

Scottish Poppy Appeal challenge

Teacher's notes

The big question

How can we help Poppyscotland?

Level

Second

Experiences and outcomes

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. **SOC 2-22a**

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 2-02a**

I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently. **LIT 2-10a**

Additional resources

www.poppyscotland.org.uk/learning

Introduction

Children will act as volunteers to run the Poppy Appeal in your school. Children will work together in groups of four or five to set up and run a business where they sell poppies to members of their various communities – school, local, wider. This will involve various aspects including liaising with Poppyscotland, advertising, selling, banking and possibly organising other events such as coffee mornings or to encourage sales opportunities.

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Your challenge

Poppyscotland runs their main fundraising appeal every November, selling poppies throughout Scotland in the run up to Remembrance Day on 11th November. They have thousands of local volunteers across Scotland who run the appeal in their local areas.

They would like your help as volunteers to run the appeal in your school. Getting in touch with Poppyscotland at learning@poppyscotland.org.uk to make contact with your local volunteer would be the first step.

Rules

- Work in groups of four or five.
- You will need to allocate tasks to each group – advertising, selling etc.
- Appointing a finance group will be crucial.
- Consider where and when to advertise the appeal.
- Decide when it will start and end.
- Order a Poppyscotland learning pack for your class/school which includes a fundraising leaflet as well as stick-on poppies, collecting tins, posters, balloons, DVDs and banners.
<http://learning.poppyscotland.org.uk/resources/order-education-pack/>

Timescale

These are guidelines on what has to be done – add your own timescale to suit your school.

- Make contact with local volunteer - perhaps invite in to speak with class and explain what is expected.
- Preparation and advertising.
- Running the appeal - may include special events – perhaps a coffee morning or tuck shop where you sell poppies on the side.
- Counting money (with local volunteer, banking and returning).

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Peer marking exercise / self-assessment

■ ■ ■ Traffic light the following statements.

Experiences and outcomes

- I was able to work within a committee to organise part of an event. **SOC 2-22a**
- I was able to work as part of a team and listen to their ideas. **LIT 2-02a**
- I was able to work as part of a team and contribute my own ideas. **LIT 2-02a**
- I worked collaboratively with my team to set up and run a business. **LIT 2-02a SOC 2-22a**
- I was able to take on an allocated role within a group. **LIT 2-10a**
- I was able to keep to a timescale to ensure thing ran smoothly. **SOC 2-22a**

What I did best:

I am still working on: