



# Lending A Hand *Teacher's Guide*

*Challenge your students to understand the world of cooperative banking and micro-lending!*

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## **Acknowledgements:**

This module on Lending a Hand: Teacher's Guide was created by GreenLearning in partnership with Servus Credit Union and The Centre for Global Education



## LENDING A HAND: TEACHER'S GUIDE

### Note to Teachers:

Activities throughout this module are stand alone. Activities can be used together, individually or adapted to a teacher's preference.

*Throughout the module, there may be words that you or your students encounter that can be challenging. Thus, to make this module accessible to all, we have provided a word list that can be found at the end of the Teacher's Guide".*

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# Lending a Hand

## Module Overview

In this module, students will learn the ins and outs of micro-lending – a form of micro-finance and one of the most effective and sustainable ways to lend money. Students will also have the opportunity to join the [Lending a Hand Challenge](#) to make a difference to a small business person somewhere around the world. Within this module, students will be given the opportunity to participate in critical thinking, interactive and collaborative activity that will allow them the opportunity to become financially literate.

In the Lending a Hand Challenge, students will raise money that they will lend to someone who will use it to start or expand a small business and make a difference in their lives. This will be mapped on the [www.greenlearning.ca](http://www.greenlearning.ca) to show the collective impact your class and other youths across Canada are creating through the Lending a Hand Challenge. Students will have the opportunity to display their journey through the Lending a Hand module, in video or comic book form for youth across Canada to see.

## Module Background Information

### Microfinance

#### *History of Microfinance*

Microfinance- financial products and services including, among others, loans, saving schemes, money transfers and insurance for low-income populations – dates back to the 18<sup>th</sup> century in England and Germany. However, the movement experienced a boom in the 1970s in Bangladesh and Latin America. The year 2005 was declared the “International Year of Microcredit” by the United Nations, and in 2006 Muhammad Yunus, who founded the successful Grameen Bank, a pioneering institution in the microfinance sector in Bangladesh, received the Nobel Peace Prize.

### Micro-lending

The worldwide web has allowed the rise in micro-lending. It allows those who wish to put their savings to good use by lending it to those who seek loans through the internet. Micro-lending helps entrepreneurs in developing countries start their own small business by providing them with loans that they cannot obtain from banks. Lenders have no collateral on the money they invest, thus they risk losing all their money. However, lenders could potentially earn a better return value than a traditional saving accounts. Due to the risk, a lender faces when lending their money, lenders tend to invest a small amount of money per loan. This results in borrowers receiving funding from a number of lenders that each contribute a small amount of money towards their final total. This is what it is termed (**micro**) –lending as it is small loans (microloans) to entrepreneurs.

### Credit Union

Credit unions are driven and regulated by customers, thus they are more keen and open to the ideas and needs of customers. Credit unions are operated as not-for-profit institutions, thus the needs of the customers come before profit. Credit unions use a democratic style of operation, which is a fair power structure in which each member of the union gets one vote. Thus, everyone gets equal representation, regardless of how many shares they own. The power lies within the majority and the issues that affect everyone will be better heard. In addition, credit unions are smaller, more local and invest their profits back into the community through local programs, businesses and governments making sure that the community is cleaner, more successful, and happy.

### Sustainability

Sustainability is the capacity to endure. It is how [biological systems](#) remain [diverse](#) and productive [indefinitely](#). This also applies to humans. The Brundtland Commission of the [United Nations](#) declared that: “sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs.

## Activity 1: Give a Person a Fish (Opener)

### Introduction

This activity allows students to begin thinking and discussing about micro-lending. Can be used as an opener to allow students the opportunity to start thinking about the concepts they will learn in this module. Students will collaborate with their peers to critically think about the quotation provided to them.

### Time to Complete

This activity should take 10-20 minutes depending on the discussions held within the class.

### Materials

- Chalkboard or whiteboard

### Task

1. Display the picture below to the class.



2. Divide your class into small groups and have them discuss the meaning of the quotation.
3. Have a class discussion about the quotation.

### Probing Questions

- Why is it better to teach a person how to fish?
- What is the wider meaning – it is about more than just fishing.

### Modifications

- For younger grades:
  - Develop a thinking board with the class.
    - The class is shown the picture, and students are to think about the meaning of the quotations. Students thoughts are added to the thinking board, with similar ideas connected to one another. This allows students to develop an understanding of the quotation together, as it may be difficult for younger students to develop their own understanding.

