***Hi de hi campers (level 3 +)***

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| **Context for learning**  In this unit, students will take a leading role in planning, budgeting and fund-raising for a school camp for their class or syndicate.  During the first stage of the unit students will liaise with an event manager and understand what they will need to accomplish as organisers of a school camp. They will also investigate different camp options by speaking with other schools, interviewing local Girl Guide or Scout groups, contacting the local council or tourism board, etc.  As a class they will brainstorm several different camp ideas (considering destination choice, activities whilst on camp, food and drink options, etc.) and they will then work in co-operative groups to investigate the costs of the various options. During this costing process students will need to make phone calls, use e-mail and visit supermarkets/food wholesalers to gather information and negotiate prices. In their cooperative groups, students will present a budget for the camp option that they investigated showing a total cost per head. Students will then use a decision grid to determine the best choice.  Once a camp destination is selected students will investigate fundraising opportunities and work collaboratively to raise money for the school camp. Students will also organise the school camp by making bookings, paying deposits, writing newsletters to parents, organising the camp schedule, developing health and safety procedures, etc.  NB: This unit could be adapted to involve a class trip instead of a camp. The teaching and learning sequence would follow a similar order but the organisation and budgeting would be on a simpler scale.  Approximately 20 lessons | |
| **Learning areas**  Mathematics and statistics  English  **Learning outcomes**  Students will be able to:   * Work in cooperative groups to investigate and calculate the costs of a school camp. * Communicate effectively with people in oral and written forms to gather and share financial information and make bookings and purchases. * Carry out required duties in a responsible manner to raise money for a fundraising venture. * Keep accurate records of the class’s income and expenditure using the cashbook format. * Identify when key financial messages are being demonstrated. | **Financial capability progressions**  **Money**   * Use coins and notes for transactions and calculate correct change.   **Spending**   * Investigate different ways to get value for money when spending.   **Budgeting and financial management**   * Create a simple budget for an activity or event, prioritising 'needs' and 'wants'.   **Setting financial goals**   * Create a plan for short term and long term saving based on personal goals. | |
| [Key competencies](http://nzcurriculum.tki.org.nz/Curriculum-resources/Financial-capability/Financial-capability-and-the-NZC/Curriculum#3)  **Thinking**   * Collecting, organising and analysing information * Generating, identifying and assessing opportunities. * Identifying, assessing and managing risks.   **Participating and contributing**   * Planning and organising * Working with others and in teams.   **Using language, symbols and texts**   * Communicating and receiving ideas and information. | [Values](http://nzcurriculum.tki.org.nz/Curriculum-resources/Financial-capability/Financial-capability-and-the-NZC/Curriculum#4)  **Community**   * Sharing resources, knowledge, skills.   **Excellence**   * Setting financial goals and achieving them.   **Integrity**   * Appreciating the need for honest transactions and records.   **Innovation, inquiry and curiosity**  Thinking creatively, critically, and reflectively to:   * set and achieve personal financial goals * analyse and solve financial problems. | |
| **Resource requirements**   * Simple cash book template, budget template (available in the ‘Supporting Templates’ download at: <http://education-for-enterprise.tki.org.nz/Resources,-tools,-templates/Financial-capability/Resources>) * A local bank spokesperson   Taster and starter suggestions:   * FIO Financial Education Level 2 – 3: Raising Money * FIO Financial Education – Level 3: Holiday Plans and Budgets, Pages 4 – 6 | | |
| **Teaching and learning sequence**  NB: Teachers are encouraged to gauge the prior knowledge of their students before implementing each unit so that they can provide personalised and meaningful learning opportunities. The teaching and learning sequence provided in each unit is to be viewed as a guide only. Teachers will need to adapt this sequence to meet the needs of their students, school and community.  The future focus issues of citizenship and enterprise can be explored during this unit. Students can learn about and engage in social entrepreneurship that will bring benefits to themselves and others. As citizens in the classroom community, they will learn about financial responsibility by taking ownership of earning and managing money to fund their social entrepreneurship enterprise. As citizens in their community they will engage in financial planning which will lead them towards financial and personal success.  The numbered activities listed below are learning steps rather than lessons. Teachers may choose to combine two or three learning steps into one lesson. Alternatively, they may spread one learning step out over several lessons. This will be largely dependent on students’ prior knowledge and their subsequent learning needs.  **Getting started**   * The teacher invites an older student or teacher to come into the class and share photographs and memories of a recent school camp. The teacher also invites members of the class to share their own camp experiences. * The teacher explains to students that they are going to take a leading role in planning, budgeting and fundraising for their own school camp (this camp could be for the class or syndicate). The teacher and students begin to brainstorm a range of destination and activity options for their camp. A date is set for the camp and marked on the class calendar.   **Deciding the school camp venture**   1. An event manager is invited to the class to act as a mentor to the students during the unit. The event manager talks to the students about their job and describes some of the events that they have coordinated. They then offer students advice on how to organise a school camp. The event manager and the students list all the tasks that will need to be completed to enable the camp to go ahead. The event manager assists the students in ordering the tasks and plotting them onto a timeline. NB: The remaining steps in this teaching and learning sequence assume a logical approach to the organisation of a camp. It is recommended that these steps are included within the timeline. The event manager, teacher and students may add additional steps and/or rearrange the order of some tasks. 2. The students contact neighbouring schools, local Girl Guide and Scout Groups, the local council and/or search the Internet to identify the various camp destinations and activities that are available to them. They may choose to invite spokespeople from these different organisations to share additional information about camp options to the class. The class revisits the brainstorm that was drawn up at the ‘Getting Started’ phase of the unit and adds further ideas. 3. The teacher and students identify 4 or 5 destination options to investigate further. If necessary, the teacher and students use a decision grid to narrow down the destination options that are to be investigated. Criteria for the decision grid may include: camp destination is appealing; camp destination is relatively easy to get to; day activities are available near to the camp venue; estimated cost is within the fund raising ability of the students, etc. 4. The students spend several lessons working in cooperative groups to investigate the feasibility of a particular camp destination. Students will need to contact the managers/owners of the venue (via telephone, e-mail, fax or letter) and enquire about the accommodation options available to them (campsites, cabins, dormitories, etc) and the cost of each option. They will also need to find out about the venue’s facilities (kitchens, catering equipment, toilets and bathrooms, indoor and outdoor communal areas, playgrounds, telephones, etc) and establish what activities are available in the area. Students will also need to explore transport options to and from the venue as well as catering costs (NB: some camp venues may offer a full catering service at a cost per head, other camps will be self catering which will require students to estimate the costs of food and drink items). Learning Outcomes 1 and 2   *The teacher may need to add in additional lessons before step 4 to explore appropriate telephone manners with students and ensure that they can write effective e-mails, faxes and/or letters. This will be dependent on students’ prior learning.*   1. Students present their findings to the rest of the class. They will need to:  * describe the facilities available at the venue, * describe the activities that are available in the area, * offer an estimated cost (per head) for accommodation, food and drink, and transport to and from the camp. Learning Outcome 2  1. The class uses a decision grid to choose a venue for their school camp. Criteria for the decision grid may include: camp option is affordable; camp venue offers sufficient facilities; activities in the area are appealing to students, camp venue is available on the dates that we have selected, etc. The preferred camp destination is booked with transport arrangements made if necessary. 2. Once a camp destination is selected the students and the teacher begin to explore the range of activities available in the vicinity with the intention of establishing a programme for the school camp. Students work in cooperative groups to research a particular activity option. They will need to find out about the equipment requirements for the activity, the skill level required by participants, the expected duration, activity costs, the necessary adult to student ratio, cancellation policies, etc. This information is reported back to the class and activities are ranked in order of preference. Another decision grid could be used for this process. Learning outcomes 1 and 2. 3. A programme for the camp is drawn up and the budget is adjusted to include activity fees. 4. Necessary bookings are made. 5. If the camp is a self-catering venue students will need to design a menu and purchase food and drink items. A statistical investigation may be used at this stage of the unit to establish students’ food and drink preferences and identify any allergies that students may have. Students contact the local supermarket or food wholesaler to obtain prices for food and drink items. The budget is adjusted to include food and drink costs. Learning Outcomes 1 and 2 6. Students calculate the overall costs for the camp and establish what the costs will be per person. 7. Raising the funds and keeping account 8. The teacher and students begin to research fundraising and sponsorship opportunities for the school camp. 9. The following Learning Media resources may be useful at this stage of the unit:  |  |  | | --- | --- | | 1. Pt 04 No. 2 2006 12-15  Story: Car wash cash 2. by WALL, Julia | 1. Pt 03 No. 2 2000 Pgs 2-6  Story: Growing the dollars 2. by REID, Sarah | | 1. Pt 04 No. 1 1993 Pgs 31-35  Story: Harambee fund raising 2. by M'MARETE, Gideon | 1. CN No. 3 1998 Pg 28  Article: Hokey-pokey 2. by YOCUM, Eva | | 1. Pt 02 No. 1 1992 Pgs 29-33  Article: Joy goes busking 2. by FRIAR, Jill | 1. JJ No. 27 2003 Pgs 20-25  Article: We sell feijoas 2. by SCHRODER, Margaret |  1. Students brainstorm a range of fund raising ideas to help pay for their school camp. They then decide which ideas to explore further before investigating the potential costs involved in raising funds this way. Students also consider how much money they could raise from each of these ideas by thinking about the ‘quantity’ of goods/services they would sell and at what price. Students also consider what risks they might face in these fund raising ventures. Students record their expected expenditure and potential income on a budget template. Students discuss whether their likely profit would be worth the time and work involved. 