



# 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

### SCAs and Abundant Life

#### Learning Plan Number: 8

#### Learning Target:

I. I can explore what makes Savings & Credit Associations work.

#### 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
<b>Opening Reflection</b> <i>Engage the Learning Targets (ELT)</i>	 10 min	
<ul style="list-style-type: none"> <li>Welcome students and invite them to write for a few minutes on the following prompt:               <ol style="list-style-type: none"> <li>Soon, you will be graduating high school. Though you did the bulk of the work on this journey, others along the way certainly contributed in one way or another. Come up with a list of people who can share in this accomplishment with you, and what they contributed.</li> <li>What connections can you make between this and what we've learned about abundant life?</li> </ol> </li> </ul>		

## LEARNING ACTIVITIES



<b>Savings &amp; Credit Associations</b> <i>Introduce the Learning Targets (ILT)</i>	 5 min	
<ul style="list-style-type: none"> <li>Post the following learning target on the board:               <ol style="list-style-type: none"> <li><u>I can explore what makes Savings &amp; Credit Associations work.</u></li> </ol> </li> <li>Invite students to turn with a neighbor and discuss:               <ol style="list-style-type: none"> <li>Given what we've learned so far, how do you suppose we'll measure what makes this work or not?</li> </ol> </li> </ul>		
<b>Review &amp; Preview</b> <i>Engage the Learning Targets (ELT)</i> <i>Assess the Learning Targets (ALT)</i>	 15 min	<input type="checkbox"/> Video: THRIVE Economic Empowerment: <a href="https://vimeo.com/194536867">https://vimeo.com/194536867</a> <input type="checkbox"/> 12.8.a Teacher Resource: Relational Understanding Visual
<ul style="list-style-type: none"> <li>Encourage students that we're going to begin with a video that will help us recall some of the concepts we've been working on, plus preview a bit of where we're going today.</li> <li>Play the video "THRIVE Economic Empowerment."</li> <li>When it's done, post the "Relational Understanding of Poverty" visual and in groups of three to four, invite students to consider:               <ol style="list-style-type: none"> <li>What was beautiful in this?</li> <li>What aspects of poverty are being addressed in such programs? (particularly aspects beyond the material)</li> <li>Would the microfinancing model fit with what you saw here?</li> <li>What new types of programs did you see referenced that caught your interest?</li> </ol> </li> <li>Collect responses as a group, and then encourage students that they're ready to jump in to a new model.</li> </ul>		



ACTIVITY TITLE	TIME	RESOURCES
<p><i>Introduce the SCA Model</i> Engage the Learning Targets (ELT)</p>	 25 min	<input type="checkbox"/> I2.8.b Student Material: Savings & Credit Associations
<ul style="list-style-type: none"> <li>• Pass out the “Savings and Credit Association” excerpt from When Helping Hurts. Read it aloud to students and in groups of three to four invite them to consider:             <ol style="list-style-type: none"> <li>1. How do SCAs work differently than MFIs?</li> <li>2. What are their respective strengths and weaknesses?</li> <li>3. In what ways do SCAs respond to a holistic understanding of poverty and point toward “life abundant”?</li> </ol> </li> <li>• Collect thoughts and reactions on the board. Then, turn to the topic of potential action:</li> <li>• To finish, ask students to turn and discuss with a neighbor:             <ol style="list-style-type: none"> <li>1. Where do we see a need for these principles or the microfinancing model in our own community?</li> <li>2. Where might we try these principles on our own?</li> <li>3. Might there be a local expert or example that we could invite to tell us more about this from their perspective?</li> </ol> </li> <li>• If any promising ideas pop out from these discussions, take note of them and set them aside for learning plan 10!</li> </ul>		
<p><i>Analyzing a Real-Life Example</i>  Assess the Learning Targets (ALT) Reflect on the Learning Targets (RLT)</p>	 15 min	<input type="checkbox"/> Video: Saving Families After Haiyan: <a href="https://www.youtube.com/watch?v=K0Xbdn9iyYw&amp;feature=youtu.be">https://www.youtube.com/watch?v=K0Xbdn9iyYw&amp;feature=youtu.be</a> <input type="checkbox"/> Video: Vision Fund Presents: One Day (Loan Officer in Senegal): <a href="https://www.youtube.com/watch?v=yP-WMoqtOIss&amp;feature=youtu.be">https://www.youtube.com/watch?v=yP-WMoqtOIss&amp;feature=youtu.be</a> <input type="checkbox"/> Document panel card with “Savings & Credit Associations” written on it.
<ul style="list-style-type: none"> <li>• Encourage the students that we’re now going to look at real-life examples of SCAs in action:</li> <li>• Show them “Saving Families After Haiyan” (BACKSTORY: Typhoon Haiyan hit the Philippines in 2013) and invite students to discuss:             <ol style="list-style-type: none"> <li>1. Were the SCA funds used for the purposes originally intended?</li> <li>2. What positive or productive behaviors did the SCA help incentivize or habituate?</li> </ol> </li> <li>• Show them “Vision Fund Presents: One Day” and invite students to discuss:             <ol style="list-style-type: none"> <li>1. Is this relief, rehabilitation, or development?</li> <li>2. What’s your favorite aspect of this model?</li> </ol> </li> <li>• Pass out a card for the document panel that has the name “Haiyan Typhoon Recovery” written on it for students to write a message or word/phrase they associate with this model. Place it over the “complexity” image on the board.</li> </ul>		