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## Activity 2: A Hand Up, Not a Hand Out

### Introduction

This activity allows students to compare situations in their own community and across the global to understand that simple solutions may not always help those in need, rather solutions that help those change their situation can be more helpful. Students will collaborate with their peers to think about the world around them and to gain an understanding of the socioeconomic situations that occur in today's world.

### Time to Complete

This activity should take 20-30 minutes depending on the discussions held within the class. Additional time may be required if the modifications are adapted into the activity

### Materials

- Chart Paper
- Chalkboard or whiteboard

### Task

1. Discuss with students the meaning of "Hand Up, Not a Hand Out".
  - If people do not have enough food or enough money for heat and shelter or enough money to start a small business they need help. Whatever the solution, many experts agree that people need to be involved in the solution and that the solution needs to be something that helps them change their situation. This leads to long term development, not just a short-term 'band aid' answer to a situation.
2. Divide students in to groups and have them use the T-chart below to brainstorm the differences between a "Hand Up" and a "Hand Out." Provide students with chart paper to create a final version of their chart to be displayed around the class.

	Hand Up	Hand Out
Examples in your community		
Global examples		
Benefit to recipient		

3. Have a class discussion about the advantages of a "Hand Up" rather than just a "Hand Out."

### Extension

- Allow students to explore the community around them to better understand the situations in their own community that are occurring. Then, display videos of developing countries or have students within in your classrooms speak to the situations in their home country. This will allow students to grasp firsthand the struggles around the world, from explorations, videos, stories, and their peers.
- For Grade 3 Social Studies – Communities in the World  
Students discuss the differences in the quality of life from different communities within the world.

#### Task:

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.

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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, groups will reflect how life may be different in a developing country compared to a developed country. Students will create a comparison chart of the difference in a developing country vs a developed country. Comparison charts will be displayed around the classroom.
5. As a class discuss the differences between a developing country vs a developed country.
  - What difficulties may a business owner in a developing country encounter that a business owner in a developed country would not encounter?
  - How can we help business owners in developing countries succeed?



## Activity 3: Barriers to Getting Started

### Introduction

This activity allows students to gain a better understanding of the differences and similarities of a Bank vs Credit Union. Furthermore, students are given the opportunity to explore the factors that Banks and Credit Unions take when deciding to give a loan to a person. Students will collaborate with their peers to critically think about loans and the difficulties some people may face when obtaining a loan.

### Background Information

#### Bank vs Credit Union

*What factors make a Credit Union more “sustainable than a “traditional bank”?*

Credit unions are driven and regulated by customers, whereas banks are regulated by the government. This means that overall, credit unions are more keen and open to the ideas and needs of customers. Additionally, they are more community-invested and less profit driven than traditional banks.

Credit unions are operated as not-for-profit institutions. This means that the needs of their customers come before their want to make money and expand. They focus on creating customer satisfaction and prioritize solving the financial needs of their customers.

Unlike banks, credit unions use a democratic style of operation. In banks, a small group entitled the Board of Directors makes decisions on behalf of all employees, shareholders and customers of the bank. This means that power is put in the hands of those with large shares and amounts of money and results in unequal representation for the millions of small shareholders in the company. Credit unions use a fair power structure in which each member of the union gets one vote. Thus, everyone gets equal representation, regardless of how many shares they own. Power lies within the majority and the issues that affect everyone will be better heard.

Community investment is another factor in which credit unions are more sustainable. When both banks and credit unions get money in the form of deposits, they are able to make profits by lending these deposits out as loans. The actions of taking deposits and giving loans creates a large cycle in which these institutions make money through charging rates and interest fees. Credit unions and banks differ in that the profits banks make go towards investing very big global businesses. As credit unions are smaller, they are more local and invest their profits back into the community through local programs, businesses and governments making sure that your community is cleaner, more successful and happy.

#### 5 C.'s of Credit

**Capacity** Capacity refers to considering your other debts and expenses when determining your ability to repay the loan. Creditors evaluate your debt-to-income ratio, that is, how much you owe compared to how much you earn. The lower your ratio, the more confident creditors will be in your capacity to repay the money you borrow.

**Capital** Capital refers to your net worth — the value of your assets minus your liabilities. In simple terms, how much you own (for example, car, real estate, cash, and investments) minus how much you owe.

