

"Spark Ideas" for the Community Engagement Project

This is not a list of prescribed, complete ideas - it's a "spark" list to get the ball rolling if you're unsure where to go.

If you need a fleshed-out proposal that would align with guiding principles of this community engagement work, you are encouraged to consider 12.10.d "Good Business" project proposal.

Other Project "spark ideas":

- Talk with school leadership and ask about the school's business partners (cafeteria, sports/gym uniforms, etc.). Research those partners and examine for evidence of sustainability and "good business." Perhaps alternate partners for the school could be researched and requested?
- Students could develop their own SCA partnering with the poor to provide small loans.
- The class could research and find microloan partnerships on [KIVA](#) that meet the principles we're focusing on.
- This could be connected with work that surrounds a sponsored child's story.
- Focus on one to two sponsored children and connecting them to markets or loan opportunities.
- Students could examine and research their school itself through the principles of this learning expedition, and then present findings and proposals to school leadership or the school board.
- Are there churches or organizations that students can share or partner with: organizations that are interested in learning more about best practices in finding economic solutions for material needs?
- Students could develop their own business plan that hits at the intersection of material needs, market demand, and economic sustainability.
- Students could also be invited to run a good business at school based on the sustainability principles.
- Students could invite experts or leaders to come visit (or teleconference) with them to listen, ask questions, and discuss.
- Perhaps you could address problems of economic unsustainability or injustice that students identify in your community (i.e. predatory loan practices).

Planning Ahead

While the ideas and the bulk of the work in this project should be from the students, it is important for you, the teacher, to help keep the project on track with some planning. To that end, here is a rough framework for the last final lessons of this expedition. Your task is to build a rough sketch for how the work of the project your class chose will fit into this framework.

- Learning plan 10: Choosing the shape of the project (today's work)
- Learning plan 11: Research and reaching out
 - *Deepening understanding of the key terms and categories*
 - *Looking for examples of businesses, organizations, partners, etc.*
 - *Making connections with experts or decision makers and requesting an interview*
- Learning plan 12: Talking with others
 - *Interviewing experts, leaders, business owners, decision makers, etc. or the poor themselves*
- Learning plans 13-14: Analyze and advocate
 - *Develop plans based on what was learned on how to skillfully act and help*
 - *This is where a lot of the work and crafting of the project will happen*
- Learning plan 15: Celebrate!
 - *Invite stakeholders to class*
 - *Students share their work and what they learned*

The students will get a look at this big-picture plan in subsequent learning plans, but you the teacher should be crafting a plan of what these stages might look like in the context of your class and their chosen work.