



Material Needs, Economic Solutions

EXPEDITION TITLE

Material Needs, Economic Solutions

Expedition Driving Question:

How can we help with skill, wisdom, and love?

Expedition Deep Hope:

May we apply a fuller understanding of poverty and economic solutions so that we and others may have life and have it abundantly.

Expedition Verse:

"The thief comes only to steal and kill and destroy. I have come that they may have life, and have it to the full." —John 10:10

LEARNING PLAN TITLE

The Microfinancing Model

Learning Plan Number: 7

Learning Target:

1. I can unpack the principles of relief, rehabilitation, and development.
2. I can analyze the microfinancing model.

Habit(s) of Learning:

Curious Thinking: We are able to make connections between complex concepts and real-life people

CUMULATIVE TIME



80 MIN

ICON KEY



Learning activities that support your document panel with visual artifacts are indicated by a push-pin and paper icon in the activity title.






Learning activities connected with sponsored children are indicated by a helping hands icon in the activity title.



Learning activities that support your community engagement project are indicated by a community icon in the activity title.



ENTRY EVENT


ACTIVITY TITLE	TIME	RESOURCES
<i>Back-to-Back, Face-to-Face</i> <i>Engage the Learning Targets (ELT)</i>	 10 min	
Back-to-Back, Face-to-Face Protocol <ol style="list-style-type: none"> 1. This is a way for students to share and listen to different perspectives while moving around the room, while also leaving in time to quietly consider before speaking. 2. Students find a partner from a different part of the room and stand back-to-back. 3. Once students are partnered up, the teacher reads the first prompt (and preferably, have it will be posted on the board/screen, as well). After the prompt has been read aloud, give students 15 seconds to silently consider. 4. Ask students to turn and face their partner and share their responses. 5. After 30 seconds for each student to share, ask them to find a new partner and repeat with a new prompt. <ul style="list-style-type: none"> • There are two rounds of this activity, one to respond to each of the following introductory prompts: <ol style="list-style-type: none"> 1. What happens to a person when I solve all of their problems for them? 2. What happens to ME when I solve all of another person's problems for them? 		
<i>Driving Question</i> <i>Introduce the Learning Targets (ILT)</i>	 5 min	
<ul style="list-style-type: none"> • Post the following learning targets on the board: <ol style="list-style-type: none"> 1. <u>I can unpack the principles of relief, rehabilitation, and development.</u> 2. <u>I can analyze the microfinancing model.</u> • Invite students to turn with a partner and discuss how these targets may help them along as we address the driving question of this learning expedition: "How can we help with skill, wisdom, and love?" 		
<i>Understanding Relief, Rehabilitation, and Development</i> <i>Engage the Learning Targets (ELT)</i> <i>Reflect on the Learning Targets (RLT)</i>	 15 min	<input type="checkbox"/> 12.7.a Teacher Resource: "Relief, Rehabilitation, Development" reading
<ul style="list-style-type: none"> • Encourage students that before we look at our first model in-depth, we must first understand the basic principles of relief, rehabilitation, and development. • Pass out the "Relief, Rehabilitation, and Development" reading and read it aloud. In groups of three to four, invite students to discuss: <ol style="list-style-type: none"> 1. What harm will be done is you apply a 'relief' solution to a person in need of 'rehabilitation' or 'development'? How about vice versa? 2. Can you think of any real-world or hypothetical examples of this principle being violated? 		

Continued ...






LEARNING ACTIVITIES

3. Why does “going to Mexico to paint walls for a week” not work?
 4. Where is your sponsored child’s needs on this chart?
- Collect some thoughts on the board as a large group, and encourage students that we’ll be working primarily in the “development” stage for this learning expedition.



ACTIVITY TITLE	TIME	RESOURCES
<p><i>Introduce the Microloan Model</i> Engage the Learning Targets (ELT)</p>	 10 min	<ul style="list-style-type: none"> <input type="checkbox"/> World Vision Project Model—Microfinance: https://www.wvi.org/sites/default/files/2019-12/Microfinance%202019.pdf <input type="checkbox"/> 12.7.b Teacher Resource: “No Money, No Clothes” reading <input type="checkbox"/> 12.7.c Teacher Resource: Transformed Relationships
<ul style="list-style-type: none"> • Encourage students that we’re at a fun upper level departure point: examining a successful development model and analyzing it. • Pass out the “World Vision Project Model: Microfinance” handout. Let students look it over for a bit on their own. It might seem a bit complicated at first, but that’s what we do! After a minute or two, ask students to piece the following together in groups: <ol style="list-style-type: none"> 1. What are the basics of how this model works? 2. Who might be the “target population” that this can work for? 3. What questions are developing for you about this model? • Take your understanding deeper by reading the “No Money, No Clothes” excerpt from The Hole in Our Gospel. Read it aloud to students and in groups invite them to consider: <ol style="list-style-type: none"> 1. Why does the traditional banking system, or even old-fashioned behaviors like saving up capital for investment, often not work for the materially poor? 2. Using what we learned last time about economic markets and sustainability, analyze why this model frequently works. 3. Refer to the “Transformed Relationships” figure, evaluate where the microfinancing model can do restorative work 4. What might be some limits, dangers, or drawbacks to this model? 		