**Character** When lenders evaluate character, they look at stability — for example, how long you've lived at your current address, how long you've been in your current job, and whether you have a good record of paying your bills on time and in full. If you want a loan for your business, the lender will consider your experience and track record in your business to evaluate how likely you are to repay.

**Collateral** Collateral refers to any asset of a borrower (for example, a home or shop) that a lender has a right to take ownership of and use to pay the debt if the borrower is unable to make the loan payments as agreed.

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**Conditions** Lenders consider a number of outside circumstances that may affect the borrower's financial situation and ability to repay, for example what's happening in the local or regional economy. If the borrower is a business, the lender may evaluate the financial health of the borrower's industry, their local market, and the competition.

## Time to Complete

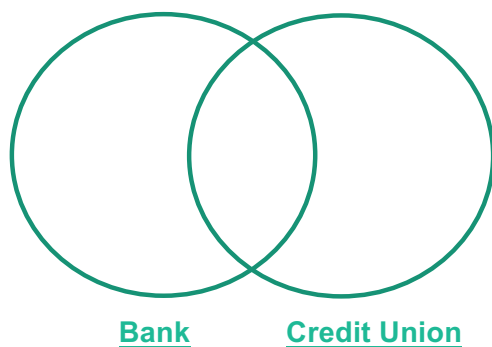
This activity should take 20-30 minutes depending on the discussions held within the class.

## Materials

- Lending a Hand - Student Workbook: Barrier to Getting Started
- Chart Paper

## Task

1. Divide students up into groups and provide each group with chart paper. Have students develop a Venn Diagram for the differences and similarities of a Bank and a Credit Union. Display the chart papers around the classroom.



## Probing Questions:

- What factors make a credit union more “sustainable” than a traditional bank? (Check resources for more information)
2. Discuss as a class the difference between a Bank and Credit Union.
3. Provide students with the student worksheet (Lending a Hand- Student Workbook) and allow students to work through the worksheet with a partner to answer, “What would be a good risk for a bank or credit union to take a chance on?” (allow students 5-10minutes to complete the task)
4. As a class discuss the 5C's of Credits' list and what would be a good risk for a bank or credit union to take a chance on?
5. Now have students, imagine that they are living in Canada or elsewhere with very little money or income. Have students discuss the struggles they may have when trying to obtain a loan.
  - Possible answers
    - Lack of regulation and consumer protection could make interest rates very high
    - People might not have access to a reliable financial institution
    - Lack of paper records might make it difficult for people to prove they are worthy recipients of a loan
    - Difficulty in making international funds transfer

## Activity 4: Microfinance

### Introduction

This activity allows students to explore various videos to gain a better understanding of the two terms, microfinance and microcredit. Furthermore, students collaborate with their peers to understand the difference between a loan and a donation.

### Background Information

#### Microcredit

Microcredit is simply very small loans that are provided to entrepreneurs or business owners who would normally be unable to receive a loan from a bank due to their economical status. These people may lack collateral, steady employment or a good credit history.

#### Microfinance

Microfinance is the financial services, loans and savings, to entrepreneurs or individuals who are unable to obtain these services from a traditional bank.

#### Loan vs Donation

Loans and donations are both instances in which money is exchanged between a lender and a borrower.

However, these two terms involve very different expectations and conditions between the two parties. In brief, a loan is a sum of money that is borrowed and expected to be returned to the lender at a later time. A donation, on the other hand, is an exchange from the giver in which they do not expect their contribution to be returned.

When a loan happens, the lender will lend money to the borrower with knowledge that they will have this money repaid to them in the future. Often times, the lender will charge the borrower additional costs upon repayment. For example, if I were to lend you ten dollars, I might request that you repay me twelve dollars when you repay me in a week. The additional two dollars I charge you is called 'interest' and is a fee that lenders often charge borrowers at a certain rate. This rate of interest is calculated with several factors in mind, most notably the amount of money loaned and the length of time which the money is loaned for. The terms of the loan, including amount, interest and length, are usually mutually agreed upon by the parties before the money is exchanged.

The parties involved in a loan can vary. Individuals, businesses, banks and governments can all loan money and take out loans to any type of these groups. Two of the biggest 'loaners' are credit unions and banks. While a bank is your typical government-regulated institution for depositing, withdrawing and investing money, a credit union is a not-for-profit institution regulated by consumers.

