

TALENTED FUNDRAISERS

Bringing the 'Parable of the Talents' to life

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PHOTO CREDITS

Main image on the front page:

Sarah Hunter.

Schools photographed:

St Columba's Primary, Fort William.

Notre Dame High, Glasgow.

St Columba's High, Gourrock.

Mungo's High, Falkirk.



Students at Notre Dame High, Glasgow running a candy cane business over advent.

INTRODUCTION



Pupils from St Columba's primary (formerly Lochside primary) in Fort William raised a huge amount of money by running a whole community Christmas fayre!

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 overseas helping communities to set up saving and loan co-operatives. We provide the tools and training they need to set up a small business in their community, helping people 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 schools officer **Mark Booker** on **0141 354 5555** or email **mbooker@sciaf.org.uk** and we will arrange a date to launch the project (see first paragraph of the Teachers' Notes). Then you can take it from there by using the Enterprise Action Plan.

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.



Students from St Columba's High in Gourock get creative with their loan and take 'Selfies with Santa'.

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

SCIAF (Talented Fundraisers)
19, Park Circus,
Glasgow,
G3 6BE
mbooker@sciaf.org.uk



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

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'.

TEACHERS' OUTLINE

Session 1 LAUNCH AND IDEAS

A SCIAF Speaker will present the project using the Parable of the Talents to encourage the students to use their own skills and gifts to help others in this fundraising enterprise.

As part of the launch, the students are encouraged to use their own creativity to come up with different fundraising ideas. We will provide the students with 'Hand-out 1' from the enterprise action plan and facilitate useful discussion about the ideas and help the students to reach a consensus.

Session 4 PUTTING YOUR ENTERPRISE INTO ACTION

Help the students create a realistic agenda for carrying out the fundraising activity. Make sure everyone knows what they have to do.

Session 6 EVALUATION

Provide the students with the evaluation Hand-out. Use the questions to encourage discussion about the project and a sense of achievement in its completion.

Discuss how the story of the project could be portrayed. Encourage the students to be creative and make use of different media.

Return the loan, and any profit made, payable to SCIAF. Please direct to 'Talented Fundraisers'.

Session 2 TEAMWORK AND GROUP ROLES

Use the teamwork hand-out and do the activity with the students. Briefly discuss the importance of working together. Read the different team roles. Facilitate discussion about the different jobs and help the students to decide on who will fill each role.

Session 3 FROM IDEA TO ENTERPRISE

Use the different questions to create a more concrete idea of what your fundraising activity would involve.

Decide on actions which need to be carried out. Make sure everyone knows what action they have to do.