ACTIVITY TITLE	TIME	RESOURCES
<p><i>Analyzing a Real-Life Example</i> </p> <p><i>Assess the Learning Targets (ALT)</i></p> <p><i>Reflect on the Learning Targets (RLT)</i></p>	 10 min	<ul style="list-style-type: none"> <input type="checkbox"/> Video: Vision Fund Presents: The CEO: https://www.youtube.com/watch?v=rhAx9cuxjhU&feature=youtu.be <input type="checkbox"/> Document panel card with “JACQUELINE (THE CEO)” written on it. <input type="checkbox"/> A sticky note for each student
<ul style="list-style-type: none"> • Encourage the students that we’re now going to look at real-life example of microloans in action. • Show them “THE CEO” and invite students to discuss: <ol style="list-style-type: none"> 1. What most struck or encouraged you in this story? 2. Is this relief, rehabilitation, or development? 3. What’s your favorite aspect of this model? • Pass out a card for the document panel that has the name “JACQUELINE (THE CEO)” written on it for students to write a message or word/phrase they associate with Jacqueline’s story. Place it over the “complexity” image on the board. • Invite students to take a sticky note and write out something that they’re seeing differently in response to this learning. If they don’t have an idea yet, they can wait until the end of class. 		
<p><i>Analyzing the Limits of Microfinancing</i></p> <p><i>Engage the Learning Targets (ELT)</i></p> <p><i>Assess the Learning Targets (ALT)</i></p>	 10 min	<ul style="list-style-type: none"> <input type="checkbox"/> 12.7.d Teacher Resource: “Challenges When” slide
<ul style="list-style-type: none"> • Like everything else, this model has its limits and downsides. <ol style="list-style-type: none"> 1. Any guesses or wonderings? • Show the “Challenges When Churches Partner with MFIs” slide and invite students in groups of three to four to analyze: <ol style="list-style-type: none"> 1. What are the limits or tensions of these partnerships? 2. What is a Christian response to someone who doesn’t repay their loan? What about confiscating collateral? 3. Is microfinancing too materialistic? Does it pull our efforts from the Gospel? 		



EXIT EVENT

ACTIVITY TITLE	TIME	RESOURCES
<p><i>Closing Reflection and Brainstorming Session</i> </p> <p><i>Assess the Learning Targets (ALT)</i> <i>Reflect on the Learning Targets (RLT)</i></p>	 10 min	
<ul style="list-style-type: none"> Remind students of today's learning targets: <ol style="list-style-type: none"> I can unpack the principles of relief, rehabilitation, and development. I can analyze the microfinancing model. Invite students to get up and put their "What I'm Seeing Differently" sticky notes up on the "What I'm Seeing" portion of the document panel (or collect them on a poster sheet and display until next time). To finish, ask students to turn and discuss with a neighbor: <ol style="list-style-type: none"> Where do we see a need for these principles or the microfinancing model in our own community? Where do we see evidence of these in action? Might there be a local expert or example that we could invite to tell us more about this from their perspective? If any promising ideas pop out from these discussions, take note of them and set them aside for learning plan 10! 		
<p>LEARNING EXPEDITION VISUAL GENERATED THROUGH THE LEARNING PLAN ADD TO DOCUMENT PANEL</p>		
<ul style="list-style-type: none"> The "Jacqueline" card should be added to the document panel. Also consider adding the word "microfinance" to the target area between "markets" and "sustainability" The student sticky note responses can be added to the "What I'm Seeing" section. 		
<p>OPPORTUNITY TO DEEPEN THE LEARNING</p>		
<ul style="list-style-type: none"> Students can explore KIVA (https://www.kiva.org/) and loan their own money (or money they can raise) to entrepreneurs living in material poverty. 		