Credit unions' services are directly based upon the needs and wants of their customers and loaners. When you take out a loan from a credit union, you will often face higher loan interest rates and fewer accessible locations than at a bank. However, you will be open to lower fees for performing day-to-day money management tasks, higher flexibility with your money, and better service due to a customer-driven business model. Furthermore, a majority of profits made in the process of loaning with credit unions are given back to the community, while on the other hand profits made during loaning with a bank are usually put into growing these large financial institutions even larger.

A donation can be thought of like a gift. Donations are made as charitable actions towards a charity, organization or other type of institution. Donations most often take the form of cash, but can also be given in the form of other assets such as cars, second-hand goods, or anything requested by the organization. Donations are responsible for funding many charitable, government-based and nonprofit organizations. When you give a donation of a large size, you may be eligible for a tax deduction. When a donation is made, the contributor performs the action without expectation of their contribution back-- it is done out of charitable consideration.

# Lending a Hand

## Time to Complete

This activity should take 20-30 minutes depending on the discussions held within the class.

## Materials

- Projector
- Laptop/Computer

## Task

1. Have students watch these two videos:
  - What is microcredit?  
<https://www.youtube.com/watch?v=PG7Hw1xsMoM>
  - What is microfinance?  
<https://www.youtube.com/watch?v=gEliDilpdBE>
2. In small groups, have students discuss the videos they have watched to develop a definition in their own words of “Microfinance”.
3. Once students have developed a definition, have each group write their definition on the blackboard(whiteboard).
4. As a class, discuss the similarities and differences of the definitions developed by each group.
5. Think-Pair-Share -> Loan vs Donation (6minutes)
  - a. Have students individually think about the difference between a loan vs donation and write down in their own words the difference. (2minutes)
  - b. Pair students up and have them discuss the differences they have developed. Once each student has discussed their own difference, students have to develop a two-sentence difference of a loan vs donation with their partner. (2minutes)
  - c. As a class, have a few groups share their differences that they have developed. (2minutes)
6. Students should have basic understanding of microfinance and a loan. Students should remember:  
*“Microfinance has caught on as an effective way to pull people out of poverty. It is not a charity donation. It is not a hand out. It is a loan that gives them a jump start on a business idea they have and something they need to prove can be re-paid. Because the repayment rate is so high, it also makes good business sense.”*

## Accommodations

- All videos have the ability to add captions to accommodate students, simply press the CC button to add captions
- If students require another explanation, this video explains microfinance:  
<https://www.youtube.com/watch?v=bpSNM625LFU>

# Lending a Hand

## Activity 5: Microfinance and Sustainability

### Introduction

This activity allows students to understand the “Triple Bottom Line” through collaborative discussions and videos.

### Background Information

#### Triple Bottom Line

Triple bottom line (TBL) are the three concepts that businesses are concerned with when making decisions and evaluating their performance. They are environmental, social and economic factors. John Elkington, 1994, was the first person to introduce the phrase and was later used in 1997 within the book “Cannibals with Forks: The Triple Bottom Line of 21<sup>st</sup> Century Business.”

Below are a few considerations a business will take when considering the “Triple Bottom Line”

Environmental	Social	Economic
<ul style="list-style-type: none"><li>○ minimize possible environmental side effects</li><li>○ promotes a healthy environment for the workers and the broader local community</li><li>○ considers the ecological footprint of a project</li><li>○ aims to be ecologically sustainable (rather than wasteful and polluting)?</li></ul>	<ul style="list-style-type: none"><li>○ generates more than just profit for one person</li><li>○ helps the community grow</li><li>○ generates indirect benefits for the local community</li><li>○ leads to more employment in the community</li><li>○ is a safe and healthy project for the workers</li><li>○ does this enhance local culture and traditions?</li></ul>	<ul style="list-style-type: none"><li>○ has economic capacity</li><li>○ has economic capital</li><li>○ strong personal character indicates stability</li><li>○ can offer collateral</li><li>○ outside conditions and circumstances are right</li></ul>

### Time to Complete

This activity should take 15-25 minutes depending on the discussions held within the class.