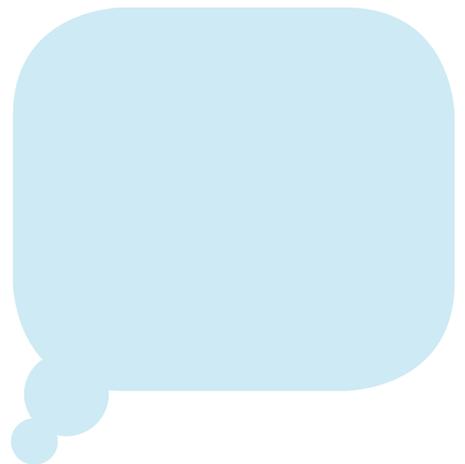
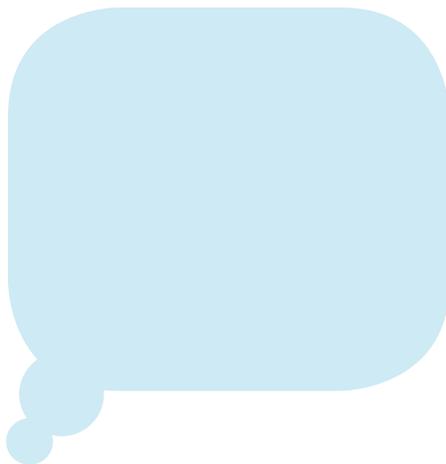
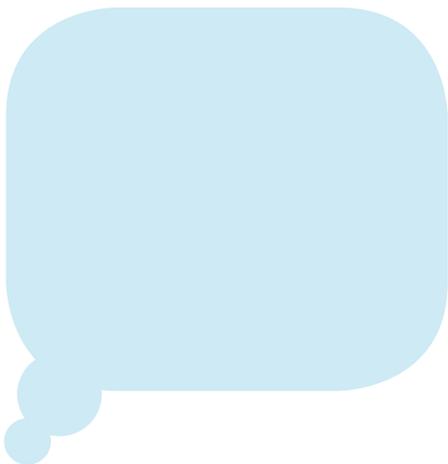
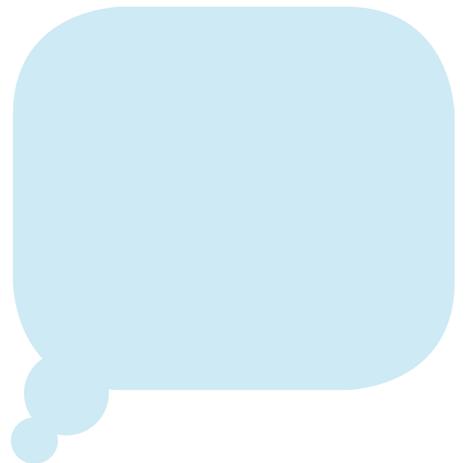
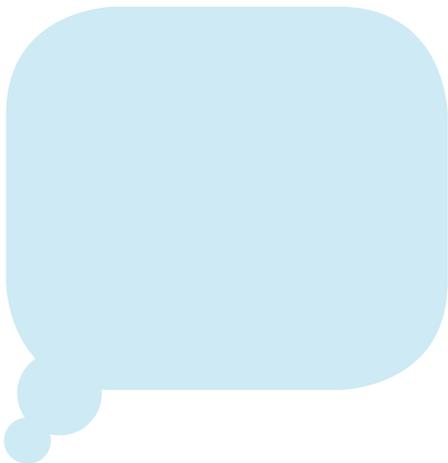
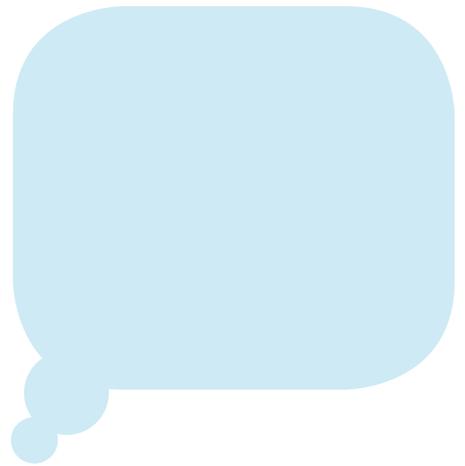
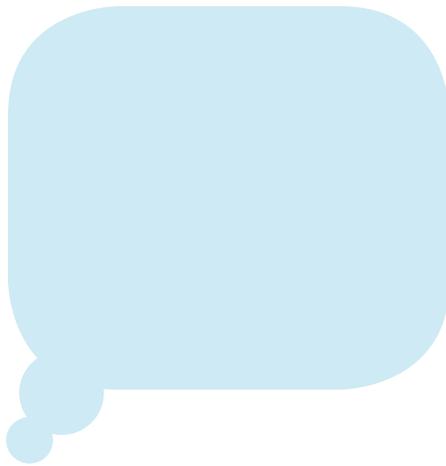
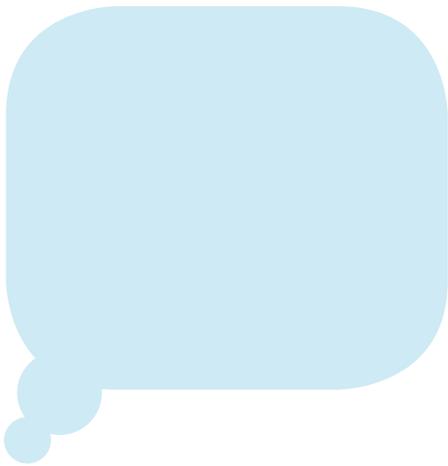
Session 5 DOING BUSINESS

Do the fundraising activity. Have fun and remember to take lots of photos.

