale – selling donated goods
  - a sausage sizzle
  - a stall selling products made by students, such as:
    - popcorn
    - chocolate crackles
    - drinks or ice blocks
    - calendars
    - artwork
    - cards – Easter, Christmas, birthday, etc.
    - jelly cups with frogs and snakes in them.

### Reflection

- Ask each student to reflect deeply on what they have learnt so far.
- Have each student share what they think they have now learnt with a partner.
- Ask a few children to share their reflections with the class.
- Revisit the main concepts of fundraising that have been discussed during previous activities.
- Give each student a copy of Worksheet 3: My fundraiser planner. Ask students to read and think about how to complete Part A of the worksheet.

Fundraising means \_\_\_\_\_

Types of fundraising causes are \_\_\_\_\_

### **Getting started**

- Explain that it is now time for students to begin planning their own small class fundraising event.
- Ask students to recall which product the students in the big book decided to sell at their fundraising stall. Discuss why they might have made this choice, i.e. popular, cheap and easy to make. Ask why it is important to consider these things when selecting a product.
- Write the following headings on the board: Cause, Product, Event, Materials, Price and Target. Refer to the wall chart that was developed in Activity 6 identifying fundraising events, and select a worthy cause in order to demonstrate these concepts and raise money for it.
- This example may be predetermined by you or identified with students' input. Examples could include a local family/organisation or a national cause, such as the RSPCA. Demonstrate how students should write or draw the cause in Part B of Worksheet 3: My fundraiser planner.

### **Choosing a product and event**

- Relevant options suggested at the beginning of this activity should be presented so the children have an opportunity to add to, explore, analyse and reach a class consensus about the event they wish to run.
- You should inform each child's parents or carers about the event, including:
  - what it is and what it involves
  - why you are having it
  - what their child will be learning as a consequence of his/her involvement
  - how they could be involved in the event.
- This is an opportunity to engage with parents/carers and seek their help and support for the event.
- Now explore which fundraising product would be appropriate for your class fundraising event. Ensure the product chosen is simple and cost-efficient.
- Ask students to move into pairs (pair-share) and have each pair decide on a product that would be appropriate to sell at the fundraising event, giving their reasons.
- After 3–4 minutes, ask each pair to share and justify their decision. List all the product ideas on the board. Consider and discuss with students which three ideas are the easiest and the most efficient to be used as a class fundraiser.
- Explain that the class is going to vote on which of the selected three products will be the product the class will adopt as a fundraiser.
- Vote then discuss with the class why the product was chosen and how the funds raised will help your particular cause.
- Ask students to write or draw the product and the event where the product is going to be sold on their Worksheet 3: My fundraiser planner – Part B.

## **Identifying materials**

- As a whole class or in small groups, students consider what they will need to make their chosen product and record their ideas on their worksheet.
- Drawing on the information you have gathered from listening and observing, select students to identify what will be needed.
- List the materials that will be required, confirming what students have listed and identifying anything that might have been missed. For example, if your fundraising event is a sausage sizzle, students need to identify that to sell one sausage, they will need:
  - a serviette
  - a sausage
  - sauce
  - bread
  - a BBQ.
- Students fill in the missing information on their worksheet under 'materials'.

**Note:** Depending on ability some students may need support to undertake the activities below.

## **Setting a price**

- Next, help students estimate the cost of each of the items required to make the fundraising product and from this information work out a realistic price for selling the product.
  - Use a supermarket catalogue or website to help estimate costs of the item. Consider the concept of 'unit cost'. (E.g. for a sausage sizzle work out the cost of 1 kg of sausages, the number of sausages in a kg – approximately 14 sausages per kg – calculate the cost of each sausage, then also consider other costs such as sauce, bread and serviettes, and add these to the total cost.)
  - How much does it cost to make each item for sale?
- How much can you reasonably sell each item for? Introduce the term 'profit'.
- Students note the price on their worksheet.