### Materials

- Lending a Hand - Student Workbook: Microfinance and Sustainability
- Projector
- Laptop/Computer
- Tablets/I-Pads/Computers for students

### Task

1. Have students read the “Lending a Hand – Student Workbook: Microfinance and Sustainability” handout and discuss with students what they were able to understand from the handout.
  - What is TBL, in your own words?
  - Why do you think funders have other concerns than just will the loan be repaid?
  - Are there any other factors that you think should be of concern?
2. Show the following two videos about the TBL to students.
  - <https://www.youtube.com/watch?v=2f5m-jBf81Q> (first 1:10 min.)
  - [https://www.youtube.com/watch?v=UI-S\\_6wjP1c](https://www.youtube.com/watch?v=UI-S_6wjP1c) (without all the credits)
3. Pose the following questions to students following the video,

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***Protecting the planet and helping other people as well as making profit seems like the right thing to do, but why does it also make good business sense to focus on all three? Use a real-life example if you can.***

Have students work individually, in pairs, or in groups depending on your preferences to answer the question. Students can submit their answers to the question to GreenLearning to be posted on our website.

## *Accommodations*

- All videos have the ability to add captions to accommodate students, simply press the CC button to add captions

## Taking Action: The Lending a Hand Challenge

### Introduction

The Lending a Hand Challenge is a fun, interactive and engaging way to get students excited about financial literacy. Students have the opportunity to understand the world of cooperative banking and micro-lending through assisting others in developing countries. Activity 6-10 leads students through the challenge to develop an end project of a video or comic that will express their journey through the challenge. Students have the chance to compete against youth across Alberta to win exciting prizes.

*\*\* Note: The Lending a Hand Challenge can be completed in parts for those teachers who wish to use the fun and interactive activities individually without having their students enter in the contest.*

### Activity 6: Microfinance Organizations

#### Introduction

This activity allows students to explore microfinance organizations to critically think about which organization is best for the class to use. Furthermore, students will consider the issues that borrowers face when trying to receive a loan. Through collaboration and critical thinking, students will develop a pitch about their borrower to persuade their class that their borrower is the best.

#### Time to Complete

This activity should take 60-75 minutes depending on the discussions held within the class.

#### Materials

- Lending a Hand - Student Workbook: Microfinance Organizations
- Computers/I-Pads/Tablets/Laptops for students

#### Task

1. As a class, review what microfinance is and what microfinance organizations do.
  - Before moving forward with activities, be sure all students have a basic understanding of microfinance and the terms that are associated (micro-lending, loan, organization, 5 C's of Credit, Triple Bottom Line), as students may become confused with the following activity if they do not have a basic understanding of microfinance.
2. In groups have students work through the worksheet (Lending a Hand – Student Workbook: Microfinance Organizations Part 1). Students will decide which microfinance organization is best, based on various criteria.
3. Once students have completed the worksheet in groups, have a class discussion about the microfinance organizations. Develop a pros/cons chart on the board for each organization. At the end of the discussion, have a class vote on the organization that the class chooses to use.

Pros	Cons

4. This step has two options for teachers:

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- Raise some funds and get them into the hands of someone who can use the loan to change their life. The minimum amount needed in these sites is very low and there is a real satisfaction when you see funding go to a good cause. This is not a handout – there is 98% chance that your loan will be repaid.
    - If you wish to raise funds, see Activity 8 for Fundraising ideas
  - If you do not wish to raise funds, feel free to continue with the module, stating to the class that it will be a hypothetical situation
5. Provide students with the worksheet (Lending a Hand – Student Workbook: Microfinance Organizations Part 2). In small groups, students will decide which borrower will be best for the class to support, based on various questions that they will have to answer as group. Students will develop 5 minute pitches that will be presented to the class.
  6. Students will now have the opportunity to present their pitch. All other students will judge each borrower based on the qualities and characteristics within the rubric (Lending a Hand – Student Workbook: Microfinance Organizations Part 2).
  7. After the groups have made their pitches, each student in the class will privately rank the different borrowers and the teacher will tally the results and announce the borrower that class will lend money to.



# Lending a Hand

## Activity 7: Financial Details

### Introduction

This activity allows students the opportunity to learn about loan and explore how loans work.

### Background Information

#### Loan

##### *What is a loan?*

A loan is when person borrows money, property, or other material goods from an individual, corporation, financial institution, or government, with the intent to pay back the loan with added interest or finance charges. The terms of a loan are agreed by each party before any money is borrowed.

##### *How does a loan work?*

When a person receives a loan, they will receive the amount of money they have requested to borrow in a lump sum. The person will then be able to pay back the money in installments, which is specific to each loan. The money that is paid back to the borrower is the amount borrowed plus interest. Interest is dependent on the interest rate.

