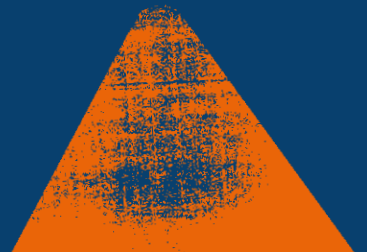




Talented Fundraisers

Bringing the **'Parable of the Talents'** to life



Contents

01 Introduction

02 Teachers' notes

03 Where 'talented fundraisers'
fits in with the curriculum

06 Testimonials

10 The small print



Photo credits

Main image on the front page and above:

Assefash from Addis Ababa, Ethiopia, shows one of her newly created pots. To her side sits her latest orders. Assefash went through ceramics training with SCIAF's partners in Ethiopia, enabling her to start selling her products for a good income at the local markets. Assefash now generates her own income, helping to feed her children and send them to school. Photograph by Barnaby Jaco Skinner.



Notre Dame High, Glasgow taking part in the
Talented Fundraisers project.

Intro



What is Talented Fundraisers?

Talented Fundraisers is a fundraising enterprise project that is inspired by Scripture and encourages pupils to put their faith into action.

The fundraising project is all about giving young people the opportunity to use their creativity, enterprise and other God-given talents to raise awareness and funds for the work of SCIAF. By trusting the students with an initial loan, they can take control of the project and learn through doing. The project reflects some of SCIAF's work helping communities by providing cash grants. We provide a loan and support with any training people need to set up a small business in their community, helping them to work their way out of poverty.

The Parable of the Talents teaches us to make use of the gifts and opportunities given to us by God. Talented Fundraisers aims to bring the message of that parable to the lives of young people today. There's a clear methodical path from faith, to action. It is enterprising and exciting and the pupils own the project, learn organisational skills and work as a team.

The skills developed in the project are broad and cross-curricular bringing experiences and outcomes from social studies, health and well-being, numeracy and mathematics and technology as well as the TIOF curriculum. The following pages outline learning intentions, success criteria and relevant experiences and outcomes.

Who is it for?

The activity would work well in several different contexts: in the classroom or as an extra-curricular project for a fundraising or enterprise club. It could also form part of a student's Caritas Award/ Pope Francis Faith Award and fits well into preparations for confirmation.

Primary children can be guided through the process by a teacher. The teachers' outline and the enterprise action plan provide a structure for sessions which can be adapted to your own particular context. Older students can take ownership and responsibility themselves from planning to implementation. The enterprise action plan will help guide the students through the different stages.

When can we do it?

Ideally we'd like schools to sign up in May/June before starting the project in August/September and completing before the Christmas holidays.

HOW DO I SIGN UP?

Contact SCIAF's Community Engagement Team:

Phone 0141 354 5555

email: getinvolved@sciaf.org.uk

Teachers' Notes

A SCIAF speaker will launch the project in your school by delivering a workshop explaining the Parable of the Talents using drama and group work and sharing the project aims. We have also provided an enterprise action plan which shows how to turn a great idea into a great business. We'll give your school a £50 loan to help kick-start student enterprises. Only one loan per school will be granted.

SCIAF is offering a fantastic opportunity that will highlight the issues of global poverty and provide a means to raise money to help the world's poorest help themselves. Just like in the Parable of the Talents, students will be trusted with a financial investment so that they can use their own talents to create a fundraising business or event.

Use the teachers' outline in conjunction with the enterprise action plan to guide the students through the planning and implementing stages.

We'd be delighted to come back in person to thank your pupils and present certificates.



Along with the money raised, remember to send your stories and pictures to:

SCIAF (Talented Fundraisers)

7 West Nile Street,
Glasgow,
G1 2PR
getinvolved@sciaf.org.uk

 /sciaf
  @sciaf
  @sciaf_insta

Students from John Paul Academy, Glasgow.

Where 'Talented Fundraisers' fits into the curriculum

This enterprise resource covers many Experiences and Outcomes (Es and Os) from a variety of curricular areas. Below you will find a list of learning intentions, success criteria and a list of Es and Os covered from the primary and secondary curriculum. Depending on what your pupils decide to do for their enterprise activities, many other Es and Os across curricular areas (other than those listed below) may materialise.