## **Setting a target**

- Discuss who will buy the item. Will it be other students in the school, parents, neighbours, etc.?
- Estimate how many people might buy the product and therefore what the target would be for the fundraiser, i.e. how much money they plan to make.
- Students fill in the 'our target' column on the thermometer on Worksheet 3: My fundraiser planner – Part C.
- Students take this planner home and share the details their family.
- Discuss what the chosen/nominated cause could do with this amount of money.

## **Formative assessment**

- During the group work observe students as their understanding of the concept of fundraising develops. It may be necessary to stop the class and further explain the task or clarify any confusion, or to do this on a one-on-one basis as needed. Students should be given feedback whilst completing this activity.
- Use the criteria in the following table to assess student learning. Consider what the students can currently do and what supports you need to implement before the fundraising event. You may choose to discuss these comments with your students.

Student names	Uses appropriate language (both oral and written) to brainstorm possible fundraising events	Displays attentive listening skills when discussing ideas in groups	Can correctly write or draw the chosen cause, product, event, materials, price and target for the fundraiser

### Activity 8: Make it cheaper (Science 90 minutes)

- Ask students to recall what product the students in the big book decided to sell at their fundraising store.
- Review the discussion from Activity 7 where the class looked at why the students in the big book might have made this choice, e.g. popular, cheap and easy. Ask students why it is important to ensure the product is popular, cheap and easy to make. Reasons could include:
  - It needs to be popular in order to raise as much money as possible during the fundraiser.
  - The product that is being sold needs to be produced as cheaply as possible without affecting the quality. If the fundraisers spend less money on buying/producing the product, this means more of what they make is profit.
  - The product needs to be produced easily. If no special skills are needed to produce it, more people can get involved in making it.
- In order to explore this further, students will experiment with making quality pancakes as cheaply as possible by using less of one ingredient.

**Note:** This activity could be varied to use cheaper ingredients such as 'supermarket-name' brands for ingredients. Compare the costs of 'brand-name' products where used.

#### **Predictions**

- Students predict what ingredients would be needed to make pancakes. Show students a list of the ingredients on Worksheet 4: Making pancakes. Students predict what might happen to the taste and look of the pancakes by using less of one of the ingredients.

### ***Method to make pancakes***

Use all the listed ingredients from Worksheet 4. Explore how the ingredients come together to make a pancake. This can be done as a whole-class activity, or with small groups and adult helpers. Follow the method below, asking questions of the students at each step.

1. Provide students with small samples of flour, sugar and salt. Ask them to describe how each ingredient (material) feels and to identify how they are the same and different. For example, all three ingredients are white, but flour is soft, sugar is grainy and salt is crunchy.
2. Sift flour, sugar and baking powder together into a bowl with a pinch of salt. Ask students why they think the flour, sugar and baking powder need to be sifted. What might happen if the ingredients were not sifted?
3. Whisk eggs and milk together. Ask students to identify the differences between the dry ingredients (flour, sugar, baking powder and salt) and the wet ingredients (eggs and milk).
4. Before adding the eggs and milk to the dry ingredients, ask students what they think will happen when they are mixed together. Combine the ingredients and ask students to observe how the mixture has changed.
5. Use butter to grease the pan. Drop tablespoons of the mixture into a cold frying pan and ask students to observe what happens. Turn up the heat and ask students to observe what happens to the liquid mixture when heat is added. Discuss how the mixture has turned into pancakes and how the pancakes change in colour, shape and appearance. For example, bubbles appear and the pancake begins to turn brown.
6. Make a pancake for each student to eat. Encourage students to make some notes about the smell, feel and taste of the pancakes. Keep some aside for comparison later in the activity.