See for more information “How Do Earnest Loans Work?": <https://www.earnest.com/blog/how-do-loans-work/>

### Time to Complete

This activity should take 15-25 minutes. Additional time may be required if extensions are used.

### Materials

- Projector
- Computer/Laptop
- Lending a Hand - Student Workbook: Financial Details

### Task

1. Show the following video to the class.

*Note: Remind students as they watch the video to think of the borrower the class chose, not just the teenagers in the video*

#### **Helping Your Child Understand How Loans Work**

<https://www.bettermoneyhabits.com/teaching-kids-money/credit-basics-for-kids/help-your-child-understand-how-loans-work.html>

2. Hand-out the worksheet (Lending a Hand - Student Workbook: Financial Details) for students, and go over as a class the steps that a borrower takes to receive a loan.
3. Have students complete the task on the worksheet (Lending a Hand – Student Workbook: Financial Details). Students will investigate the microfinance organization that the class has chosen and determine the interest rate for the loan, repayment terms and how frequently the payments are made. From there students will use the online calculator to understand how the loan works.
4. Have a class discussion about loans.
  - a. What is a Loan?
  - b. How does a Loan work?

### Extension

- For Grade 6-8 mathematics classrooms, instead of the use of the loan calculator have students calculate the repayment value of the loan with interest rates. Students will need background information regarding compound interest rates. The Lending a Hand – Student Workbook: Financial Details Extension 1 provides an informative worksheet for students on interest rates and loans. The worksheet allows students to understand how to calculate loans and can be modified based on the class level.
- For Grade 5 mathematics classroom, the interest rate can be used to explain conversion of percent values to decimals. See “Lending a Hand – Student Workbook: Financial Details Extension 2” for student note.

# Lending a Hand

## Activity 8: Connection to a local Credit Union

### Introduction

This activity allows students to gain knowledgeable information from a local credit union in your community. The credit union will send a representative to your school to answer any questions students may have. Green learning is happy to help you get in contact with a local credit union representative to arrange a time and date for them to visit. If you are interested in this opportunity please contact: [Jamila@greenlearning.ca](mailto:Jamila@greenlearning.ca)

## Activity 9: Fundraising

### Introduction

Fundraising can sometimes seem overwhelming, however at GreenLearning we want to make the experience as easy as it can be. This is why we have created resources to help you with your journey. To help with your fundraising, you can see the resources “Crowdfunding Success Toolkit” to better assist your journey. In addition, here are a few ideas that your class can embark on:

- Host a bake sale at lunch or at a Parent Council meeting or a sporting event
- Set up a jar in the Main Office where people can make small change donations
- Organize a car wash in the school parking lot
- If your school has an annual auction include an item that will be designated to raise funds for your project
- Have the Student Council donate a portion of the proceeds of one of the dances or shows to your project

### Task

1. Students will decide on a fundraiser that the class will hold to raise the money for the borrower.
2. Organize and conduct the fundraising event
3. Once students have completed the fundraiser, as a class students will have to decide what will happen with the loan repayment.

There is about a 98% chance that your loan will be repaid (and that is partly why microfinance has been so successful). Your class might receive the money or it might be in the next school year. Decide now what will happen with that money. There are many options:

- re-lend the money to another borrower within the microfinance organization and keep the cycle continuing
- donate it to the next class for their “Lending a Hand” module
- research a local microfinance organization and donate the funds to them
- connect with your local credit union and investigate whether they get the money to people who need it in your community
- research local initiatives in your area that are giving a “hand up” to others and donate the money to them

# Lending a Hand

## Activity 10: Mapping Your Success

### Introduction

This activity allows students to display their journey through the Lending a Hand Challenge. At GreenLearning we want to acknowledge classes through their journey helping others around the world. This activity allows students the opportunity to develop a video or a comic book that will display the journey they have taken throughout the challenge. Students will then submit their final projects for a chance to win an exciting prize. Be sure to encourage students to be creative when telling their stories. This activity gives students the opportunity to be creative, and collaborative when communicating their thoughts and ideas.

### Time to Complete

This activity should take 60-75minutes.

### Materials

- Tablets/I-Pads/Computers for students
- Camera
- Paper
- Markers/Crayons/Pencil Crayons
- Pencil/Pens

### Task

1. Students are to develop either a video or comic book that displays their journey through the Lending a Hand Challenge. Criteria that the projects will be judged on by GreenLearning are available at “Lending a Hand Criteria”

## Useful Links

### Why Microfinance?

Poverty in the USA

<https://www.youtube.com/watch?v=Q4d6vQAHfA0>

Borgen Project: What is Poverty?

