AWARE
BY RSPCA

PRIMARY SCHOOL FUNDRAISING INFORMATION PACK
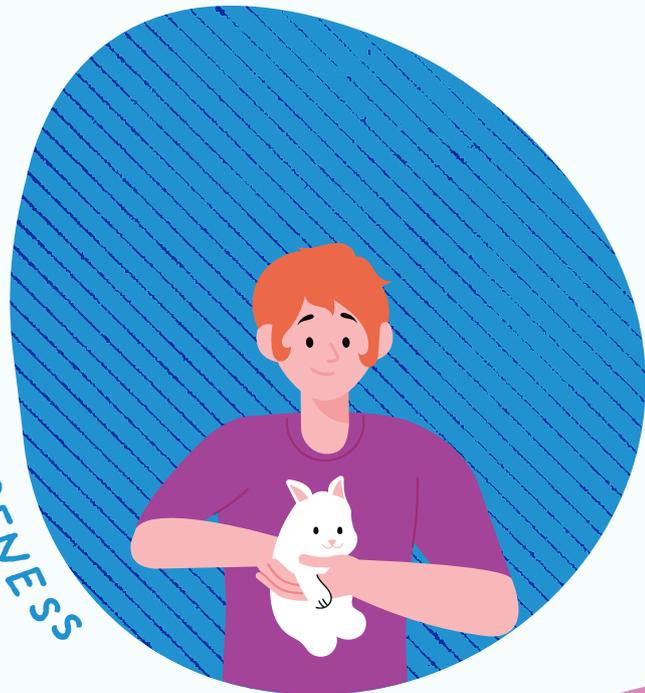
ANIMAL WELLBEING

RESPONSIBILITY

EDUCATION

AWARENESS

Thank you for your interest in fundraising for RSPCA South Australia. This information is designed to help you build links between the Australian Curriculum and your fundraising efforts, as well as provide resources to ignite your students' passion for animal welfare, and therefore chose to fundraise for RSPCA South Australia.

Animal welfare is an authentic context for students to learn in many learning areas and develop their abilities of the General Capabilities. Learning about the work of RSPCA South Australia, animals' needs, care, wellbeing and sentience, will help student develop greater knowledge and understandings of these topics and therefore support them in becoming informed, responsible companion animal guardians now and in the future. It is also our hope that these experiences will help to encourage students to develop greater empathy, become more compassionate, and develop a sense of responsibility and duty of care for all animals.

Whilst no prior knowledge or learning is necessary to fundraise for us, if you are interested in receiving further FREE curriculum resources please register at:

rspcasa.org.au/aware

Thank you so much for considering fundraising for RSPCA South Australia; remember, we're 90% funded by the community and can only save South Australia's animals in need with your help.

ANIMAL WELFARE ACHIEVEMENT OBJECTIVES

By planning, delivering and reflecting on holding a fundraiser for RSPCA South Australia the following animal welfare achievement objectives will be considered:

• Gain knowledge and develop understandings about the needs of animals and animal sentience.

• Examine a range of animal welfare issues and identify the different viewpoints in relation to them.

• Understand that we are frequently faced with moral dilemmas and that people hold different opinions.

• Develop a sense of responsibility for all living things and recognise that people need to treat animals with care and sensitivity.

• Develop and show attitudes of kindness, respect and responsibility.

RESOURCES

✎ Check out some of the adoption happy tails, heart-warming animal rescues, welfare/inspectorate stories and campaign issues we care about at RSPCA South Australia's YouTube channel. These will help give you and your students some context about what they are fundraising for – keeping in mind that 90% of our funding comes from the public and we cannot continue this work without it.

📖 The RSPCA Kids Portal contains a range of information about RSPCA South Australia, how to care for animals and how to help RSPCA South Australia.

📖 Learn about some of the issues that RSPCA South Australia campaign for at **www.rspcasa.org.au/the-issues/**

RESOURCES THAT EXPLORE ANIMAL SENTIENCE AND WELFARE

✎ Let's ask the Animals – The Association for the Study of Animal Behaviour.

✎ Sentience Mosaic - the science of sentience.

✎ What is animal welfare?

✎ Pigs can play video games and chickens can learn from watching TV!

📖 Onekind animal behaviour information.

📖 The Emotional Lives of Animals YES! Magazine excerpts.

General Capabilities (levels 1 – 4)

It is recommended that you chose 1 or 2 General Capabilities to focus on as you teach the unit. A learning opportunity for each element has been included as a starting point.

	Element	Learning Opportunity
CRITICAL AND CREATIVE THINKING	Inquiring – identifying, exploring and organising information and ideas Pose questions Identify and clarify information and ideas Organise and process information Reflecting on thinking and processes Reflect on processes Analysing, synthesising and evaluating reasoning and procedures Draw conclusions and design a course of action	See Ethical Understanding as strong links can be made between these capabilities – use thinking routines to explore the ethical issues raised: I used to think but now I think What makes you say that? 3-2-1 Bridge Circle of Viewpoints Compass Points
NUMERACY	Estimating and calculating with whole numbers Estimate and Calculate Use money Using measurement Estimate and measure with metric units	Students could estimate how much can be raised through the event Younger students can investigate the cost of RSPCA South Australia buying items from our 'Donate to the Shelter' list or our 'Wishlist' and calculate how we would pay for them (using combinations of coins and notes). They could calculate change from a given amount. Or work out how to fundraise and targets for individual classes / year levels for RSPCA South Australia buy certain items. Older students could write financial plans on how RSPCA South Australia could spend the raised funds. NOTE: RSPCA South Australia would ask you to fundraise (rather than donate goods) and donate the money to us, allowing us to use the funds in the areas where need is the greatest.