### ***Trialling changes***

- To see if students can make the pancakes more cheaply, they experiment with changing one ingredient by reducing the amount of it in the pancake mixture (in small groups with adult supervision).
- Each group decides on one ingredient they will use less of in the pancake mixture (e.g. less flour, less milk).
- Students complete Worksheet 4: Making pancakes question 2 by:
  - writing the name of the ingredient they have chosen to change
  - predicting what will happen as a consequence of reducing the amount of this ingredient.
- After mixing and cooking the pancakes with the reduced ingredient, students trial the change by looking at and tasting a pancake they have just made with the reduced ingredient and comparing it to a pancake from the original recipe.
- Discuss the two pancakes' similarities and differences. Consider shape, size and colour as well as which one tastes better.
- Students note any differences and complete Worksheet 4: Making pancakes describing what happened and if they thought it was a good idea to try to make cheaper pancakes by reducing one of the ingredients.

### Note

A simpler variation on this activity could be to use cheaper ingredients such as 'generic' brand flour, caster sugar, butter, eggs and/or milk, and to see if the costs were reduced and if there were any changes in the quality or taste of the pancakes.

### Conclusions

- As a class, each group shares which ingredient they used less of and what changes they noticed in the pancakes (end product). Was the prediction that they wrote on Worksheet 4: Making pancakes in question 2 correct? Ask each group if the quality (taste, appearance) of the pancake was improved or not. As each group shares, ask the class to consider whether it is a good decision to produce the trial product. Why or why not? Ask whether cost is the only consideration.
- In pairs, students discuss whether or not they would change the pancake recipe if they were planning a fundraiser.

### Activity 9: Let's make it (time will vary)

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- If the product decided on for the class fundraiser needs to be pre-made (e.g. artwork), students can begin this process now. If not (e.g. milkshakes), students can use this lesson to practise making it before the event.
- At the conclusion of the activity evaluate the product and/or the process of making it by playing the game 'Your say'. Place three A3 sheets of paper around the room, labelled 'agree', 'disagree' and 'don't know'. Read out each of the statements below and ask students to respond by standing near the sign that best represents how they feel. Once students have moved to their preferred positions, conduct some 'on-the-spot' interviews, asking students why they have chosen that particular sign. The signs are:
  - The product is the best quality it can be.
  - The product will make lots of money.
  - The product needs changing.
- Ask the students what they have learnt from this activity. Based on their opinions, do they need to make any changes to the product before the fundraising event?
- Remind students of the discussion about trust and legitimacy in Activity 4. Explain that they will each need to have an ID card for the fundraising event so that everyone knows who they are and what they are raising funds for. Give each student a copy of Worksheet 5: ID card. Have students use the template to develop their own ID card.

### Activity 10: The coin detective (Maths 40 minutes)

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**Note:** For this activity, teachers will need to have sufficient plastic/real Australian money to give small groups an assortment of coins from 5 cents to 2 dollars and \$5 and \$10 notes. You may wish to look at the [Year 1 Mathematics unit of work: Bertie's Socks](#). Activities 2 and 6 deal with Australian coins and Resource 5 presents a number line.

- Explain to students that before they are ready to run their own fundraiser, they must know about money. Ask the students if they know what a \$1 coin looks like. Explain that they are going to act as coin detectives and examine a \$1 coin as well as all the other Australian coins.
- Have students sit in a circle and, using a magnifying glass, examine the six different coins used in Australian currency. Using paper and soft lead pencils, make rubbings of both sides of the coins.
- Order the coins on a number line from 0–\$2 to reinforce their relative value. Ask students to take turns placing a coin on the number line. Explore the shape and colour of each coin and point out ways to identify its value. A number line is also available on Worksheet 7: Money, money, money.
- Demonstrate and practise how skip counting can be used to count several coins of the same denomination (fives for 5c coins, tens for 10c coins and twos for \$2 coins, etc.).



- Ask students why the class in the big book may have decided to charge \$1 for each pancake. In groups of four students, use the plastic money to complete Worksheet 6: The coin detective. You may choose to change the scenarios on the worksheet to include the product and price of the fundraiser that you have selected.
- To provide further opportunities to practise with money, students can engage with the following online resources:
- Moneysmart resources:
  - **Pay the price**
  - **Money match**
- External resources:
  - **Counting money**
  - **Money master**

### ***Formative assessment***

Use the students' responses and observations as a formative assessment for this activity. The following criteria will help you with the assessment.

<b>Student names</b>	<b>Identifies some characteristics of each of the Australian coins</b>	<b>Correctly orders Australian coins from 5 cents to \$2</b>	<b>Uses skip counting when counting a collection of coins of the same value</b>	<b>Identifies appropriate coins that will be needed to sell own fundraising product</b>	<b>Calculates correct change when selling a product for \$1</b>

### Activity 11: Money, money, money (Maths 50 minutes)

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- It is important to use the information gleaned from your observations during Activity 10: The coin detective. Explain to students what you noticed and that you would like to help them understand money a little better.
- Explain that when students host their fundraising event, they will need to know how different coins can add up to different values and how much change to give people. Conduct the following activity:
- Set up a table in the classroom with some pretend money (plastic or cut-out). Explain to students that this is a pretend fundraising stall and you are the organiser.
- Tell the class what you are selling and how much the product is. (You may choose to use the product and price that you have decided on for your fundraising event.)
- Ask different students to come up and pretend to buy the product. Model how you would identify what change was needed.
- Give students different amounts of money and different quantities to ask for.
- Ask students to have a go at being the stall organiser.

**Note:** A similar more structured activity is available in the **Year 1 Mathematics unit: Bertie's Socks**, Activity 5.

- After students have had a go at the pretend stall, hand out Worksheet 7: Money, money, money and ask students to complete it individually. Students can use the number line at the bottom of the worksheet to determine other coin combinations that would be of equal value. It may be useful for students to have access to plastic or cut-out money.
- Once all students have completed the worksheet, ask them to share the strategies they used to find totals and determine different coin combinations.

A class shop would be a very valuable resource to set up to allow students plenty of opportunities to practise paying for goods and working out change.

### Activity 12: Come one, come all (English 90 minutes)

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- Gather some examples of posters or flyers from the local community to share with students and to use as examples of how a persuasive poster text works.
- As a class, discuss what students could do to make sure that the school knows about their fundraising event.
- Brainstorm ways that they could do this. Using the big book as a prompt, have students explore how the class in the big book promoted the pancake event.
- Have the class design a poster for the class fundraising event. Students could use a design program to make their posters. Use an interactive whiteboard to demonstrate how to use the design program. Prompt students to think about who will see the posters and what students want them to think when they see them. You may refer to the word wall from Activity 1.
- Share the posters and flyers that you have gathered with the class, pointing out how they work as persuasive texts.
- Remind students that the purpose of the fundraiser is to persuade people to give money to a cause in order to make a difference. As a class, jointly construct a poster including important information such as the date, time, cost and purpose of the fundraising event. If you have access to an interactive whiteboard, use this to construct your poster and demonstrate the use of different fonts, colours, etc.
- Ask the class to brainstorm a list of phrases they would use to engage the audience to want to come to the fundraiser. Discuss what important information should be presented. Ask pairs of students to design their own poster.

- In pairs or small groups, have students visit the appropriate classrooms in the school to advertise the fundraising event using their poster. Each group will give a short presentation about the fundraising event to the class.
- Display the posters around the school in the lead-up time to the fundraising event.

**Note:** A letter in the school newsletter and ongoing class reminders may be needed leading up to the big event, or you may have other ideas for promoting and advertising the fundraising event.

### **Activity 13: The big event (English/Maths – times will vary)**

- Remind students of the reason they are running their fundraising event and explain how they can contribute to the success of the event. This may include good behaviour, promoting the product, using manners when selling, being prompt, etc.
  - Discuss safety and planning considerations. Use the following points to support this discussion.
    - Who will help on the day of the event?
    - How will the money be collected?
    - Will change be needed before you start selling?
    - Is everyone clear what their role on the day will be?
    - What safety issues need to be considered?
  - Write the heading 'It makes a difference' on the board. Explain to students that it is the little things they do during the fundraising event that can make a difference. They must work as a team and use good communication skills during the event. Write the following sentences on the board, and discuss and complete each one with the students.
    - What you think will help because...
    - What you feel will help because...
    - How you act will help because...
    - How you speak will help because...
    - How you listen will help because...
  - Ask students to brainstorm other ideas they think could make the fundraising more successful.
- You are now ready to run the big fundraising event. Good luck and go and make some money!