## EXIT EVENT

ACTIVITY TITLE	TIME	RESOURCES
<p><b>GoGoMo Reflection</b> </p> <p><i>Assess the Learning Targets (ALT)</i></p> <p><i>Reflect on the Learning Targets (RLT)</i></p>	 10 min	<input type="checkbox"/> Sticky notes (three for each student)
<ul style="list-style-type: none"> <li>Let's finish today's lesson with something lively.</li> <li>Remind students of today's learning target:               <ol style="list-style-type: none"> <li>I can explore what makes Savings &amp; Credit Associations work</li> </ol> </li> <li>Invite students to write three different responses on three different sticky notes to the question, "What makes SCAs work?"</li> <li>Consider different ways to answer, including looking at:               <ol style="list-style-type: none"> <li>Practical concerns</li> <li>Shalom: the Kingdom life</li> <li>Economic markets &amp; sustainability</li> </ol> </li> </ul> <p><b>GoGoMo Protocol:</b></p> <ol style="list-style-type: none"> <li>Invite students to get up and mingle with their peers. Call out "GIVE ONE to a partner."</li> <li>Participants form pairs and each "gives" one of his or her key learnings or important idea cards to the other; so each person "gives one" and "gets one." Time may range from one to three minutes.</li> <li>Call out "MOVE ON" and participants mingle again.</li> <li>In rounds two and three, students can either share their own cards, or a card with an idea a previous partner that they were given.</li> <li>Repeat twice more.</li> </ol> <ul style="list-style-type: none"> <li>At the end, ask students to share some insight they got from somebody else that they particularly appreciated.</li> <li>Have students get up and share a "most meaningful" sticky note in the "What I'm Seeing" section of the document panel (see "Learning Expedition visual" section below).</li> </ul>		
<p><b>LEARNING EXPEDITION VISUAL GENERATED THROUGH THE LEARNING PLAN</b></p> <p>ADD TO DOCUMENT PANEL</p>		
<ul style="list-style-type: none"> <li>The "Haiyan Typhoon Recovery" card should be added to the "complexity" part of the document panel.</li> <li>Add "SCAs" to the target area between "markets" and "sustainability."</li> <li>The student sticky note responses can be added to the "What I'm Seeing" section of the document panel.</li> </ul>		
<p><b>OPPORTUNITY TO DEEPEN THE LEARNING</b></p>		
<ul style="list-style-type: none"> <li>Students can explore World Vision's Vision Fund page (<a href="https://www.visionfund.org/our-focus">https://www.visionfund.org/our-focus</a>) and develop jigsaw presentations on one of the approaches to economic development they find.</li> </ul>		