AUSTRALIAN CURRICULUM

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PERSONAL AND SOCIAL CAPABILITY	Social awareness Contribute to civil society	By identifying RSPCA South Australia as a community group which needs their assistance, and planning how to assist, students are contributing to civil society.
	Social management Communicate effectively Work collaboratively Make decisions Develop leadership skills	Throughout the fundraising planning, delivery and evaluation encourage students' social management. Discuss what is working and what needs improvement in terms of social management and allow time for individual and group reflection on this element.
LITERACY	Composing texts through speaking, writing and creating Compose spoken, written, visual and multimodal learning area texts Deliver presentations	Students can write a letter informing the school community about the fundraiser. Or produce posters / leaflets informing the school community of the fundraiser and the work of RSPCA South Australia using persuasive language as to why the school should support the fundraiser. Students can prepare and deliver presentations to others in the school community about the fundraiser, or deliver a report after the fundraiser.
	Other elements (word knowledge or grammar knowledge) could be focused on, dependent on what learning foci are current for your students.	
ETHICAL UNDERSTANDING	Understanding ethical concepts and issues Recognise ethical concepts Explore ethical concepts in context Reasoning in decision making and actions Reason and make ethical decisions Reflect on ethical action Exploring values, rights and responsibilities Examine values Consider points of view	Identify the ethical concepts raised whilst looking at the provided resources. Undertake discussion as students explore the ethics involved. Explore some of the issues that RSPCA campaign on at rspcasa.org.au/the-issues/ **or** rspca.org.au/campaigns and allow students to reflect on their own thinking about these issues. Use a thinking routine (as above in Critical and Creative Thinking) to explore the issue further. Fundraising can be linked to a specific campaign if students feel strongly about an issue.
	Creating with ICT Generate ideas, plans and processes Generate solutions to challenges and learning area tasks	Use ICT to create posters, pamphlets and information letters regarding your fundraising event.

rspcasa.org.au/aware
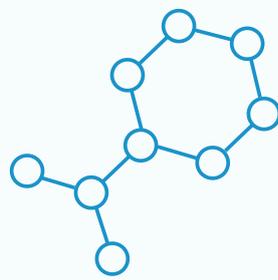
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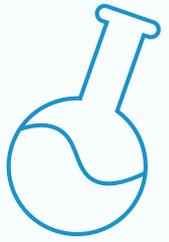
ENGLISH

- Use persuasive language to encourage others to participate in their fundraiser and produce advertising material

- Deliver presentations to other classes/in assembly informing others about RSPCA South Australia and the fundraising activity

- Write a recount / report of the fundraising event for the school blog / newsletter

SCIENCE

Make links to Biological Sciences, for example, learn about The Five Freedoms and how these are what animals need to survive and thrive. Students could consider how this looks different for different animals and in differing environments.

Note: For other ideas see the cross curricular and written language units at rspcasa.org.au/aware . In particular:

• Recount It! (Year 2 – 8) will be of particular interest for those looking to develop empathy for animals with their students, as students are asked to put themselves into a variety of animals shoes and consider their perspective, including animals used for entertainment and support, farmed animals and heroic animals.

• Voice for the Animals (Years 3 – 8) also helps to develop empathy amongst students. Students are asked to create an advertisement campaigning for a chosen animal welfare issue. The final products created could be shared with your school community to promote your fundraising event.

• Cost of having a Companion Animal (Year 2 – 6) encourages students to consider the time and money involved in caring for an animal. Links could be made from this unit of learning to help students consider how much it costs RSPCA South Australia to care for an animal in our care and therefore the fundraising needed to care for a kitten for a week etc.
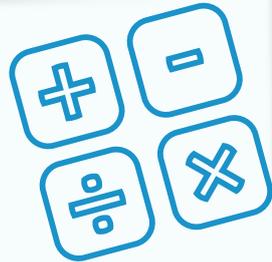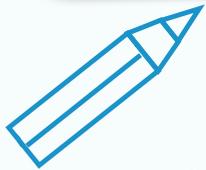
MATHS

Make links to Money and Financial Maths at the appropriate level for your students.

Supplementary Resources
Ava makes a Difference (F – Y2)

Students will read (or be read) a 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.

Helping Out (year 3 and 4)

This activity covers budgeting for a fundraising event, what's involved in running an event, working for non-monetary reward, converting money to another currency, scams and internet safety.

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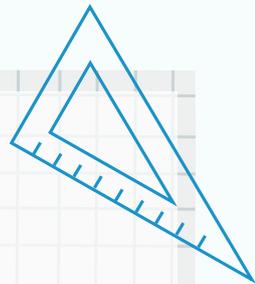
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ANIMAL WELLBEING: AWARENESS, RESPONSIBILITY AND EDUCATION

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South Australia

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