### **Activity 14: Let's celebrate (English/Maths 20 minutes)**

- For the first lesson after the big event:
  - Blow up some balloons before the students enter the classroom. Once they have sat down, give them a round of applause for the successful fundraising event.
  - Hold a class discussion about the event, examining the strengths and challenges of the event.
  - Count the money raised and compare it to the target that was decided on in Activity 7. Ask students to complete Part C of **Worksheet 3: My fundraiser planner**. Discuss whether the target was or wasn't met. Ask students to suggest reasons why.
  - If possible, invite a representative from the chosen cause to come and collect the money that was raised. If this is not possible, organise for the principal to collect the money and congratulate the students.

## Activity 15: Rate it (English 20 minutes)

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- As a whole class, reflect on each of the activities, reminding students what they did in each one.
- Have students reflect on the unit using Worksheet 8: Rate it. Students complete their charts individually.

### ***Summative assessment***

- Ask students to complete Worksheet 1: My learning plan from Activity 1 before handing it in. After collecting the worksheets, take note of each student's learning journey and their responses to the question that they identified at the beginning of the unit.
- Assess their understanding of money: what it is, where it comes from, why we have it and their ability to undertake basic transactions.
- Write some student-friendly feedback for each student on his or her learning plan from Activity 1.

# Resource

## Print resource 1: Role-play scenarios

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Copy the role-play scenarios and give one card to each group.

*Fundraising event:*

### **Cake stall**

*Audience:*

Supermarket manager

*Situation:*

Persuading the local supermarket to donate ingredients to make cakes for a cake stall at school. Money raised will go towards buying new playground equipment for the school.

*Fundraising event:*

### **Raffle**

*Audience:*

Friends, family, neighbours, spectators

*Situation:*

Selling raffle tickets to raise money for equipment for a local sporting organisation.

*Fundraising event:*

### **Fun run**

*Audience:*

Friends, family, neighbours

*Situation:*

Persuading people to sponsor you to run a certain distance in order to raise money for an overseas school that does not have any books in their classroom.

*Fundraising event:*

### **Chocolate drive**

*Audience:*

Friends, family, neighbours

*Situation:*

The chocolate drive is for the RSPCA. They need to raise money to help them look after sick and homeless animals.

# Worksheets

Name: .....Class: ..... Date:

## Worksheet 1: My learning plan

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*Answer Questions 1 and 2 at the beginning of the unit and Questions 3 and 4 at the end of the unit.*

1. What do I already know about fundraising? (write/draw)

2. What question do I have about fundraising? (write/draw)



Name: .....Class: ..... Date:

3. What I have learnt about fundraising? (write/draw)

Why is fundraising important?

Who can fundraising help?

Name: .....Class: ..... Date:

What are some examples of fundraising activities?

4. Think about your class fundraising event and fill out the following summary:

**Cause:**

**Product:**

Name: .....Class: ..... Date:

**Event:**

**Price:**

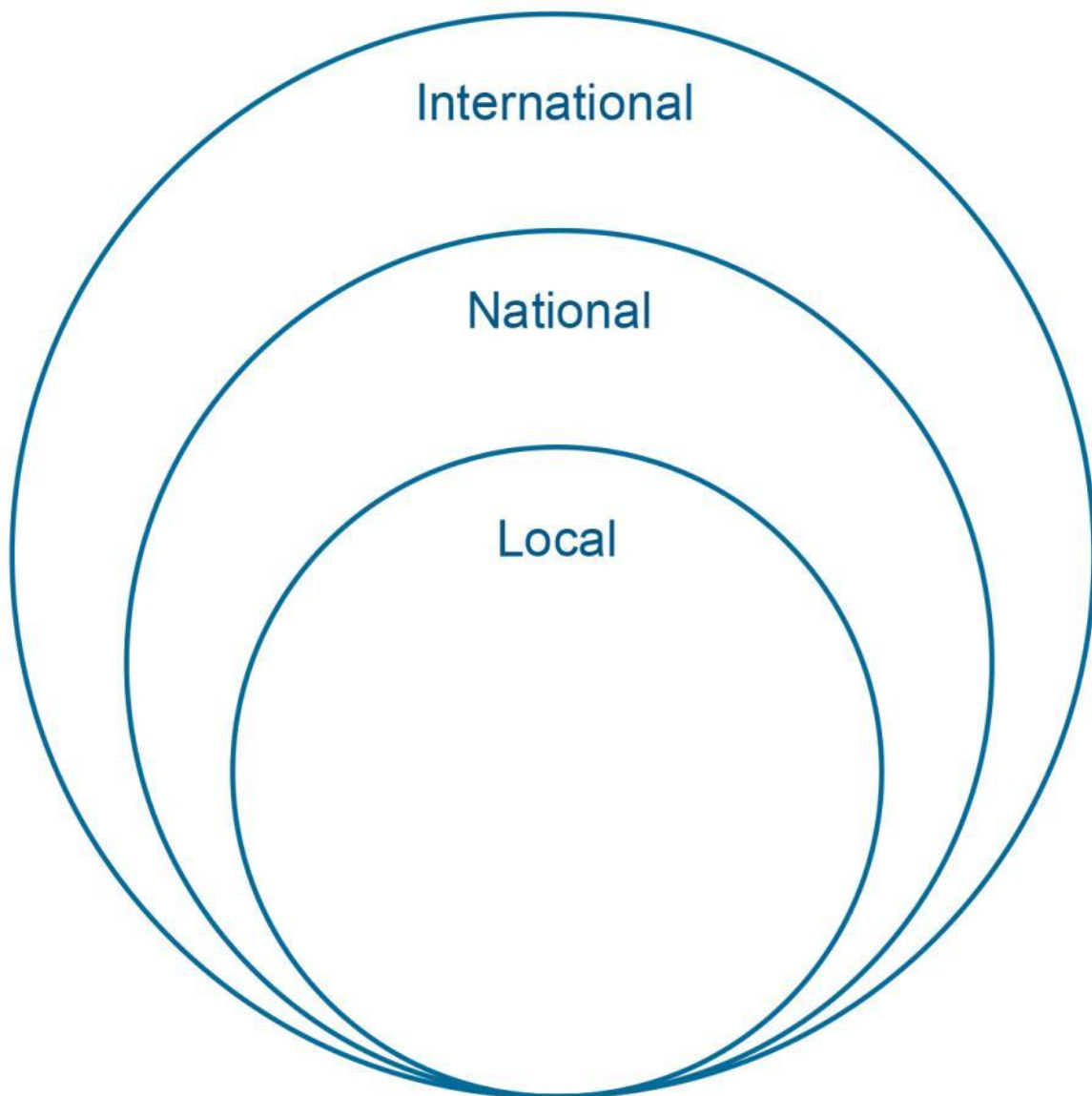
**Target:**

Name: .....Class: ..... Date:

## Worksheet 2: Fundraising circles

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- Ask the members of your family what type of fundraising events they have participated in. Was each event international, national or local?
- Write down each event in one of the circles below.
- Bring your completed worksheet back to school to share with the class.



Name: .....Class: ..... Date:

## Worksheet 3: My fundraiser planner

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### Part A: What is fundraising?