Learning intentions

I am learning:

1. about the Parable of the Talents (Matthew 25:14-30, Luke 19:12-28) and how I can use my gifts and talents to serve God and others.
2. how to work in a team and recognise the importance of different job roles in an enterprise business.
3. about budgeting, profit and loss, purchasing and selling goods.
4. about the process of taking ideas through to an end product.
5. about my responsibility to respond to those in need around the world.

You may choose to add other learning intentions once you are aware of the direction the pupils take their activities.

Success criteria

1. I have studied the Parable of the Talents and know the importance of and have had the opportunity to use my gifts and talents to serve God and others.
2. I have worked as part of a team and now know how important it is to listen to others as well as contribute.
3. I have experienced taking care of money, buying and selling products while trying to make a profit.
4. I have, along with fellow pupils, taken ideas through to an end product using an action plan.
5. I am aware that others around the world may not have the same opportunities as me but I have had the chance to respond to their needs through this enterprise activity.

Again you may wish to add to this list once you are aware of the direction the pupils have taken.



Primary Es and Os

P5 RERC 2-02a point 3.

'I know that, when I use my God-given gifts, I can live at harmony with God and with other people, and so I grow in the likeness of God'.

P5 RERC 2-08a points 5 and 6.

'I understand that my talents and gifts can be used to help others and can be placed at the service of the church' and 'I have reflected on how I can be generous with my personal talents for the common good'.

P5 RERC 2-24a points 3 and 7.

'I know that I am called to respond to the needs of others when I can respond' and 'I have used this information to inspire and challenge me to respond to God's call for the poor'.

P6 RERC 2-02a points 1 and 2.

'I can hear, read and recall the parable of the talents (Matthew 25:14-30)' and 'I know that, with the help of the Holy Spirit, my gifts and talents can be used to give witness to Jesus and for the service of others'.

P7 RERC 2-20a point 1.

'I have been given opportunities within the school community to demonstrate love and care for the poor in my local, national and international communities'.

HWB 1/2 - 13a.

'Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community'.

HWB 1 - 19a.

'Through taking part in a variety of events and activities, I am learning to recognise my own skills and abilities as well as those of others'.

HWB 2-19a.

'Opportunities to carry out different activities and roles in a variety of settings have enabled me to identify my achievements, skills and areas for development. This will help me to prepare for the next stage in my life and learning'.

LIT 1 - 02a.

'When I engage with others, I know when and how to listen, when to talk, how much to say, when to ask questions and how to respond with respect'.

LIT 2 - 02a.

'When I engage with others, I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking'.

LIT 1 - 09a.

'When listening and talking with others for different purposes, I can exchange information, experiences, explanations, ideas and opinions, and clarify points by asking questions or by asking others to say more'.

LIT 2 - 09a.

'When listening and talking with others for different purposes, I can share information, experiences and opinions explain processes and ideas identify issues raised and summarise main points or findings clarify points by asking questions or by asking others to say more'.

MNU 1 -09a.

'I can use money to pay for items and can work out how much change I should receive'.

MNU 2 - 09a.

'I can manage money, compare costs from different retailers, and determine what I can afford to buy'.

MNU 2-09c.

'I can use the terms profit and loss in buying and selling activities and can make simple calculations for this'.

SOC 1-21a.

'I can work out the amount of money I need to buy items, understanding that I may not always be able to afford the items I want'.

SOC 1-22a.

'I have experienced the different jobs involved in running a business enterprise and understand the role each one plays in its success'.

SOC 2-22a.

'By experiencing the setting up and running of a business, I can collaborate in making choices relating to the different roles and responsibilities and have evaluated its success'.

Secondary Es and Os

S1 RERC 3-21a point 5.

'I have explored the work of one Christian charity whose members care for the sick and dying and can explain how I can personally support such a charity'.

S2 RERC 3-21a points 3 and 6.

'I can describe how I am called to use my freedom and talents for others (Luke 19:12-26)' and 'I can describe how I can contribute to the common good within my local community and beyond'.

