## LENDING A HAND - EXTENSION

## Give a Person a Fish

## Extension 1

For younger grades
Instead of a small group discussion, develop a thinking board
Students discuss as a class the meaning of the quotation, which is added to the thinking board, similar ideas become connected to one another. Until the whole class develops an understanding of the quotation.

## A Hand Up, Not a Hand Out

## Extension 1

For Grade 3 Social Studies - Communities in the World
Students discuss the differences of quality of life from different communities in the world.
Activity:

1. In groups of 6 , each student will choose a community in the world (in a developing country or developed country), be sure there is a variety of communities within each group with equal number of communities in a developing country and developed country.
2. With the whole class, discuss various social, cultural and linguistic characteristics that may affect quality of life in communities. As a class choose 10 specific characteristics that may affect the quality of life in communities the most.
3. Students will research their community and uncover the 10 specific characteristics discussed in Step 2 for their community.
4. Within a group, students will share their community they have researched to their peers. Once everyone has shared the information about their community, students will reflect how life may be different in a developing country compared to a developed country.

## Barriers to Getting Started

## Extension 1

For younger grades
Instead of focusing on the 5C's, focus on the definition of a Bank and a Credit Union.
Develop a Venn Diagram of the similarities and differences of a Bank and a Credit Union.


Bank Credit Union

## Main Activity: Microfinance

## Extension 1

Extra video to explain microfinance: https://www.youtube.com/watch?v=bpSNM625LFU
**All videos have the ability to add captions to accommodate students, simply press the CC button to add captions

## Microfinance Organizations

## Extension 1

Split students into 4 groups. Each group will be assigned to research one of the four organizations and to develop an informative presentation about that organization. As a class, after each presentation, students will discuss the pros and cons about that organization which can be written on the board. When all presentations have been conducted, the class will choose which organization they will move forward with.


## Steps in your microfinance loan

## Extension 1

For a mathematic classroom (Grade 6, 7, 8), instead of the use of the loan calculator have students calculate the repayment value of a loan with interest rates.

1. For students to complete simple compound interest rates, the following activity can be incorporated.

Compound interest rates: Interest that is added to the sum of the loan at the beginning of the term. This means that interest is earned on the total sum of the loan with accumulated interest.

Remember when calculating with interest rates: $10 \%=0.10$ (move the decimal place 2 places to the left)
Periods can be Annually (once a year), Semi-Annually (twice a year), Monthly (12x a year)
Students complete the chart with varying loan start amounts and interest rates. Students can add additional years to the chart to further their practice of compound interest rates.

| Year | Loan at the Start | Interest Amount | Loan at the End |
| :--- | :--- | :--- | :--- |
| 0 | Amount of loan at <br> the start | Loan at Start (Year 0) X <br> Interest Rate | Loan at Start + Interest Amount |
| 1 | Loan at the End of <br> Year 0 | Loan at Start (Year 1) X <br> Interest Rate | Loan at Start (Year 1) + Interest <br> Amount |
| 2 | Loan at the End of <br> Year 1 | Loan at Start (Year 2) X <br> Interest Rate | Loan at Start (Year 2) + Interest <br> Amount |

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## Extension 2

For advanced mathematics classes (Grade 9, 10):
To challenge students, ask students if there is an easier method to calculating the loan at the end of a period using compound interest instead of the chart.

Students should be able to look at the chart and derive a formula from it.
For example:

| Year | Loan at the Start | Interest Amount | Loan at the End |
| :--- | :--- | :--- | :--- |
| 0 | 1000 | $1000 \times 0.10=100$ | $1000+100=1100$ |

From the chart, you can see:
Interest rate is $10 \%$ which is 0.10
$1000+(1000 \times 0.10)=1100$
Rearrange the formula:
Loan at Start Interest Amount
$1000+1000 \times 0.10$

| Add $\times 1$ | $1000 \times 1$ | + | $1000 \times 0.10$ |
| :--- | :---: | :---: | :---: |
| Factor 100 | 1000 | x | $(1+0.10)$ |
| Simplify | 1000 | x | 1.10 |

Final formula:
$1000 \times 1.10=$ Loan at End
Loan at Start of Period x (1 + Interest Rate) = Loan at End of Period
To further the formula, students can also understand the exponents can help to make the calculations easier:
Loan at Start of Period x (1 + Interest Rate) $)^{\text {\# of Periods }}=$ Loan at End of Period
The common formula used is:

$$
\begin{aligned}
& \text { FV }=\mathbf{P V} \times(1+r)^{\mathbf{n}} \\
& F V=\text { Future Value } \\
& P V=\text { Present Value } \\
& R=\text { annual interest rate } \\
& n=\text { number of periods }
\end{aligned}
$$

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## Extension 3

Grade 5 Math - Numbers

1. Explain interest rate and how to convert percent values to decimals.

Interest rate: the percentage of a sum of money charged for its use
When a person borrows money for a bank or organization, they are charged an interest rate on the amount of money they borrow. For instance, if someone borrows \$100, and the interest rate is $10 \%$, the person will be charged $\$ 10$ the first year they borrow the money.
2. What does $10 \%$ mean???

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Latin phrase per centum which means per hundred!!!
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$10 \%=10$ percent
$10 \%=10 \operatorname{per} 100$
"Percent" means per 100
Therefore, 10\% means 10/100 and 75\% means 75/100
For example:
$10 \%$ means 10 boxes are green per 100 boxes

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$25 \%$ means 25 boxes are green per 100 boxes

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3. How can you turn a percentage into a fraction? How about percentage to decimals?

Turning percentage to fraction and decimals is quite simple.
Let's look at the following example:
$10 \%$ means 10 per 100
To turn it into a fraction it is simply $\frac{10}{100}$ Reducing the fraction by 10 results in $\frac{1}{10}$
From there you can turn the fraction into a decimal $\frac{10}{100} \rightarrow 10 \div 100=0.10$
You can easily turn a percentage into a decimal by moving the decimal place two places to the left and removing the "\%" symbol.

$$
10 \%=\frac{10}{100}=0.10
$$

$$
75 \%=\frac{75}{100}=0.75
$$

To find the percentage of any number:

1. Convert the percentage to decimals
2. Multiple the decimal by the number you are looking at

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4. Students should have a basic understanding of percentages and how they relate to interest rates.
a) What is the interest amount for a loan of $\$ 100$ with an interest rate of $30 \%$ ?
b) What is the interest amount for a loan of $\$ 100$ with an interest rate of $15 \%$ ?
c) What is the interest amount for a loan of $\$ 300$ with an interest rate of $10 \%$ ?