Fundraising means:

Types of fundraising causes are:



Name: .....Class: ..... Date:

**Part B: Cause, Product, Event, Materials, Price, Target**

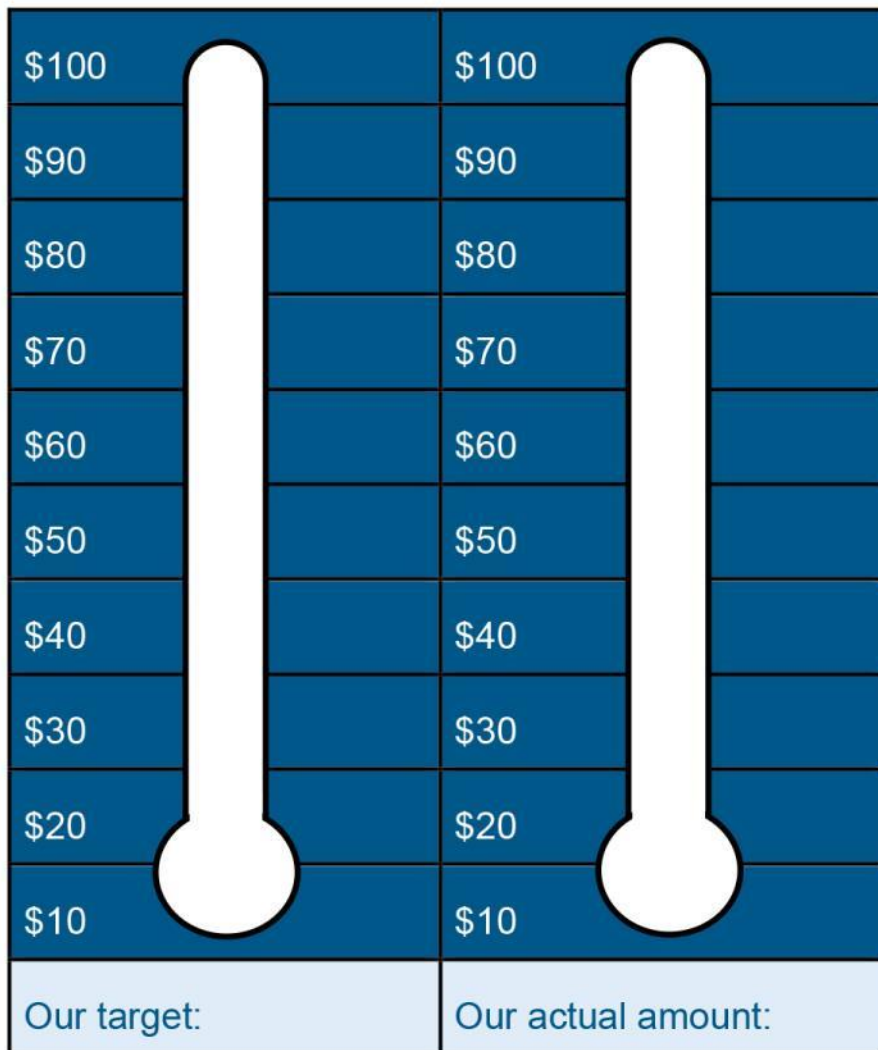
Write/draw your fundraising ideas in the table below.

Questions	Answers
Who are you fundraising for? <b>(Cause)</b>	
What are you making or doing? <b>(Product)</b>	
Where/how will you be selling it? <b>(Event)</b>	
What will you need to do this? <b>(Materials)</b>	
What is the price of the product? <b>(Price)</b>	
How much money do you hope to raise? <b>(Target)</b>	

Name: .....Class: ..... Date:

**Part C: Target**

Colour in the thermometer in the 'our target' column to show your target amount. After the fundraiser, colour in the thermometer in the 'Our actual amount' column to show how much money you actually raised.



Name: .....Class: ..... Date:

## Worksheet 4: Making pancakes

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### 1. *Recipe*

Make the pancakes using the recipe below.