ENTERPRISE ACTION PLAN: SESSION 1

FUNDRAISING IDEAS

- Think about the skills and talents you have to offer (supply) and the goods or services which people want (demand).
- Write down every idea in the ideas bubble, no matter how wacky.



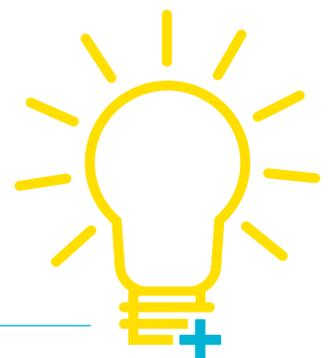
ENTERPRISE ACTION PLAN: SESSION 1

FUNDRAISING IDEAS

Work out which ideas are possible and discuss their pros and cons. Don't just argue for the idea which you came up with.

Idea	Pros	Cons

OUR IDEA IS...



Try to reach a consensus and agree on one final idea for each group.

ENTERPRISE ACTION PLAN: SESSION 2

TEAM ROLES

Any good project needs a great team. To work well as a team you should split up specialist roles according to your different talents. Remember that everyone will need to chip in and help to do different jobs sometimes. Read the different role descriptions below and think about peoples skills and traits. Try to decide together who would best fill each job.

Job title	Role description
People Manager	Your job is to make sure that everyone else knows what they're meant to be doing and kept up-to-date. Fill in the action plan notes during meetings so that you re-member what's been decided. Make sure everyone knows which tasks they have been assigned to do. You should be organised and friendly.
Buyer	For any enterprise you will need to buy tools and products or ingredients to get you started. Your job is to get these things quickly and cheaply. Because you're doing a fundraising event, it may be possible to ask for some tools or items as a donation. You should be trustworthy and smart.
Publicity	This job is all about getting your customers excited for your enterprise. You could use posters, publicity stunts, Facebook, whatever. Be innovative. You should be creative and friendly.
Flexible Roles	You need to be eager and willing to get work done. There will be lots of different tasks which don't fall into a particular category and some of the other roles might need extra help. This job will let you get really involved with lots of parts of the project.
Liaison	To make your enterprise work you will have to work with other people: teachers, caretakers, venue owners, etc. The liaison officer should be organised and a good people person capable of working well with other individuals whose help or permission you might need.
Chairperson	Your job is to make the team run smoothly. You need to be confident enough to run meetings and keep discussion on topic. You also must be able to listen to other peoples input.
Reporter	Your job is to tell the story of how the project goes. Take lots of photos and record what happens so that the story of your project can be publicised on the SCIAF web-site and social media. You should be creative and well organised.

ENTERPRISE ACTION PLAN: SESSION 2

OUR TEAM

Any good project needs a great team. To work well as a team you should split up specialist roles according to your different talents. Remember that everyone will need to chip in and help to do different jobs sometimes. Read the different role descriptions below and think about peoples skills and traits. Try to decide together who would best fill each job.

Role	Name(s)
People Manager	
Buyer	
Publicity	
Flexible Roles	
Liaison	
Chairperson	
Reporter	



BLINDFOLD TEAMBUILDING ACTIVITY

Take turns blindfolding members of the team and guiding them as a group to find hidden objects.

Good communication is key!

ENTERPRISE ACTION PLAN: SESSION 3

What is your idea?

What makes your enterprise exciting or different?

What items do you need to buy or make?

Do you need a venue? Where?

How can you publicise your idea to make it stand out?

How could you get these items cheaply?

Do you need to get permission or a booking?

TO DO LIST: SESSION 3

Using the answers to the questions, make a list of tasks which need to be completed. Think of anything that might not be covered in the questions too! Assign a member, or members, of the group to do each task.

To do...

<i>Task</i>	<i>Team members</i>
<input type="checkbox"/> _____	_____

ENTERPRISE ACTION PLAN: SESSION 5

DOING BUSINESS

Top Tips for carrying out your fundraising activity.

COMMUNICATION

Meet up before the event to make sure that everyone knows what they need to do.



TIMING

Use the agenda to make sure everything goes according to plan. Be efficient but don't get too stressed if things run a little late.



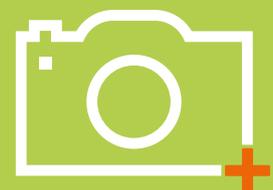
MONEY

Make sure to keep the money in a safe place throughout the fundraising activity. When you are finished, count the money and give it to a teacher to look after.



TELL THE STORY

Take lots of photos during the event. Make sure to get a team photo of everyone involved.



REMEMBER TO HAVE FUN!



ENTERPRISE ACTION PLAN: SESSION 6

EVALUATION

Use the questions to discuss how the project went.
Creatively tell the story of what happened.

**What did
you enjoy
most?**

**How much
money did
you raise?**

**What have
you learned
from the
project?**

**How have you
followed the
message of the
Parable of the
Talents?**

**What
challenges
did you face?
How did you
overcome
them?**

TELL THE STORY OF YOUR PROJECT

Think about different ways in which you could present your project - poster, photo album, video blog, interviews.

Use the answers to the questions to help you create the presentation.
Please email us your photos, video blogs etc. to mbooker@sciaf.org.uk

TESTIMONIALS



Christmas Fair at St Columba's primary.

PUPIL REPORT FROM ST COLUMBA'S PRIMARY (formerly Lochside RC primary)

"Mark Booker from SCIAF visited our school to talk to us about the Talented Fundraisers Project. After spending time looking at the Parable of the Talents he gave us £50 and set us a challenge to increase the money by using our individual talents. Our initial target was to raise £300.

Our class decided to organise a Christmas Fair. We formed a committee by voting for office-bearers. We discussed the different types of activities that we wanted to have at the Christmas Fair.

We spoke to all the classes in the school and asked if they would like to help by making some Christmas crafts. We also involved our parents, families and people in our parish community.

We advertised the Christmas Fair in the local press, on the local radio station and by putting up posters around the local area.

We were delighted with the support that we got – raffle prizes, donations, help with baking and volunteers to help at stalls.

There was a huge turnout of parents, families, friends and parishioners, and everyone had a great time. All of the stalls, competitions and the teas and baking were very popular and sold out very quickly.

Our Christmas Fair was a great success, and we were delighted to raise a fantastic total of £1350 for SCIAF.

Reporters from the local newspapers came to the event to take photographs and articles on the Christmas Fair were published in the local press. Nevis Radio, the local radio station, not only supported us by advertising our Christmas Fair but they gave a very kind report afterwards. Primary 7 wrote thank you letters to all those who helped with the event, including school staff, parents and volunteers.

Mark explained that the money will go to SCIAF and the money wouldn't be used as a 'hand-out' but a 'hand-up'.

We were very proud of our success in organising this event and raising so much money for such a good cause.

TESTIMONIALS

ST MUNGO'S HIGH, FALKIRK

"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.



Pupils get ready to wash cars.

"It was so empowering."

"We love working as a team and were able to enjoy ourselves while making a difference."

Laura Campbell and Megan Jack



Home baking made by the pupils.



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

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.**

www.sciaf.org.uk



Scottish Catholic International Aid Fund
19 Park Circus
Glasgow G3 6BE
T: 0141 354 5555
E: sciaf@sciaf.org.uk