2. Students decide which fundraising and sponsorship options are the most feasible for them to pursue (another decision grid could be used here) and they begin to raise money for the school camp. NB: The teacher and students will need to decide if they are going to try to collect enough money to cover the total camp costs or just raise a component of the costs and ask parents to contribute the difference. A savings graph is displayed on the classroom wall showing the target amount. This graph is updated regularly to show students that they are getting closer to their savings goal. Students are shown how to use a cashbook and enter the income that the class generates onto a cashbook template. Learning outcomes 3 and 4. 3. The teacher explains that banks can assist people in budgeting and saving up for personal goals. Students explore how banks might help people with their finances and brainstorm questions that they could ask a spokesperson from The local bank. Questions may include: Where can we put our savings to ensure they are safe? How do I make a bank deposit? What is a personal savings account and how can this be beneficial for me? How do I withdraw money when I am ready to pay for something? What are the pitfalls in borrowing money for something that you want? A visit by a local bank spokesperson is arranged by the students / teacher and appropriate guidelines and questions are established. The bank representative is informed of the students’ questions and unit of work. NB: The students and teacher may decide to set up a savings account at their local Bank branch for their fundraising revenue. 4. Final planning 5. The event manager is invited back to the classroom to see the progress that the students have made so far. The event manager and the students devise a list of success criteria for the school camp and identify further tasks that will need to be completed to ensure that the camp runs smoothly. NB: Each student is to keep accurate records of the class’s income and expenditure during this stage of the unit. Learning Outcomes 2, 3 and 4.  |  |  | | --- | --- | | **Possible success criteria for the camp** | **Further tasks that may need to be carried out:** | | * camp runs within budget * enough food and drink is available to students * camp programme runs close to time * students are kept safe * students have fun; etc. | * writing newsletters to parents to offer information about the school camp and to seek parent help * continuing to fundraise or seek sponsorship * collecting camp fees from parents * compiling an equipment list for each student * preparing for a camp concert * purchasing food and drink * confirming bookings and paying deposits * developing health and safety guidelines, etc. |  1. Students work in small cooperative teams to ensure that all tasks are carried out. 2. The camp is held. The class cashbook is updated with all the expenditure that has been incurred. 3. Students evaluate the success of the camp by revisiting the success criteria and checking how well they achieved each one. Students check the balance of their savings to see if the camp ran below, to or above costs.     **Reflective questions**  Exploring new knowledge and skills:   * What oral and written language conventions did you need to follow when using the telephone or email to find out about camp accommodation and activities? * How easy or hard was it to calculate the costs of the camp? Did you learn any new mathematical strategies to assist you with your calculations?   Exploring key financial ideas: Learning Outcome 5   * Revisit the key financial messages that were important to this undertaking. * Given that you investigated financial costs, prepared a budget, raised the funds and spent them, how does that make you feel in terms of being responsible ‘Financially’? * When comparing your learning with Levels 3 – 4 “A Progression of Understandings”, how many of these understandings did your class demonstrate? * Students revisit key financial message No 2, and compare their learning against the financial understandings listed.   Exploring what it is to be innovative and enterprising:   * What step/s were you doing when you used each of the enterprising attributes? * Break each attribute into its separate words and refine your answers. * How could you improve on using the enterprising attribute/s for next time? * Can you transfer this learning to your other topics?   **Exploring further future focus issues**  Fundraising for your school camp is an excellent example of social entrepreneurship. Explain the benefits that your expenditure had on others. Who benefited by your expenditure, and why? Why is your expenditure an example of the benefits of ‘exchange’ for at least two parties?  How do you think you can be better citizens in the future after this experience?  **Possible assessment activities (Teacher)**  **English**  Teacher observes and takes anecdotal notes on how well the students gathered and presented information on the particular camp options that they investigated. Copies of e-mails written by students could be analysed to see how effectively the student sought information. Student presentations could be assessed to see how clearly they present their information.  **Mathematics and statistics**  Teacher observes and takes anecdotal notes on how well students use various strategies to calculate costs. | | |