<http://borgenproject.org/5-effects-poverty/>

National Geographic: World Poverty

<http://channel.nationalgeographic.com/videos/global-poverty/>

Guardian on Oxfam report

<http://www.theguardian.com/business/2016/jan/18/richest-62-billionaires-wealthy-half-world-population-combined>

Reality Check: Inequality

<http://www.aljazeera.com/programmes/upfront/2015/10/reality-check-inequality-stupid-151009172648920.html>

Al Jazeera news clip on Oxfam report

<http://www.aljazeera.com/news/2016/01/super-rich-62-people-world-160118033855025.html>

Interview with M. Yunus

<http://www.abc.net.au/7.30/content/2014/s4103991.htm>

Microfinance vs. Investing in Entrepreneurs

<http://bigthink.com/videos/when-microfinance-fails>

### How Does Microfinance Work?

Al Jazeera 101 East

<https://www.youtube.com/watch?v=xwoAv2xPGrM>

Banks versus credit unions

[http://www.diffen.com/difference/Bank\\_vs\\_Credit\\_Union](http://www.diffen.com/difference/Bank_vs_Credit_Union)

Latest research on microcredit

[https://www.youtube.com/watch?v=DX2NMm1\\_dm4](https://www.youtube.com/watch?v=DX2NMm1_dm4)

WSJ overview video

<http://www.wsj.com/video/financial-inclusion-challenge-finalist-kiva/D7440226-C296-427E-A449-8F849D3D4D06.html>

History of Microfinance

<http://unepmeba.org/en/definiciones/historia-de-las-microfinanzas/>

# Lending a Hand

5 C.'s of Credit

<http://www.handsonbanking.org/financial-education/adults/the-five-cs-of-credit/>

<http://www.investopedia.com/ask/answers/041715/why-do-banks-used-five-cs-credit.asp>

## Taking Action with Microfinance

Ten Solutions to Poverty

<http://www.borgenmagazine.com/10-solutions-poverty/>

Oxfam and poverty puzzle

<https://www.youtube.com/watch?v=wUcoCSfz7ek>

Kiva card

<https://www.youtube.com/watch?v=TiBE1FcFFDo>

Can Microcredit work in Canada?

<http://www.theglobeandmail.com/life/giving/can-microcredit-work-in-canada/article1360187/>

Making Microfinance work in Canada

<http://socialfinance.ca/2012/05/30/making-microfinance-work-in-canada/>

## Word List

<b>Business</b>	An organization involving individuals or a group of people that is designed to sell a product or service
<b>Borrow/Borrower</b>	A sum of money or object that has been given to an individual and will be paid or given back in the future
<b>Loan</b>	A sum of money that is borrowed and will be paid back in the future with an interest value added
<b>Interest</b>	The money paid by the borrower for the use of borrowed
<b>Interest Rate</b>	A percentage of the loan that is charged as interest to the borrower
<b>Microfinance</b>	A small loan given to individuals who are not financially stable to start their business
<b>Microcredit</b>	Lending a small sum of money with low interest rates to an individual in a developing country who wants to start a new business
<b>Expenses</b>	The cost incurred for a product or service
<b>Payment</b>	To pay(give) an amount of money for a product or service
<b>Entrepreneur</b>	A person that operates and organizes their own, new business
<b>Fair Trade</b>	An act of exchanging a product or service for another in similar value(cost)
<b>Fundraising</b>	Collecting money for an organization as financial support
<b>Lack</b>	The state of not having enough of something or without something

## Word List Continues

<b>Environmental Impact</b>	A measurement of damage on the environment (air, land, water etc.)
<b>Ecological Footprint</b>	The impact of a person or community on the environment
<b>Sustainability</b>	Maintaining natural resources and acting in manners that are not harmful to the environment to ensure the ecological balance. (to ensure the environment around us is not disrupted)
<b>Attribute</b>	A quality that is a characteristic that someone or something has
<b>Discuss/ Discussion</b>	A group of people talking amongst one another about ideas and opinions
<b>Criteria</b>	Specific standards that allows someone to judge or decide on something
<b>Research</b>	To find information regarding a specific topic