HWB 3/4 - 13a.

'Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community'.

LIT 3 - 02a.

'When I engage with others, I can make a relevant contribution, encourage others to contribute and acknowledge that they have the right to hold a different opinion. I can respond in ways appropriate to my role and use contributions to reflect on, clarify or adapt thinking'.

LIT 4 - 02a.

When I engage with others I can make a relevant contribution, ensure that everyone has an opportunity to contribute and encourage them to take account of others' points of view or alternative solutions. I can respond in ways appropriate to my role, exploring and expanding on contributions to reflect on, clarify or adapt thinking'.

LIT 3 - 09a.

When listening and talking with others for different purposes, I can communicate information, ideas or opinions explain processes, concepts or ideas identify issues raised, summarise findings or draw conclusions'.

LIT 4 - 09a.

'When listening and talking with others for different purposes, I can communicate detailed information, ideas or opinions explain processes, concepts or ideas with some relevant supporting detail sum up ideas, issues, findings or conclusions'.

MNU 3 - 09a.

'When considering how to spend my money, I can source, compare and contrast different contracts and services, discuss their advantages and disadvantages, and explain which offer best value to me'.

MNU 4 - 09a.

'I can discuss and illustrate the facts I need to consider when determining what I can afford, in order to manage credit and debt and lead a responsible lifestyle'.

MNU 3 - 09b.

'I can budget effectively, making use of technology and other methods, to manage money and plan for future expenses'.

TCH 3 - 04a.

'I enhance my learning by applying my ICT skills in different learning contexts across the curriculum'.

TCH 4 - 04a.

'Throughout my learning, I can make effective use of a computer system to process and organise information'.

TCH 3 - 07a.

'When participating in a collaborative enterprise activity, I can develop administrative and entrepreneurial skills which contribute to the success of the activity'.

TCH 4 - 07a.

'Whilst working in a simulated or real workplace, I can select and use appropriate software to carry out a range of tasks which support business and entrepreneurial activities'.

Testimonials

St John's Academy, Perth



"Talented Fundraisers is a great project for learners to work together to achieve a shared goal. They are able to reflect on how they can use their skills and talents to help people around the world by raising money for SCIAF."

"Primary 7 pupils at St John's Academy in Perth have taken part in Talented Fundraisers for a number of years. Over the years, we have adapted the project according to the interests and skills of our learners.

"Each year, at the start of the project, a representative from SCIAF has come to visit St John's Academy to tell us about SCIAF's work around the world and the Talented Fundraisers Project. They shared the Parable of the Talents with the class and encouraged learners to use their skills to raise money for charity.

"This year, the learners got to work on planning and making crafts, such as Christmas decorations, Christmas cards, hot chocolate cones, and sweetie bags for our Christmas Fair.

Parents, carers, friends and members of staff were invited to come along and buy a range of Christmas items.

"The learners loved the experience of working together to design and make their products. They also developed their money management skills and communication skills when interacting with their customers.

"The teachers who have been involved in the project have enjoyed seeing how the learners work together in their groups, as well as how creative they can be. It is a fantastic opportunity for learners to make links between their learning in R.E. about helping others and supporting charities. They are able to reflect on how they can use their skills and talents to help people around the world by raising money for SCIAF."

Claire Monaghan,

P7 class teacher, St John's Academy, Perth



"St John's Academy have shown an unwavering commitment to the Talented Fundraisers project. By living out the parable of the talents, they have not only supported communities in some of the world's poorest places but have also demonstrated their faith in action. We are proud to partner with such an incredible school and look forward to continuing this journey together."

Mark Booker, SCIAF

Testimonials

St Michael's and St Kessog's



The young people from the P7 classes of St Michael's and St Kessog's Primaries took part in the Talented Fundraisers project. The pupils came up with plans for how best to put their talents to use and raise as much money as possible for SCIAF's work across the globe.

The schools started the project with a visit from SCIAF volunteer Michael Rainey. The visit included an examination of a piece of Scripture: The Parable of the Talents. This emphasised that each young person is a unique individual created by God with unique talents that can be nurtured and developed.