**Makes: 4 pancakes**



### **Ingredients**

2 cups self-raising flour  
3 tablespoons caster sugar  
2 1/2 teaspoons baking powder  
pinch salt  
2 large eggs  
1 1/2 cups milk  
2 tablespoons melted butter

### **Method**

1. Sift flour, sugar and baking powder together into a bowl with a pinch of salt.
2. Whisk eggs and milk together, then add to dry ingredients, whisking until smooth.
3. Heat a non-stick frying pan over medium heat and brush with a little melted butter.
4. Drop level tablespoons of the mixture into the pan and cook for half a minute or until bubbles appear on the surface.
5. Turn the pancakes over and cook other side for 1 minute until golden. Allow to cool and serve with butter.



Name: .....Class: ..... Date:

**2. *Can I make it cheaper?***

Change one of the ingredients by using less than stated in the recipe and record what happens below.

What I will change:

What I think will happen:

What happened:


Was it a good idea to try to make it cheaper? Why? Why not?

Name: .....Class: ..... Date:

## Worksheet 5: ID card

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Design your own ID card using the template below. Stick a photo or draw a picture of yourself in the box.

Name: _____	
School: _____	
Fundraising event: _____ _____	
Raising money for: _____ _____	
_____	

Name: .....Class: ..... Date:

## Worksheet 6: The coin detective

Read each scenario and complete the answers as a group. Use pretend money to help you if you like.

1. A sausage costs \$1. Mary gave me \$2.  
How much change do I give her?

2. Two sausages cost \$2. Tavi gave me a \$5 note.  
How much change will I give Tavi?

3. Three sausages cost: \_\_\_\_\_ Mei gave me \$2 coins.  
How much change will I give Mei?

Name: .....Class: ..... Date:

## Worksheet 7: Money, money, money

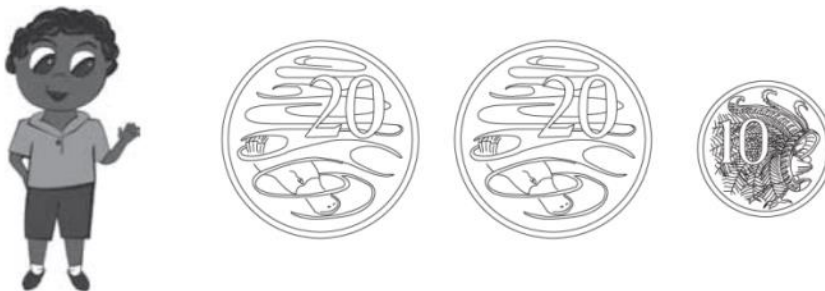
1. Find out how many coins each child has. Add them up and write the totals on each line.



Total \_\_\_\_\_



Total \_\_\_\_\_



Total \_\_\_\_\_

Name: .....Class: ..... Date:



Total \_\_\_\_\_



Total \_\_\_\_\_

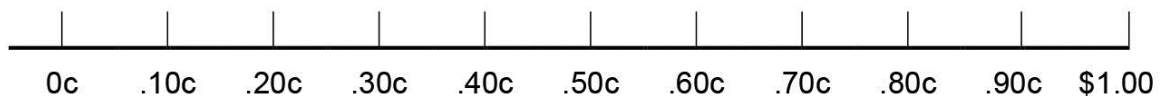
2. List the totals in order from the smallest amount to the largest amount.

Smallest \_\_\_\_\_ Largest

Name: .....Class: ..... Date:

3. Different coins can be used to make the same total amount. Using your plastic coins, make the total costs in the first column in as many ways as possible. Then record two of these ways in the table below. You can write or draw the coins used. The first one has been done for you. Use the number lines at the bottom of the page to help you.




























Total cost	One way	Another way
15 cents	10c + 5c	5c + 5c + 5c
55 cents		
80 cents		
95 cents		
\$1.25		
\$1.60		



Name: ..... Class: ..... Date:

## Worksheet 8: Rate it

Colour in the face that shows how you feel about the fundraising activities you have been working on.

Activity	Sad face	In-between face	Smiley face
My learning plan			
Reading the big book			
Making the product			
Paid and unpaid work			
Role-plays			
Fundraising circles			
Money, money, money			
Planning the fundraiser			
Posters			
The event	