Supported by Michael, each school decided that they would make and sell bird boxes and clocks – a tried and tested project. Various aspects of running a small business were discussed: planning, costing, manufacturing and advertising. Green issues were considered a priority, so wherever possible, recycled materials would be used.

Everything was meticulously planned: the wood was sourced from various local businesses who were willing to donate their off-cuts – saving

them from ending up in landfill. And the clocks were made from old records, CDs, and DVDs which were donated by the pupils' families. For several months, the pupils worked on their products one afternoon per week – the pupils built the creations that they had designed themselves. As additional materials and tools were purchased, the pupils received receipts and invoices so they could keep a set of accounts – another crucial skill in business. The next step was marketing.

Posters were made and messages sent to parents, with each school adopting a slightly different approach. St. Michael's sold their products with the support of their local parish priest. The pupils set up and manned a stall in the parish after each weekend Mass. The pupils of St Kessog's, on the other hand, opted to sell their products at the end of the school day in their school hall. They also developed a PowerPoint presentation and delivered it at their weekly assembly.

The two schools were delighted to raise over £700 – St Michael's raised £362 and St Kessog's raised £350. They have already made plans for their next Talented Fundraisers project!



"Talented Fundraisers can provide a vehicle for youngsters to put their faith into action and to share that with their families, their parishes and their wider community. It builds a greater appreciation of their role within society and who really is 'Their Neighbour.'"

Michael Rainey, SCIAF volunteer

Testimonials

St Mungo's High, Falkirk



Pupils get ready to wash cars.



Home baking made by the pupils.

"I found being involved in the Talented Fundraisers campaign to be an extremely rewarding experience.

I think that pupils meeting a representative from SCIAF before fundraising began really focused their minds and made them all the more determined knowing what great use their money would be put to. The Parable of the Talents was such a fantastic beginning – throughout the experience we discussed which of our talents and skills we were using. This tied in so well to all the work we are doing on skills in the curriculum.

To see the pride my pupils took in the fundraising and the monumental effort they went to (washing cars in the freezing cold, spending whole weekends baking, supervising younger pupils) was actually very moving. Witnessing their

confidence grow and how creative their ideas were was an absolute joy.

I was so happy to see their efforts being recognised when they presented Mark with the cheque for £500 at our Christmas service. Being in touch with Mark throughout the campaign via e-mail and Twitter was also very positive.

Talented Fundraisers gave my Justice and Peace group a new lease of life which we plan to build on. It also had an impact on the whole school and raised the profile of working together to help others."

Jacqueline Pollock,
teacher at St Mungo's High, Falkirk.



Mark from SCIAF collecting the cheque for £500.

"The SCIAF Talented Fundraisers programme allowed us to apply our skills in order to improve the lives of others, which showed everyone involved that one person truly can make a difference."

Lucy Kenny

Testimonials

St Michael's Primary in Dumbarton raised £303 making Christmas nativity sets as part of their Talented Fundraisers project.



St Eunan's Primary in Clydebank raised £480 with their Talented Fundraisers project.

St Columba's Primary in Fort William raised £1350 using their talents to make Christmas crafts as part of their Talented Fundraisers project.



Useful information

**Each school will receive
one £50 loan**

(this can be split to be used in a number of groups)



**The loan will be delivered to the
school by the SCIAF speaker who will
launch the project**



**Return the loan, and any profit made,
payable to SCIAF**

Please add a note or reference to 'Talented Fundraisers' for our information



Susan, Malawi

Through SCIAF, Susan received vocational training in tailoring. She hopes to open her own shop one day and help train other young people.

"I can't wait to open a shop, sew clothes and earn a living for my daughter and my mother. I am so excited about the future."

www.sciaf.org.uk

T: 0141 354 5555

E: sciaf@sciaf.org.uk



/sciaf



@sciaf



@sciaf_insta

SCIAF is the official relief and development agency of the Catholic Church in Scotland and a proud member of the Caritas family, 7 West Nile Street, Glasgow G1 2PR. Tel: 0141 354 5555. Scottish Charity No: SC012302. Company No: SC197327. Photographs by Charles Kabena, Paul McSherry.

 **Caritas**
Internationalis